


# 3

## All in the mind

### Grammar

#### The passive

1a  Look at these sentences written by exam candidates, some of which contain mistakes in the use of the passive or in the tense of the passive verb. Find the mistake in each sentence and correct it or put a tick if the sentence is correct.

- 1 The fact that women work in the same jobs as men has been well accepted in my country. ✓
- 2 The role of women has been changed a lot since my grandmother's times.
- 3 The work experience programme was given opportunities to hundreds of teenagers.
- 4 I was lucky because I have been given a lift to school nearly every day.
- 5 The English course on which I was enrolled has now finished.
- 6 I really couldn't have been agreed with you more.
- 7 The book has been written three years ago by Jemma Paige, a Canadian historian.
- 8 Once the journey time has been calculated, we'll know when to set off.
- 9 I've enjoyed using the library since it is modernised.
- 10 This situation has been caused by negligence.
- 11 I was looking forward to the trip but it has been suddenly cancelled yesterday.
- 12 Our company will definitely be benefited from the new invention.
- 13 Mount Jiree has been thought to be thousands of years old, but no one is sure.
- 14 Shops can have been found at only 200 metres from the apartment.
- 15 If I studied harder, my work might be improved more.

b Look at sentences 1–15 again and decide which of the incorrect sentences:

- had passive verbs in the wrong tense?  
.....
- needed an active verb not a passive one?  
.....

2 Read this extract from an article and then put the words in brackets into the correct order, using the appropriate form of the passive.



Although they have been a topic of speculation throughout human history, the content and purpose of dreams (1) *are not understood* (not / understand). It (2) ..... (now/acknowledge) that dreams (3) ..... (strongly / link) to the rapid eye movement that takes place during the first stage of sleep. Over the full course of a typical human lifespan, a total approaching six years may (4) ..... (spend) dreaming. Yet, despite this, it (5) ..... (not / establish) where in the brain dreams originate, or whether they have a common cause.

Philosophers and artists (6) ..... (for centuries / fascinate) by sleep and dreams. Yet they (7) ..... (often / portray) as a dark and often disturbing sphere of human existence, despite the fact that it (8) ..... (know / for many years) that both physical survival and mental wellbeing depend upon them.

Two thousand years ago, dreams (9) ..... (regularly / interpret) as supernatural or divine communication, and they (10) ..... (therefore / think) to foretell the future. By the beginning of the twentieth century, the interpretation of dreams (11) ..... (most commonly / associate) with psychoanalysis and its famous practitioners, Freud and Jung, who regarded dreams as the bridge between the unconscious and conscious mind, a tool with which the secrets of the human mind could (12) ..... (finally / unlock). But the key to those secrets has (13) ..... (yet / find).

## Vocabulary

### Nouns which can be countable or uncountable

- 1 Use one of the nouns in the sentences below, and mark whether their use is countable (C) or uncountable (U).

appetite cancellation escape pressure  
reference suspicion

- 1 The dentist said he had a ..... that afternoon, so he was able to see me at 3.00.

Countable / Uncountable

- 2 These days many employees find themselves under constant ..... at work.

Countable / Uncountable

- 3 The article stated that James King was arrested yesterday on ..... of murder.

Countable / Uncountable

- 4 A lot of novels are based on the theme of ..... from the monotony of everyday life.

Countable / Uncountable

- 5 Thirty years had passed, and Peter consequently no longer had any ..... for revenge.

Countable / Uncountable

- 6 I heard a ..... to the traffic incident on the news that day.

Countable / Uncountable

- 7 I had a strong ..... that my sister had borrowed my black shoes without asking.

Countable / Uncountable

- 8 The ..... in my tyres was low so I pumped them up before I started the journey.

Countable / Uncountable

- 9 My cat had a narrow ..... this morning when it ran out in front of a car.

Countable / Uncountable

- 10 We should keep that guidebook of Paris for future ..... as we'll be going back soon.

Countable / Uncountable

- 11 Within 14 days of your holiday, ..... will incur loss of all booking fees.

Countable / Uncountable

- 12 My brother has an absolutely huge ..... and eats twice what I do.

Countable / Uncountable

## Word building

- 2 1 Make the abstract nouns formed from these base words.

able apt critic evolve recognise  
recognition relation

- 2 Name the people associated with these nouns.

archaeology architect architecture education  
novel paint surgery

- 3 Make the adjective(s) formed from these nouns.

analysis courage decision mind mindless  
philosophy point skill

- 4 Make the adverbs formed from these base words.

character critic critically increase nature  
psychology science

- 3 Use an appropriate form of one of these words to complete 1–8.

analyse apt ~~character~~ critic decide increase  
point science

- 1 As soon as I heard Sarah's ..... laugh, I knew she was somewhere in the crowd.  
2 ..... speaking, the project was extremely sound.  
3 Much to the relief of the staff, it seems ..... unlikely that the company will be taken over.  
4 Opting to go to university was definitely a ..... moment in my life.  
5 Not everyone has the appropriate ..... for becoming a pilot.  
6 Some students find it difficult to accept constructive ..... of the work they do.  
7 It's often ..... to argue with someone once they have made up their mind about something.  
8 Peter has a very ..... mind, so I think he'll make a very good researcher.

## Writing | Part 1

## An essay

Read this advanced student's essay and divide it into four paragraphs. Rewrite it, replacing the words and phrases in italics with one of the more formal expressions in box A. You should also replace the verbs underlined with one of the more formal verbs in box B.

A

almost certainly assured    an alternative    despite following this advice  
 finally    find the workload manageable    firstly    however  
 in addition    in my opinion    in your own mind  
 one method of doing this    purely    the teaching methods  
~~there is no doubt that~~    ultimately prove disastrous

B

analyse    establish    ~~gather~~    inquire    locate    require    transfer

### Methods students should adopt to select the right university

There is no doubt that *I'm sure that* choosing what to study at university is one of the biggest decisions you will ever make in your life. This is because if you make the right choice, a successful future is *probably guaranteed*. But making the wrong one can be a *catastrophe at the end of the day*. So how can you ensure success? *To start with*, I believe you should ~~get~~<sup>gather</sup> as much information as possible. A good way is to talk to people who are already attending the course you are interested in, to find out what their experience of it has been. Ask about *how it's taught* and whether they benefit from the lectures and seminars. Check how many contact hours they have per week, and whether they *can cope with all the work they get*. Another thing you can do is to go online; you can also find the information you need in forums and chat rooms. And, examine your motivation for doing the course. Be very clear *what you yourself think* about whether you are doing it *just* for interest and enjoyment, or to qualify for a career. So, if *after you've done what I suggested* you are still unfortunate enough to find you've made the wrong decision, *I think* the best thing you can do is to talk to your tutors and find out whether it is possible to move to another course.

Which

- 1 sha
- 2 has
- to c
- 3 ma
- of M
- 4 has

## Reading and Use of English | Part 6

You are going to read four reviews of a psychology book. For questions 1–4, choose from the reviews A–D. The reviews may be chosen more than once.

### Smart Thinking

Four reviewers comment on psychology professor Art Markman's book called *Smart Thinking*.

A

For anyone needing to learn more about the mind and how it works, I'd recommend *Smart Thinking*. This book explains how we can ingest valuable information and then become more adept at retaining and recalling it, becoming better thinkers as a result. That's an appealing idea. Markman is clearly an expert in his field, but he doesn't flash data in a way that leaves the reader befuddled and confused. He writes in such a way that seemingly complex concepts are perceptively unravelled, and the workings of the human mind are laid bare. Although not every chapter is a winner, the whole book is filled with practical ideas anyone can use which are based on the principles of sound scientific research. It is an excellent read, and well worth perusing in detail for its insights.

B

*Smart Thinking* is a fascinating book for those whose goal is to retain more useful information. It combines common-sense advice with the author's experience in the field of cognitive psychology. While not every point is helpful, there is much to like. Markman wants us to understand that we use mental energy in much the same way as we consume physical energy. When we are in our comfort zones, working with familiar subjects, thinking comes easily. So, he posits, our goal should be to make more subjects familiar ones. For instance, are you able to move about a room in the dark? If so, that's because you have made it a habit to maneuver around objects by making a connection between an action (your movement) and an environment (the room). When we make that connection in other learning situations such as a classroom or meeting room, it assists the brain with the retaining of information.

C

*Smart Thinking* by Art Markman is based on leading-edge science, but targeted at the lay reader. Its stated aim is to reach into the underlying ability to reason, make decisions, communicate, and take action. It strives to do this by presenting innate, intuitive human ability in a structured 'how to' layout, thus implying the things that make people different are a matter of learning a new skill. Markman consequently implies for instance, that with training anyone can invent an ingenious device. But the reader may have reservations about the information that Markman tries to instill in his narrative, principally because there is no overt acknowledgement that imagination, the motor of intelligence, can rarely be duplicated by training. All in all, this book does little to define motivation or imagination, yet its subject matter alone could well ensure its success.

D

Because *Smart Thinking* is marketed primarily as a self-help book, potential readers might overlook the fact that this is an excellent treatise on cognitive psychology. In fact, Markman is one of the best in the business at synthesizing what cognitive psychologists have learned about how the mind works. There is some innovative content and the reader cannot fail to appreciate with just what lucidity and intelligence Markman expounds on and applies various concepts. Many of his examples, and the logic with which he lays out various principles, are better executed than formal psychology lectures normally are. For those who aren't as versed in cognitive science literature, this will be a groundbreaking read full of useful practical tips, and for others who are already expert, there is still much of value in this carefully constructed tome.

Which reviewer

- 1 shares reviewer A's view that Markham has a gift for communicating clearly?
- 2 has a different opinion from the others on the immediate relevance of Markham's ideas to daily life?
- 3 makes a comparison similar to that of reviewer B of the effective and ineffective elements of Markham's discussion?
- 4 has a different view to reviewer C on the appeal of the book to professionals in the field?

## Listening | Part 1

**04** You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

## Extract One

You hear two friends talking about an incident one of them has seen.

- What happened to the woman's car?
  - It was slightly scratched when a lorry reversed.
  - It was completely destroyed when a lorry drove over it.
  - It escaped damage when a lorry turned round.
- How did the woman react to what had happened?
  - She was disappointed about missing her day out.
  - She felt some sympathy for the lorry driver.
  - She was extremely angry with the lorry driver.

## Extract Two

On the radio, you hear a zoo director talking about the orang-utans at the zoo.

- How did visitors at the zoo react to Marla's escape?
  - They were curious and crowded round to watch Marla.
  - They were worried about Marla and offered her food.
  - They were frightened because Marla seemed threatening.
- Which of Marla's actions does the zoo director find particularly clever?
  - managing to hide some keys
  - using sign cards in an appropriate way
  - understanding why the vet had arrived

## Extract Three

On the radio, you hear two people talking about a stonemason.

- What was the stonemason's initial response to the people around him?
  - He felt stopping work to speak to them was a waste of time.
  - He seemed to be completely unaware of their presence.
  - He was very willing to describe his skills and techniques.
- Why were the onlookers so fascinated by the stonemason's work?
  - They believed his work had made him famous.
  - They valued craft work because it had become fashionable.
  - They found the idea of practical work appealing.

