

Reading Comprehension



PSYCHOLOGY: MAKE YOUR CHOICE

"In most developed countries, the use of antidepressants has risen over the past 15 years".¹ In Spain, for example, the number of people taking antidepressants tripled between 2000 and 2013.² Likewise, nowadays counseling centers, psychological service centers, etc., are overflowing with patients.

There are obviously many reasons why this is the case, but here we are going to concentrate on one: *choice*. To illustrate this particular issue, just think about the cereal aisle in a big supermarket. Although we hardly even notice it, we are constantly presented with an impressive amount of different options from which to choose. This situation applies to every area of life. We have 22 different speeds on our bikes and tons of t-shirts stored in our closets. Traveling to any country in the world is just one click away. We can choose to be hipsters, punks, hippies, goths, rappers, and so on. You name it! In our society, having more choice clearly means having more freedom. Paradoxically, however, some believe that such freedom of choice generates paralysis and anxiety instead of liberation, and this is one of the reasons that may cause people to rely on antidepressants, psychological therapy, etc. In other words, it may be the case that we just cannot cope with a world where *everything* is available, a world where we constantly have to choose among an almost infinite range of options.

So, the first question we can ask ourselves is how much can we really handle when it comes to choosing. To better understand this dilemma, consider the following experiment carried out by Professor Baba Shiv (Stanford Graduate School of Business): A group of subjects are given a number that they have to memorize. They then have to walk down a long hall, enter another room and recite the number. Some participants are given two-digit numbers. Others are given seven-digit numbers, which is more or less the amount of digits that humans can hold at any given moment in working memory. As each subject is walking alone down the hall trying to remember the number they were given, a woman shows up unexpectedly in the middle of the hall and says: "As a thank you for participating in our experiment, we would like to offer you a snack. You can either choose a healthy bowl of fruit or a fat slice of chocolate cake." Obviously, each participant has to choose either one of these options while still trying to remember a number. Results from the experiment showed that those participants with two-digit numbers almost always chose the healthy snack, while those that had to memorize seven-digit numbers almost always picked the cake.

¹ Source: <http://www.iflscience.com/health-and-medicine/which-countries-consume-most-antidepressants/>

² For more information, please visit the following link: <https://www.aemps.gob.es/medicamentosUsoHumano/observatorio/docs/antidepresivos-2000-2013.pdf>

The reason for this is the following. The brain is anatomically organized into different systems. One is the rational system and the other is the emotional or unconscious system. These two parts are constantly competing to direct our behavior. In the experiment described above, the emotional system would tell you, "eat the cake, it's yummy, it's delicious, do it, do it!". The rational system, on the other hand, would suggest choosing the snack that is healthier for your body. But, if the rational brain is busy trying to keep track of something, even something rather easy like a seven-digit number, the emotional brain easily wins over reason. It is *that easy*.

Considering that the human brain can only hold so much data at once, the more facts or information we are exposed to when choosing something, the easier it is for our rational brain to get tired. Would it then be better if our decision making process were entirely driven by the rational brain? The answer is no, it would not. For example, there was a patient whose emotional response had been compromised due to a brain surgery. This person seemed to have become an entirely rational man. He was, however, completely incapable of making even the smallest decisions because he would keep on analyzing and analyzing the pros and cons of choosing one thing over the other: "Should I wear the black shirt or the blue one?"

It thus seems that the only way forward is to stop thinking and just go with your gut feeling. Gut feelings are powerful and they push us toward a solution. In other words, whenever you have to choose, your brain calls up all the previous experiences you have had with that particular thing. All the stored information we have about that thing gets somehow added up in our subconscious and then bubbles up as a feeling. In a way, gut feeling is a kind of shorthand average of all our past wisdom.

To sum up, if you have to make a choice and you are having a hard time deciding, just go with your gut feeling.



Notes



Exercises (see answers on page 271)

Exercise 1:

Fill in the boxes by choosing a synonym of the word or words highlighted in yellow [a synonym is a word with the same meaning as another word].

*deal with
retain*

*follow your instinct
focus on*

*increased
continue*

1) In most developed countries, the use of antidepressants has **risen** over the past 15 years.

2) There are obviously many reasons why this is the case, but here we are going to **concentrate on** one: choice.

3) In other words, it may be the case that we just cannot **cope with** a world where everything is available.

4) Others are given **seven-digit** numbers, which is more or less the amount of digits that humans can **hold** at any given moment.

5) He was, however, completely incapable of making even the smallest decisions because he would **keep on** analyzing and analyzing the pros and cons of choosing one thing over the other.

6) The only way to choose is to stop thinking and just **go with your gut feeling**.



> Exercise 2:

Write a 100-word text describing a real or imaginary situation in which you had or would have to make a difficult choice. Try to use some of the vocabulary and expressions from the text "Psychology: Make a choice".



Glossary

developed country	n.	país desarrollado
to rise	v.	aumentar
likewise	adv.	asimismo
to overflow with (sth.)	v.	desbordarse
to concentrate on (sth.)	vtr phrasal.	centrarse en
aisle	n.	pasillo
hardly	adv.	casi no
to notice	v.	darse cuenta
ton(s) (informal)	n.	montones de
(just) a click away	idiom.	a solo un clic
you name it	idiom.	por mencionar algunos
paradoxically	adv.	paradójicamente
to rely (on sth.)	v.	depender de
to cope with (sth.)	vtr phrasal.	lidiar con
available	adj.	disponible
range	n.	gama, variedad
to handle	v.	poder con
hall/hallway	n.	pasillo
to hold	v.	retener
to show up	vi phrasal.	aparecer
unexpectedly	adv.	inesperadamente
snack	n.	tentempié
healthy	adj.	sano, -a
behavior	n.	comportamiento
yummy (informal)	adj.	rico, -a; delicioso, -a
busy	adj.	ocupado, -a
to keep track (of sth.)	v.	seguir el hilo de algo
entirely	adv.	completamente
to keep on doing sth.	vtr phrasal.	seguir haciendo algo
pros and cons	n.	pros y contras, ventajas y desventajas
gut feeling (informal)	n.	corazonada, sensación, presentimiento
to have a hard time doing sth.	v expr.	tener dificultades con algo, costarte algo
to go with sth.	v expr.	dejarse llevar; guiararse por algo



Notes



Use of English

Word order in questions

1. YES/NO QUESTIONS

Remember: Use Auxiliary Do / Does / Did + Questions.

a) PRESENT QUESTIONS (DO/DOES):

With First Person Singular: **Do**

Do you speak German?

(Do + Subject + Verb + Object)

With Third Person Singular: **Does**

Does your friend live in Germany?

(Does + Subject + Verb + location)

With Plural Forms: **Do**

Do your children go to university?

(Do + Subject + Verb + location)

b) PAST QUESTIONS (DID)

With all forms: **Did**

Did you learn German last year? (2nd Person Singular)

Did your friend live in Germany last year? (3rd Person Singular)

Did your children go to university last year? (3rd Person Plural)

Open question	Affirmative	Negative
Do you speak German?	Yes, I do (Singular) Yes, we do (Plural)	No, I don't (Singular) No, we don't (Plural)
Does your friend live in Germany?	Yes, he does (Masculine) Yes, she does (Feminine)	No, he doesn't (Masculine) No, she doesn't (Feminine)
Did you live in Germany last year?	Yes, I did (Singular) Yes, we did (Plural)	No, I didn't (Singular) No, we didn't (Plural)



Exercises (see answers on pages 271-272)

Exercise 1:

Complete the questions and answers in the following questionnaire.

- 1) Are you a student? a) Yes, _____.
- 2) Do you speak German? b) ___, I don't.
- 3) ___ your children live with you? c) No, _____.
- 4) Does your job satisfy you? d) Yes, _____.
- 5) ___ you get your job last year? e) No, _____.

Exercise 2:

Fill in the gaps in the following dialogues.

- 1) A. My mother always makes lunch.
B. ___ she also make it on Sundays?
A. No, she _____.
- 2) A. Peter never does his English homework.
B. ___ he speak English well?
A. No, _____.
- 3) A. I draw pictures very often.
B. ___ you also draw portraits?
C. Yes, _____.

Exercise 3:

Match the questions with their short answers.

- 1) Do your children live with you? a) Yes, we do.
- 2) Does your family get together on Christmas? b) Yes, they do.
- 3) Did your father give you a lot of money? c) Yes, I do.
- 4) Do you go to English lessons? d) No, she didn't.
- 5) Did your mother take you to school? e) No, he didn't.



Notes

2. WH-QUESTIONS

PRESENT QUESTIONS (WHO, WHAT, WHERE, WHEN, HOW).

- a) When the question is about the subject: **Who**

Who is your teacher?

FULL-ANSWER: (3rd Person Singular)

I my teacher is Paul.

- b) When the question is about the object: **What**

What do you study?

FULL-ANSWER: (1st Person Singular)

I I study Modern Languages.

- c) When the question is about a place: **Where**

Where were you born?

FULL-ANSWER: (1st Person Singular)

I I was born in Valencia.

- d) When the question is about time: **When**

When did you start school?

FULL-ANSWER: (1st Person Singular)

I I started school when I was three years old.

- e) When the question is about manner: **How**

How did you learn to ride a bicycle?

FULL-ANSWER: (1st Person Singular)

I I learnt it by my self.



Notes



Exercises (see answers on page 272)

Exercise 4:

Include the correct wh-word in the following questions.

who what which where how when

- 1) _____ speaks three different languages today in Europe?
- 2) _____ do you think it is best to start learning a foreign language?
- 3) _____ is the best method to learn a second language?
- 4) _____ do English people live?
- 5) _____ is your teacher like?
- 6) _____ are you?

Exercise 5:

Fill in the gaps with the corresponding wh-word.

- 1) My mother always prepares lunch.
a) _____ is her best dish?
- 2) Peter is finishing school.
b) _____ does he have his final exams?
- 3) Somebody is knocking at the door.
c) _____ is it?
- 4) My friend visits me very often.
d) _____ does she live?
- 5) My friend Louise has got a baby.
e) Oh, _____ is she?

Exercise 6:

Match questions with short answers.

- | | |
|--------------------------------------|-------------------|
| 1) What is your best subject? | a) It's advanced. |
| 2) Who taught you to play tennis? | b) It's English. |
| 3) How is your level of English? | c) My father did. |
| 4) Where did your parents raise you? | d) Very soon. |
| 5) When are you leaving? | e) In Madrid. |



Oral Skills

READ AND LISTEN TO THIS RADIO INTERVIEW WITH A THERAPIST

RADIO PRESENTER/INTERVIEWER: Good morning. Today in our weekly interview programme, we have a look at how psychologists and therapists carry out their everyday activities and how they help their clients. We're pleased to have Catherine Smith, a mental health counselor and group therapist, as our guest today. Ms Smith has a psychotherapy practice in Boston where she works with many different types of people. Catherine, what exactly does your work consist of?

CATHERINE SMITH: Well, roughly speaking, there are different types of therapy: behaviour therapy, cognitive therapy, dialectical behaviour therapy, interpersonal therapy, family therapy, and group therapy. In broad terms, I specialize in helping people of all ages, adults, teens and kids, with self-esteem and identity issues. I analyse the circumstances that have led my clients to their situation and teach them techniques to make positive changes in their lives or, at least, to find what they are looking for and don't know how to manage. Also I have recently opened a practice diagnosing patients with Asperger's syndrome.

RADIO PRESENTER/INTERVIEWER: What is the most striking thing about being a therapist?

CATHERINE SMITH: The really surprising thing is to realise that it doesn't matter how different people are in terms of culture, education or social background because their problems, their issues are basically the same. Of course, some specific details may differ but they often feel alone and helpless when trying to live a meaningful life. Meeting other people with their same experiences can help them create a network of relationships and find out there are others who share their troubles.

RADIO PRESENTER/INTERVIEWER: You mentioned the difficulties in building relationships. How do you think this problem can be solved?

CATHERINE SMITH: In today's world, human beings can't live in isolation in their own bedroom. Relationships are such a remarkable part of people's lives but they're hard and sometimes conflictive. A lack of communication is, in part, responsible for this. Knowing how to effectively use language and what others think can help you express yourself and ask for what you need.

RADIO PRESENTER/INTERVIEWER: Catherine, maybe this is a fallacy, but I've heard that psychologists and therapists always put the blame on the past. What's really the point of that?

CATHERINE SMITH: This is clearly a misconception. Sometimes, when clients are on the couch, we look to their past, their experiences, parents, relatives, and for old wounds

which have never been healed, but with the ultimate goal of making them concentrate on the here and now to find a way to get through their traumatic experiences.

RADIO PRESENTER/INTERVIEWER: I personally believe your work is fascinating but you're a human being like your clients. What happens when you don't feel well and have to go into a session?

CATHERINE SMITH: As a therapist, I have tools such as personal strength, healthy eating habits, doing exercise and a supportive bunch of friends to overcome illness and stress and always be on at work. Just at the very moment my patients start opening up their minds and seeing their real selves, I forget about my own issues and feel at ease.

RADIO PRESENTER/INTERVIEWER: What is the best advice you can give your clients and the people who are listening to us right now to have a wholly satisfying life?

CATHERINE SMITH: Indulge yourself! Be nice to others but also look after yourselves. Quite often we are our worst enemies. Improve your self-image, show off your skills and be selfish! It's not that bad!



Exercise (see answers on page 273)

Exercise 1:

Fill in the blanks with the words you hear in this oral exam between a Psychology student and his teacher.

PROFESSOR: Good morning, Ms Reynolds.

STUDENT: Good morning, Professor.

PROFESSOR: Now, I'm going to ask you some questions about Attention Deficit Hyperactive Disorder in Children. Could you please tell me what was the (1) _____ source you have used in your research?

STUDENT: I used several books but Kinsbourne and Caplan's *Children's Learning and Attention Problems* made a strong impression on me.

PROFESSOR: I think that book was (2) _____ in the 1970s, wasn't it?

STUDENT: Yes, but they include a superb description of the (3) _____ of impulsiveness in ADHD individuals.

PROFESSOR: Can you enumerate them?

STUDENT: They are classified under four headings: motor behaviour, problem (4) _____, social interactions, and emotional style.

PROFESSOR: Which one is, in your view, the most problematic when children grow older?

STUDENT: No doubt, motor abnormality is really troublesome when they are very young, specially at the age of seven. But for adults, it is definitely the emotional level



because adults can be labelled as (5) _____, causing problems at work and with people in general.

PROFESSOR: You said that at an early age disproportionate activity is said to be more (6) _____, but is it true that when a child stops moving excessively, he or she has recovered?

STUDENT: This is absolutely untrue. ADHD children are often impulsive but that doesn't mean they manifest themselves by being (7) _____, out of control or disrupting everyone around them. Some of them are inattentive, unmotivated and, airheaded but not very active.

PROFESSOR: So then, what are other symptoms and signs that can label children as ADHD?

STUDENT: Sometimes they don't follow instructions, or act out with inappropriate comments at inappropriate times, or they may have difficulty paying attention at school, and struggle (8) _____ forgetfulness and/or talk nonstop.

PROFESSOR: Do you mean they can't concentrate on any activity?

STUDENT: Oh, they certainly can, but only on those which are not boring and repetitive. The real problem appears when they are disruptive and (9) _____ with other kids at school or playing in the park.

PROFESSOR: Can all this also be related to medical conditions?

STUDENT: Totally, some of these patients have problems with their thyroid (10) _____, suffer from epilepsy and sleep disorders. In this case, medication is required.

PROFESSOR: I guess treatments must begin at an early age but how can we help these children?

STUDENT: Considering that these kids are highly creative, spontaneous, flexible, (11) _____ and perceptive of what others don't see, we can motivate them by making them help others with their lively personalities. A doctor, a therapist and specialized personnel at school are really effective. Training parents is essential to manage the situation, as are social and moral support as well. A little (12) _____ from time to time is also a real ego-booster!



Notes



Glossary

therapist	n.	terapeuta
consellor	n.	consejero, -a
behaviour	n.	comportamiento
practice	n.	consulta
self-esteem	n.	autoestima
issues	n.	temas, asuntos
to manage	v.	gestionar; arreglarse, apañarse
striking	adj.	sorprendente; llamativo, -a; chocante
background	n.	transfondo, fondo, ambiente
network	n.	entramado, red
fallacy	n.	falacia
misconception	n.	idea equivocada, errónea
couch	n.	diván
the here and now	idiom.	el aquí y ahora
to get through	prep v.	llegar al final, pasar
to feel at ease	prep v.	sentirse cómodo, -a
to indulge	v.	complacer, satisfacer, gratificar
to highlight	v.	resaltar, recalcar
skill	n.	habilidad
selfish	adj.	egoísta
source	n.	fuente
research	n.	investigación
to label	v.	clasificar, denominar
dreamy	adj.	soñador, -a
forgetfulness	n.	olvido
lively	adj.	vivaz
personnel	n.	personal, plantilla
support	n.	apoyo
ego-booster	n.	estímulo para el ego



Writing Skills

Writing: Coherence and Cohesion (CIRCUMSTANCE)

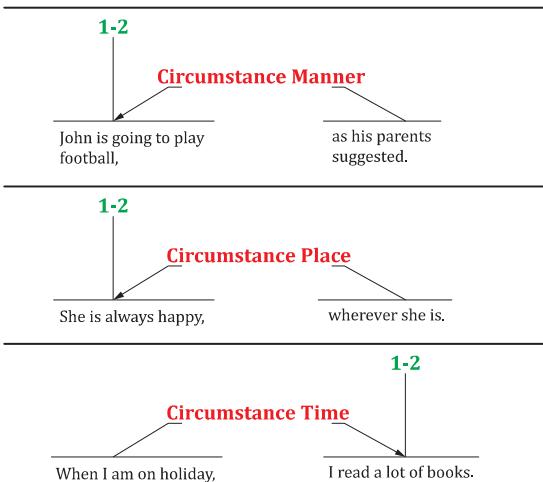
Another discourse relation that can be found in texts is CIRCUMSTANCE. This relation includes three different circumstances: manner, place and time. For example:

Manner: "John is going to play football, **as** his parents suggested."

Place: "She is always happy, **wherever** she is."

Time: "**When** I am on holiday, I read a lot of books."

These examples could be represented in this way:



Some connectors show a CIRCUMSTANCE relation. See for example the items in bold in the sentences above.

More connectors of CIRCUMSTANCE:

	Manner	Place	Time
1	how	where	when
2	however	wherever	whenever
3	as	anywhere	from the moment
4			at the same time
5			as soon as
6			before
7			after
8			since

Pay attention: Usually, the order of the two fragments included in a CIRCUMSTANCE relation can be inverted without changing the meaning of the phrase.

See for example:

Manner: "As his parents suggested, John is going to play football."

Place: "**Wherever** she is, she is always happy."

Time: "I read a lot of books **when** I am on holiday."



Notes



Glossary

circumstance	n.	circunstancia
manner	n.	manera
place	n.	lugar
time	n.	tiempo
to play	v.	jugar
football	n.	fútbol
as	adv.	como
parents	n.	padres
to suggest	v.	sugerir
always	adv.	siempre
happy	adj.	contento, -a
wherever	adv.	en cualquier lugar, dondequiera
when	adv.	cuando
on holiday	adv.	de vacaciones
to read	v.	leer
book	n.	libro
how	adv.	como
where	adv.	donde
however	adv.	sin importar cómo, da igual cómo
whenever	adv.	en cualquier momento, siempre que
anywhere	adv.	en cualquier lugar
from the moment	adv.	en el momento
at the same time	adv.	al mismo tiempo
as soon as	adv.	tan pronto como, desde el momento
before	adv.	antes
after	adv.	después
since	adv.	desde que, desde entonces
to invert	v.	invertir
meaning	n.	significado



Exercises (see answers on page 273)

Exercise 1:

Fill in the blanks in the following sentences with these words (only four words have to be used; words cannot be repeated in different sentences).

wherever	yesterday	soon	as
whenever	when	well	far

- 1) Hugh cannot concentrate _____ he is, so he is going to ask for an appointment with his psychologist.
- 2) This morning, _____ Jane felt sick, she rang her doctor immediately.
- 3) _____ you need something from me, feel free to ask: that is what friends are for.
- 4) She is going to do a new type of therapy in order to improve her bad mood, _____ her doctor has recommended to her.

Exercise 2:

In the following sentences, mark the option "correct" if the CIRCUMSTANCE connector (in bold) is appropriate for that specific context and mark "incorrect" if the connector is NOT appropriate for that specific context.

	Correct	Incorrect
1. However you explain the reasons for the fight, I am not going to agree with you.		
2. Since my best friend goes, I will go with him, even to the end of the world.		
3. My sister is very clever: she is studying Economics and working in an office at the same time .		
4. Before having the twins, she is very happy with them, but she also suffers from anxiety.		



Exercise 3:

In the following sentences, substitute the **CIRCUMSTANCE** connector (in bold) with another equivalent connector appropriate for that specific context. You must choose a connector from the following list (only one option is correct; each connector cannot be used more than once).

from the moment	wherever	when
whenever	however	before

- 1) **From the moment** she understood that her colleagues were bullying her, she became stronger and decided to tell her boss.
 - 2) My brother is very generous: when we have lunch together, he pays the bill **anywhere** we are.
 - 3) **When** her mother saw that her daughter did not want to eat at all for one month, she realized that she had anorexia.



Notes



Notes