

UNIT 16 THE DREAM

UNIT OVERVIEW

In this unit, students will:

- 🎧 Listen to and read Jeung-Suk's concerns about her dream.
- Answer true/false questions to show understanding of Jeung-Suk's story.
- 🗣️ Consider three alternative opinions about the meaning of dreams and express agreement or disagreement with the three opinions.
- Study the Opinion Network to learn expressions for giving opinions about the meaning of dreams.
- Extend the Topic by talking about the meaning of dreams.
- Read a Culture Corner extract about common symbols of dreams.
- Share ideas about their own dreams.
- Listen to a follow-up video extract from Kyle giving his views about the meaning of dreams in his life.
- Take the Unit Test.

Authors' Introduction

Go to impactseries.com/issues to listen to Richard's unit introduction.

The Issue

In this unit, Jeung-Suk relates a dream that she has had three nights in a row. Each night the dream involves her driving her car and having an accident. Each time she wakes up very scared. Jeung-Suk has to drive her car to another city for a business trip the following week. She is worried about going because of her recurring dream. Is the dream warning her that she shouldn't go?

Questions Raised

- What do dreams mean? Do they predict the future? Do they reveal some unconscious problems or difficulties? Do they reflect our concerns?
- Should we make decisions based on our dreams?

To Keep in Mind

- Everyone dreams. However, some people have difficulty remembering their dreams. We know from research that making a conscious effort to remember our dreams before going to sleep can help us remember them when we wake up. So you might want to ask your students to try to remember their dreams before you start this unit.
- Psychologists call the types of dreams that most people have "universal dreams." Some examples of things that happen to people in universal dreams are: falling, losing things, getting lost, failing a test or failing to study for a test, returning to a childhood place, and crashing a car.

TEACHING GUIDE

Getting Ready

→ Some people are reluctant to talk about their dreams, either because they are personal or they simply don't remember them. In order to make students feel more comfortable, you could start this activity by having a student ask you these three questions. For #2, you could give an example of a dream you had recently. For #3, tell the students what your recurring dream is. If you don't have one, you could give an example from someone that you know.

🎧 **Teaching tip:** After students have exchanged answers to the three questions in pairs, get a show of hands for those who said "yes" to #1 and #2. Then, if students aren't aware of this already, explain that everyone dreams, but not everyone remembers their dreams. For #3, you could solicit their responses to see if there are any common themes (universal dreams).

Situation

→ Read the short introduction. Make sure that students understand the meaning of the word *scary*. Then ask them to listen to find out why Jeung-Suk is worried. Then have them read the sentences in Check Your Understanding and listen again.

🎧 **Teaching tip:** After the students have listened to the CD the first time, you could go over the words and phrases in the Glossary at the bottom of page 70. This will help them understand these vocabulary items when they hear the CD a second time.

Check Your Understanding

Answer Key

1. T 2. F 3. F 4. T

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss the opinions of Shingo, Mark, and Anna. Discussion should be done in pairs.

🎧 **Teaching tip:** First, have the students listen to the CD with their books closed. Then you might want to check on the vocabulary to make sure students understand the expressions "pay attention to" and "shouldn't pay so much attention to." Finally, have the students listen to the CD while following along in their books and ask them to decide whether or not they agree with the opinions of Shingo, Mark, and Anna.

✂ **Culture Point:** In many cultures, dreams are seen as windows to the subconscious, spiritual messages or future predictions and are considered very important. In other cultures, many people do not attach any particular importance or meaning to their dreams.

Extending the Topic: The meaning of dreams

→ Have students work individually when filling out the chart on dreams and their meaning, and in pairs (or threes) for the follow-up discussion. You will probably have some students who say that they don't remember their dreams. In this case, for Section A, simply have them fill out the "What does it mean?" column. For Section B, be sure to match students who don't remember their dreams with those who do. The ones who don't remember can focus on the meaning of their partner's dream.

Give students plenty of time to complete the chart, and be sure that they add their own ideas at the bottom. This will help them do Activity B.

Culture Corner

Have students work in pairs or groups of three. Students read through the list of Common Dream Symbols. Give them an opportunity to ask about unknown words. Then write a few questions on the board for discussion. For example: Do you believe in dream symbols? Why or why not? Have you had a dream recently that involved any of these things? If yes, what was it? This question is also an appropriate lead-in question for the Sharing My Ideas task.

Sharing My Ideas: My dream

→ Choose

Again, you may have students who say that they don't remember their dreams. For these students, encourage them to make up a dream or to talk about somebody else's dream. In addition to the two topics provided, you could add a third: A funny dream.

→ Prepare and Rehearse

Draw your students' attention to the Prepare box and remind them to take simple notes. They should not write in complete sentences. Before the students practice with a partner, go over the Language Hints. As they rehearse, make sure that the partners are helping each other by asking the three questions in the Listener task. Give students plenty of time to improve their notes before moving on to Step 4.

Sample Presentation

Let me tell you about an interesting dream that I had two nights ago. In this dream, I was eating dinner with a friend at the university cafeteria. But, all of a sudden, I was in another country! My friend wasn't with me, but my older brother was. We were in a restaurant but we could not speak the language. The waiter was very angry and started to shout at us. When I woke up, I was very confused. To tell the truth, I am not sure what my dream means.

→ Present

Have students find a new partner, or put them into groups. Go over the Present step as a whole class. There is no explicit Listener task, but because the presenters are going to ask the listeners about the meaning of his or her dream, listeners should take notes during the presentations. Remind them that taking notes is a way to improve their listening skills and it also shows that they are being good listeners.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than using perfect English!

Assessing the Activity

Have students judge the confidence in the voice of the person speaking. Create a handout showing a checklist such as the one below, or write it on the board:

- | | |
|---|-----|
| 1 – The presenter was easy to understand. | Y N |
| 2 – The beginning of the presentation was clear. | Y N |
| 3 – The end of the presentation was clear. | Y N |
| 4 – The presenter used the Language Hints. | Y N |
| 5 – The presenter asked the audience about the meaning of their dreams. | Y N |

When students are working in pairs, have each student evaluate the other. If a student presents to a small group or in front of the class, have each student grade him or her.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Kyle's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Kyle

The question is: how much power do dreams really have over our lives? In my view, I believe they have as much power as you give them. For example, I had a dream that when I was surfing, I was attacked by a shark. And when I woke up that day I had plans to go surfing with my friends.

So when I went down to the beach and when I stepped into the water, I thought about that dream. For a while, I was scared of the sharks, but then I thought, "Do I want this dream to have power over what I love to do in life?" So I decided to just jump on my board and paddle out and hope for the best. In the end, I was fine. I was safe.

I understand why this woman might be scared, but she might lose her job if she pays attention to the dream. And I don't think she should let a dream affect something big like that in her life. So she's going to have to jump into that car and drive.

Video Script

How much power do dreams really have over our lives? I believe that they have as much power as you give them. For example, I had a dream that when I was surfing, I was attacked by a shark. And when I woke up that day I had plans to go surfing with my friends.

So when I went down to the beach I—and when I stepped into the water—I thought about that dream and I was scared of the sharks, but then I thought, "Do I want to let this dream have power over what I love to do

in life?” So I decided to just jump on my board and paddle out and hope for the best. In the end, I was fine and I was safe.

I understand why this woman might be scared, but she might lose her job and I don't think she should let a dream affect something big like that in her life. So she's going to have to jump in that car and drive, or maybe check on flights.

UNIT TEST

→ **Make copies of the Unit Test** for each student. Distribute the copies and allow about 15 minutes for the class to complete the Test. Correct the Test in class.

- A. **Understanding the Situation:** The focus is on understanding what happened in Jeung-Suk's dreams and how she feels about these dreams. Students answer five multiple-choice questions.
- B. **Vocabulary:** The focus is on understanding three words or phrases from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.
- C. **Expressions:** The focus is on you check students' understanding of expressions or phrases from the What Do You Think? section. Students answer two multiple-choice questions.

Answer Key

- A. 1. d 2. c 3. c 4. d 5. a
B. terrible, late, accident
C. 1. a 2. b

LINKS

If you would like the class to do additional research on the meaning of dreams, here are some useful links:

<http://www.dreamsleep.net/>

http://psychology.suite101.com/article.cfm/the_meaning_of_dreams

<http://www.analysedreams.co.uk/FactsAboutDreams.html>