
UNIT 12

Structure

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12.0 OBJECTIVES

In this unit we shall give you further practice in listening comprehension by presenting a recorded talk on 'Dreams' and setting questions on comprehension. We shall also ask you to study two dialogues in which a speaker tells another about the dreams he had recently. In the section on pronunciation we shall talk about stress and rhythm in connected speech and provide further practice in vowel contrasts and reading words from a phonetic transcription.

After completing the unit you should be able to

- understand a talk on a subject of common interest
- take part in a conversation in which you tell somebody about a past event, and
- use the correct patterns of stress and rhythm in sentences.

Cassette Recording

A cassette recording accompanies this unit and is available on payment.

12.1 LISTENING COMPREHENSION

As you know, the secrets of sleep were a mystery for centuries. It is only in recent times that scientists have found out some of these secrets through careful observation and

experiment. One of the greatest mysteries of sleep has been dreams. What are dreams? Where do they come from? What are they made of? Here is a talk on some of the beliefs and superstitions about dreams. It has been recorded for you on the cassette that goes with the course. Listen to the talk carefully and then answer the questions in Exercise 1.

Exercise 1

Answer the following questions. You may listen to the recorded talk again and take down notes, if you like.

1. What is the difference between ‘dreams’ and ‘reality’?

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2. Dreams were interpreted in three different ways in ancient times. List them.

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3. What is the evidence to show that dreams can help solve scientific problem?

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4. What is the evidence to show that dreams can help in literary efforts?

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5. What is Freud's view about dreams?

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6. Why is it difficult to study dreams scientifically?

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7. Why do dreams appear odd and strange?

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12.2 CONVERSATION

Talking about Past Events

In the following dialogue 'A' tells 'B' that he had a strange dream a few days ago and then tells him what the dream was about. Read the following dialogue and then listen to it on the cassette.

A : I had a fantastic dream the other day.

B : Did you? What was it about?

A : I dreamt that I was a millionaire.

B : How did you get all the money?

A : Oh, when I was digging a pit in my garden, suddenly I struck something hard.

B : Was it a treasure-chest?

A : No, it was a large rock. The moment I struck it something strange happened.

B : What was it?

A : I saw a fountain of notes and coins. There was so much money and it came out of the ground so fast that I couldn't gather it all.

B : Didn't anyone see you taking all that money?

A : No, fortunately. So I didn't have to share it. It was all mine.

And that's how I became a millionaire.

Notice that A talks about a dream that he had in the past. He reports an event in the past. For this A uses expressions like I had a fantastic dream, I dreamt that I was a millionaire, I was digging, I struck something, it was a large rock, I saw a fountain of notes it came out of the ground, I didn't have to share, it was all mine.

Exercise 2

Listen to the dialogue again. Then read it aloud yourself.

Exercise 3

Now here is a dialogue between you and your friend. You tell your friend about a dream you had a week ago. Your part in the dialogue has been left blank and you must fill it in. The words/sentences in brackets might help you fill in your part. Choose any one of them each time.

- A : I last week. (fantastic)
 (funny)
 (strange)
 (mysterious)
- B : Did you, really? What was it about?
- A : a) I (spirits)
 (ghosts)
 (a fairy)
 (a monster)
- b) I (rich)
 (a film star)
 (the Prime Minister)
 (an astronaut)
 (on the moon)
- B : a) The what happened?
 or
 b) How did it happen?
- A :
- B : a) And then?
 or
 b) Then what did you do?
- A : Well,

Exercise 4

Now read the following dialogue and listen to it on the cassette. Here A tells B about a dreadful dream.

- A : Have you ever had a bad dream?
- B : Yes, a number of times.
- A : I had one the other night. It was quite dreadful.
- B : What was it about?
- A : Oh, a horrible creature was chassing me. I don't quite remember what it looked like, but it was frightening.
- B : What happened?
- A : I ran as fast as I could, but he followed me.
- B : Then what did you do?
- A : I hid inside a very tall building, but he found me.
- B : And then?
- A : Then I climbed to the very top of the building, all the way to the 5th floor.
- B : And after that?
- A : After that there was nowhere to hide. When he was about to grab me, I jumped. As I was about to hit the ground, I woke up with a start.

Exercise 5

Now read the dialogue aloud yourself.

Exercise 6

Write a dialogue of about 100 words in which you talk about the happiest dream you've ever had.

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12.3 PRONUNCIATION

12.3.1 Stress and Rhythm

In connected speech only words that are important for meaning are stressed. Content words like nouns, adjectives, principal verbs and adverbs are generally stressed. Grammatical words or structure words like articles, personal and relative pronouns, auxiliary verbs, prepositions and conjunctions are generally not stressed.

Example

I had a fan¹tastic ¹dream the other day.

(The less prominent stresses are marked at the bottom)

Notice that when a word of more than one syllable is stressed in connected speech, the stress is placed on the syllable that normally takes it when the word is said in isolation. For example, in the above example, fantastic is stressed on the second syllable.

The stressed syllables in English occur at regular intervals of time, and if there are a number of unstressed syllables between them, they have to be said quickly.

e.g., ¹This is the ¹house that ¹Jack ₁built.

There are two unstressed syllables between This and house one between house and Jack, and none between Jack and built. But the stressed syllables will still come at equal intervals of time.

Exercise 7

Listen to the following sentences on the cassette and say them with the correct stress pattern as marked.

- 1 What was it about?
- 2 I dreamt that I was a millionarie.
- 3 How did you get all the money?
- 4 When I was digging a pit in my graden, //suddenly I struck something hard.
(The sentence is to be divided into two groups as shown.)
- 5 Was it a treasure chest?

12.3.2 Vowel Contrasts

Exercise 8

Listen to the following pairs of words on the cassette and then read them aloud yourself. Making a clear distinction between the words in each pair. Add three more pairs to illustrate each contrast.

- a) /i:/ /ɪ/
 seek sick
 sleep slip
 reach rich
 leave live
 deed did

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- b) /e/ /æ/
 pen pan
 bet bat
 men man
 lend land
 letter latter

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- c) /e/ /eɪ/ (or Indian /e:/
 sent saint
 tell tale
 get gate
 bell bale
 chest chaste

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d)	/ɒ/	/əʊ/ (or Indian /o:/)
	odd	ode
	not	note
	got	goat
	cost	coast
	cot	coat

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Exercise 9

Say the following words correctly as shown. You can also listen to them on the cassette.

Comprehension	/ˌkɒmpriˈhenʃən/
Secrets	/ˈsi:kri:ts/
Mystery	/ˈmɪsəri/
centuries	/ˈsentʃərɪz/
recent	/ˈri:sənt/
times	/taɪmz/
scientists	/ˈsaɪəntɪsts/
careful	/ˈkeəfəl/
observation	/əbzəˈveɪʃən/
experiment (n.)	/ɪkˈsperɪmənt/

12.4 LET US SUM UP

In this unit we have

- given you practice in listening to a talk on ‘dreams’ and understanding it.
- presented a specimen dialogue in which one person tells another about a dream he had,
and
- introduced you to the feature of stress and rhythm in English sentences.

12.5 KEY WORDS

1 adjective (in grammar) : a word that names a quality, or that defines or limits a noun

1 adverb (in grammar) : a word that answers question wit how, when, where, and modifies verbs, adjectives, and other adverbs

1 astronaut : a person who travels in a spacecraft

au'xiliary verb : a helping verb, e.g., is in He is coming

Con'junction (in grammar) : a word that joins other words, clauses, etc. e.g., and, but, or. 'fairy : a small imaginary being with supernatural powers

ghost/geust/ : the spirit of a dead person appearing to somebody still living

'monster : abnormally mis-shapen animal; a person or thing of extraordinary size

noun (in grammar) : a word (not a pronoun) which can function as the subject or object of a verb, or the object of a preposition

/personal/pronouns : pronouns for the three persons : I, we; you; he, she, it, they

pho'netic tran'scription : a system of writing providing a symbol for each sound

prepo'sition : word or group of words (e.g., in, from, to, out, of, on behalf of) often placed before a noun or pronoun to indicate place, direction, source, etc.

'pronoun : a word used in place of a noun or noun pharse e.g., he, it, hers, we, them

'relative 1 pronoun : e.g., who in The man who came to dinner

'rhythm (in English) : a regular succession of strong stresses

/spirit : the soul thought of as separate from the body

stress : extra force used I speaking, on a particular word or syllable, e.g., in the word extra, the stress is on the first syllable.

1 super'stition : unreasoning belief in magig, etc.; irrational fear of what is unknown or mysterious

'vowel' contract : different in vowel sounds that brings about a difference in meaning

12.6 ANSWERS TO EXERCISES

Exercise 1

- 1 Events which happen to us when we are awake are called 'reality' : those which happen to us when we are asleep are called dreams.

- 2 In ancient times people believed that
 - i) dreams were messages from gods,
 - ii) they had prophetic meanings, and
 - iii) they had a value in healing.
- 3 Otto Loewi, a German physiologist, said one of his dreams gave him the idea of an experiment with a frog's nerve. This helped him win the Nobel Prize.
- 4 The English poet Coleridge said he had written his poem 'Kubla Khan' as a result of creative thinking during a dream.
- 5 Freud said the repressed wishes and desires of one's waking experience were reflected in one's dreams.
- 6 This is because
 - i) dreams can be observed only by the person who dreams them,
 - ii) the objects that appear during dreams cannot be observed again, and
 - iii) often the dreamer cannot clearly recall his dreams.
- 7 This is due to a lack of proper sequencing of time and place in dreams.

Exercise 3 : Specimen Answer

- A : I had a funny dream last week.
- A : a) I dreamt that I met a fairy in my garden.
- A : The fairy led me to a distant place.
- A : Well, as I was about to enter a place, I woke up.

Exercise 8 : Specimen Answer

- a) seat/sit
beat/bit
feel/fill
- b) pet/pat
met/mat
guess/gas
- c) met/mate
sell/sale
shed/shade
- d) cod/code
rot/wrote
tossed/toast

INTRODUCTION TO BLOCK 3

Block 3 has six units.

Units 13-16 deal with

1. Reading comprehension
2. Vocabulary, grammar and usage
3. Writing

Units 17-18 deal with

1. Listening comprehension
2. Conversation
3. Pronunciation

For practice in reading comprehension we have set narrative passages from modern writers. There are also exercises on vocabulary based on the passages read.

The grammatical items presented in this block are :

- 1 Question patterns
 - (a) *wh*-questions, (b) *yes-no* questions, (c) question tags.
- 2 Prepositional phrases
Participial phrases
- 3 Phrasal verbs
- 4 Relative clauses : defining and non-defining
- 5 Adverbial clauses :
 - (a) Time clauses beginning with *when, while, as soon as, before, after*.
 - (b) Clauses beginnings with *because* and *although*.
 - (c) Conditional clauses :
 - (i) *If* + simple present —, / simple future.
 - (ii) *If* + past perfect —, / *would have* + past participle.
 - (iii) *If* + simple past —, / *would* + verb (infinitive)

6 Direct and Indirect Speech : reporting of statements and question (*wh*-and *yes-on* types).

We have also given you practice in (i) re-writing a story read by you, (ii) writing paragraphs, descriptions and letters based on the passages read, and (iii) writing a short narrative composition based on your own experience.

For practice in listening comprehension the texts used are recorded biographical passage and a talk. We have also given you texts of some specimen dialogues for study and provided practice in the composition of dialogues.

To help you acquire correct pronunciation we have provided practice in

- (i) Some difficult consonant sounds,
- (ii) the pronunciation of some inflectional suffixes, and
- (iii) the use of contracted forms of some common structural words.