

English for Students Majoring in Psychology and Special Education

Кам'янець-Подільський

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Книга написана з урахуванням інноваційних технологій навчання іноземних мов, що сприяє розвитку пізнавальної та творчої активності студентів, містить цікавий виклад інформації, ефективну систему вправ, спрямованих на використання різноманітних способів інтеграції мовленнєвих умінь та мовних знань в рамках теорії та ситуативного контексту, а також тренувальні тести для складання міжнародних іспитів з англійської мови. Матеріал посібника містить одинадцять розділів основного курсу, General Training Listening (Слухання), General Training Reading (Читання), General Training Speaking (Говоріння), Use of Language (Використання мови), Writing Tasks (Письмо) та Glossary (Словник).

Навчальний посібник “English for Students Majoring in Psychology and Special Education” рекомендований студентам, магістрантам, аспірантам та викладачам соціономічного напрямку.

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ПЕРЕДНЄ СЛОВО

Навчальний посібник з англійської мови “English for Students Majoring in Psychology and Special Education” рекомендований студентам, які опановують соціономічні спеціальності. Посібник охоплює цілісний комплекс мовного матеріалу щодо розвитку навичок комунікативного мовлення, враховує інноваційні тенденції, перспективний досвід в умовах комунікативного контексту, орієнтуючи на диференціацію та індивідуалізацію навчання з урахуванням інтеграцій мовленнєвої діяльності. Актуальність посібника зумовлюється тим, що його розробка відповідає радикальним змінам, які здійснюються у національній системі вищої освіти в Україні, та сприяє формуванню у студентів професійно-мовної компетентності.

Окрім основного курсу матеріал посібника містить General Training Listening (Слухання), General Training Reading (Читання), General Training Speaking (Говоріння), Use of Language (Використання мови), Writing Tasks (Письмо) та Glossary (Словник). Така структура забезпечує максимальне охоплення всіх видів мовленнєвої діяльності, сприяє використанню студентами ресурсів як активного, так і пасивного словникового запасу і додає динамічності навчального процесу. Матеріал посібника слугує ефективною підготовкою до міжнародних іспитів, допоможе не лише опанувати мову на достатньо високому рівні, а й розвивати навички наукового пошуку. Посібник укладено з урахуванням сучасних методик викладання та новітніх технологій навчання англійської мови.

Бажаємо успіхів!

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Unit 1

What Do Psychologists Do?



Read and answer the section “Comprehension Check”.

What Do Psychologists Do?

A ***psychologist***¹ is a person who deals with ***psychology***². Psychology is present in different branches of our life, knowing about psychology may not give all the answers but it helps to ask the right questions. Psychologists study mind and behavior and help to solve different problems. They may be divided into two groups.

Academic psychologists³ do research. In the research area specializations exist in the following areas: ***experimental***⁴, physiological, developmental, social, personality and cross-cultural psychology. ***Professional psychologists***⁵, on the other hand, use the results of research work and put them into practice.

Psychology is a science with many areas of specialization. The most practiced specialization is ***clinical***⁶ and ***counseling psychology***⁷. A branch of medicine that specializes in ***abnormal behaviour***⁸ and ***psychotherapy***⁹ is ***psychiatry***¹⁰. Psychiatrists are doctors that use ***physical treatment***¹¹ like drugs. But clinical psychologists develop programmes to teach people better ways of coping with their lives. Counseling psychologists help people to deal with the stresses of

everyday life. Psychologists who study behaviour and mental processes in the life cycle are *developmental psychologists*¹². *Educational psychologists*¹³ study children's learning and *adjustment*¹⁴.

*Health psychology*¹⁵ is a very broad area. The aspects of it are health education problems, antismoking campaigns, anti-AIDS campaigns, healthy diets.

*Environmental psychologists*¹⁶ are specialists in how people are affected by the environment. They act as consultants for new architectural developments, in approaches to *reducing crime*¹⁷ through the design of the city.

*Forensic psychologists*¹⁸ deal with many aspects of crime: analyzing the reasons of committing crimes, rehabilitation of criminals.

*Sport psychologists*¹⁹ work with coaches and sportsmen, advise on how to reduce stress, develop better training systems.

*Consumer psychologists*²⁰ study how people spend their money. They take part in designing shops, shelf lay-outs. They do advertising and market research, study how the products can come to the markets.

As we can see, professional psychologists can be found at work in almost any area of dealing with people.

Psychology's Subfields

Basic research

Biological

Developmental

Cognitive

Personality

Social

Positive Psychology

Applied

Clinical Psychology

Counseling Psychology

Educational Psychology

Industrial-Organizational

Community Psychology

Clinical Psychology

Key-Words

1. psychologist [saɪ'kɒlədʒɪst] психолог
2. psychology [saɪ'kɒlədʒi] психологія
3. academic [ˌækə'demɪk] psychologist – академічний психолог

4. experimental [eksˌpɛrɪˈmɛntl] експериментальний
5. professional [prəˈfeʃənl] psychologist – професійний психолог
6. clinical psychology [ˈklɪnɪkəl] клінічна психологія
7. counseling [ˈkaʊns(ə)lɪŋ] psychology – психологія консультування
8. abnormal behavior [æbˈnɔːməl bɪˈheɪvjə] ненормальна поведінка
9. psychotherapy [ˌsaɪkəʊˈθerəpi] психотерапія
10. psychiatry [saɪˈkaɪətri] психіатрія
11. physical treatment [ˈfɪzɪkəl ˈtriːtmənt] фізичний метод лікування, фізіотерапія
12. developmental [dɪˌveləpˈmɛntl] psychologist – психолог розвитку
13. educational [ˌɛdju(:)ˈkeɪʃənl] psychologist – освітній психолог
14. adjustment [əˈdʒʌstmənt] коригування
15. health [hɛlθ] psychology – психологія здоров'я
16. environmental [ɪnˌvaɪərənˈmɛntl] psychologist – психолог довкілля
17. reducing crime [rɪˈdjuːsɪŋ kraɪm] – зменшення злочинності
18. forensic [fəˈrensɪk] psychologist – судовий психолог
19. sport [spɔːt] psychologist – спортивний психолог
20. consumer [kənˈsjuːmə] psychologist – психолог споживання

Make a special page in your notebook. Write down any unknown words you see or hear.

Comprehension Check

I. Check your understanding.

1. Who is a psychologist?
2. What do academic psychologists do?
3. What is psychology in general?
4. What are the main areas of psychological specialization?

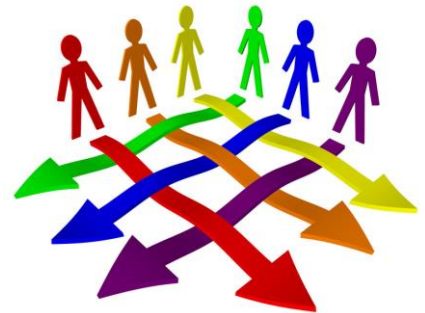


II. Are these sentences true (T) or false (F)?

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Knowing psychology helps us to ask the right questions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The most practiced specialization in psychology is clinical and physical psychology. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Counseling psychologist helps to treat daily stresses. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Professional psychologist uses the results of research work without putting them into practice. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Environmental psychologists deal with the affecting environment on people. | <input type="checkbox"/> | <input type="checkbox"/> |

III. Match the words and their definitions.

- | | |
|-----------------|---|
| 1. behavior | a) state of being free from illness or injury |
| 2. treatment | b) expert or specialist in psychology |
| 3. psychologist | c) scientific study of the human mind and its functions, especially those affecting behavior in a given context |
| 4. health | d) medical attention given to a sick or injured person |
| 5. psychology | e) small alteration or movement made to achieve a desired fit, appearance, or result |
| 6. adjustment | f) way in which one acts or conducts oneself, especially toward others |



IV. Fill in the gaps with appropriate words from the suggestion box.

cross-cultural	experimental	groups
developmental	personality	physiological
area	branches	social

1. Psychology is in different ... of human life.
2. Psychologists may be divided into two
3. Academic psychologists deal with ... , ... , ... , ... ,
... and ... psychologies.
4. We can find professional psychologists almost in
every

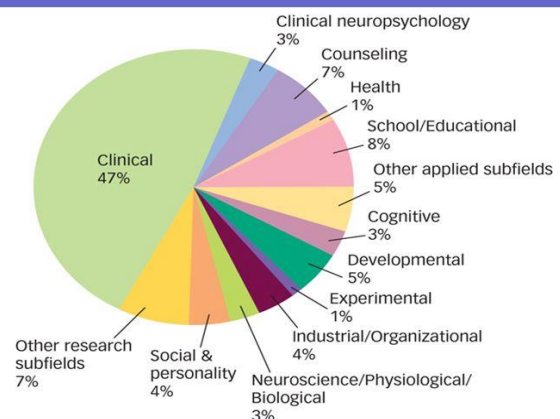


V. Give the English-Ukrainian equivalents.

1. Мати справу з психологією, ставити правильні питання, дослідження, застосовувати на практиці, патологічна поведінка, використовувати ліки, розробляти програми, кампанії проти куріння, психічні процеси, справлятися зі стресами, скорочувати злочинність, скоїти злочин, аналізувати причини, рекламні дослідження, спортивні психологи.

2. Different branches, solve problems, do research, following areas, put into practice, use physical treatment, cope with stress, develop programmes, broad area, healthy diet, reduce crime, commit a crime.

The Major Subfields in Psychology

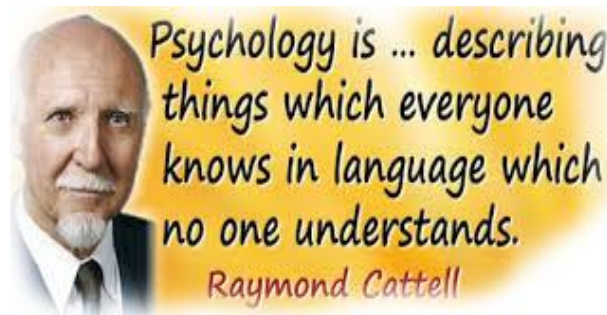


VI. Form the sentences using such words and word-combinations.

Psychologist, person, deal with, branch, research, area, result, psychiatry, physical treatment, cope, adjustment, campaign, reduce, criminal, coach, analyze, analysis, commit, consumer psychologist, following, advertising.

VII. Make up an essay.

1. Prominent psychologists of your country.
2. The role of psychiatrists & psychologists in mental health treatment.
3. Psychiatry, psychology, counseling, and therapy: what to expect.
4. Types of mental health professionals.



VIII. Render the text-fragment into English.

Психолог – це спеціаліст, який здійснює вивчення та коригування душевного стану людини. Він надає допомогу в різних сферах життя людини: особисті проблеми, проблеми адаптації і контактування з оточуючими, проблеми у взаємовідносинах. Психологія як наука існує вже тисячі років, і вважається досить давньою. На Україні день психолога відзначається 23 квітня. Відомий психолог Жан Піаже передбачив, що саме в двадцять першому столітті психологія буде провідною наукою. Як ми можемо спостерігати, його передбачення вже збуваються.

IX. Read the text fragment to obtain and discuss the information. Entitle it.

Psychology is the scientific study of behaviour and mental processes in humans and animals. The goals of psychology are to describe, predict, explain and control behaviour. Behaviour includes those activities of an organism which can be directly observed or recorded.

Useful Tip

Read the text carefully, slowly. It will be better to understand. Do not miss any interesting facts.

Mental processes are cognitive operations which can be directly known only by the experiencing person, for example thinking, perceiving, dreaming. Some mental

processes operate outside of conscious awareness and are called non-conscious or unconscious. They may include problem solving or emotions. Psychology appeared as a science in the late 19th century. Historically it was influenced by Chinese philosophers such as Confucius and Greek philosophers such as Socrates and Aristotle. In 1879, Wilhelm Wundt developed the first scientific psychology laboratory. Wundt used the approach that became known as structuralism. It emphasized the importance of conscious thought and classification of the mind's structures and elements of consciousness (sensations, images, feelings).

X. Give the answers to these questions. Then discuss them with your groupmates.

1. Are you going to be a psychologist in your future life? Why? Why not?
2. What kind of psychologist would you like to be? Why?
3. Have you ever received treatment from a psychologist?
4. Would you go to a psychologist or a psychiatrist if you had some problems? Why? Why not?

XI. Read some funny jokes and discuss.

1. What's the difference between a psychologist and a magician?

A magician pulls rabbits out of hats, whereas a psychologist pulls habits out of rats.

2. Receptionist to psychologist: "Doctor, there's a patient here who thinks he's invisible."

"Tell him I can't see him right now."

3. At a job interview for a new receptionist:

"I see you used to be employed by a psychologist. Why did you leave?"

"Well, I just couldn't win. If I was late to work, I was hostile; if I was early, I was anxious; and if I was on time, I was obsessional."

Useful Tips

When reading the funny jokes, tell your friends about them or make notes in a special notebook.

(From "The Very Best Psychology Jokes" by Neel Burton)

XII. Think about something that people are afraid of. Write a paragraph to describe it and explain why you think they have this fear. Use if only or I wish, and avoid generalizations.

Some people are afraid of flying. The reason is probably that they don't really understand how something as large as a plane can fly through the sky without falling.

If only someone could explain to them that in the air, a plane behaves in a similar way to a ship on the sea. Air actually works the same way as water even though it looks completely different. Turbulence (that bumpy feeling you sometimes get on a plane) is another thing that can make people feel anxious.

It can happen when fast-moving air encounters slower-moving air. Although it's uncomfortable, an airline pilot will tell you that it isn't dangerous.

(By Kenna Bourke)

XIII. Read and translate this information. Discuss the main differences and coincidences between psychiatrists and psychologists.

The four main differences between psychiatrists and psychologists are:

1. Psychiatrists are medical doctors, psychologists are not.
2. Psychiatrists prescribe medication, psychologists can't.
3. Psychiatrists tend to treat complex and serious mental illness, psychologists tend to treat less serious conditions.
4. You need a referral from your GP to see a psychiatrist, while you don't for a psychologist.

Many people get psychiatrists and psychologists confused with each other.

Both psychiatrists and psychologists understand how the brain works, our emotions, feelings and thoughts. Both can treat mental illness with psychological treatments (talking therapies).

However, psychiatrists attend medical school and become medical doctors before doing specialist training in mental health. Because they are doctors, psychiatrists understand the links between mental and physical problems. They can also prescribe medications.



(From "Your Health in Mind")

XIV. Listen to the recording and write the missing words in each gap.



1. I'd _____ psychology. I think it's a very interesting subject to study. I'd like to know why I do the things I do. Looking _____ and how we behave _____ people more. I'd particularly like to study child psychology. I _____ playing, thinking, drawing... doing anything really. But what makes them tick? What _____ minds? Or perhaps I should say their big minds. If we all knew _____, perhaps we could do more to be a positive influence on children. Being a _____ very interesting job. Listening to people talk all day and then analyzing their behaviour. I wonder _____.

2. Leadership is a word _____ nowadays. Every time _____ news we hear about how important leadership is. Especially strong leadership. American presidents _____ the importance of leadership. I suppose they're right. It's important that someone takes responsibility and shows leadership. With the right leaders, we can _____.



_____ . But not every leader shows leadership. In many countries around the world, there are _____. They do not have good leadership skills, they simply control people by fear. Good leadership is _____ by everyone and getting the job done. It's important to have good leadership in companies too, _____ the banks' leaders have not _____ leadership.



(From "Listen a minute.com")

Unit 2

Educational Disadvantage



Read and answer the section “Comprehension Check”

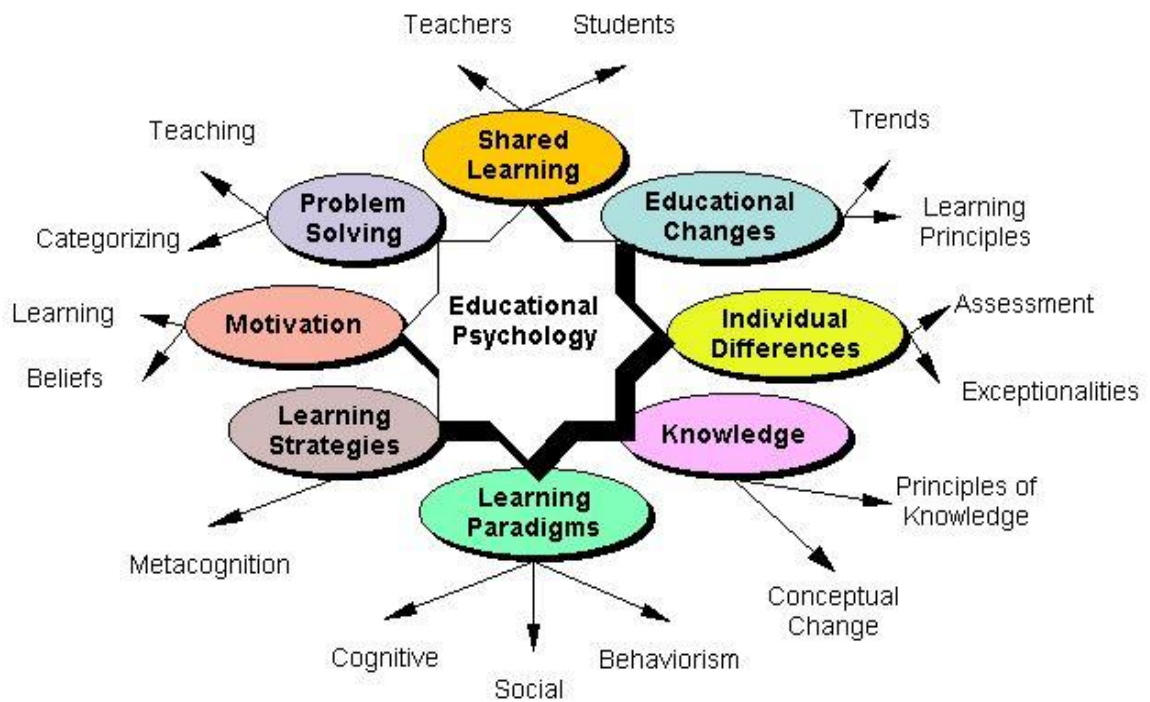
Educational disadvantage

Psychologists have been involved with education since psychology first began. Very often psychologists help children and adults who are experiencing some kind of *educational disadvantage*¹. There are different kinds of educational disadvantage. Some children have specific learning difficulties, so that they find certain kinds of information very hard to learn. If they experience a special school environment, where teachers pay particular attention to training them to handle the things which they find difficult, they can often learn a great deal more than they would do in an ordinary school.

Useful Tips

Do not miss the main information, do not try to “run ahead”, finish reading the texts to the end. If you do not understand the opinion of the author’s recent reading passage, do not rush to read more. Stop and reread again.

If the child’s problem is not very *extreme*², it may be better for them to go to an ordinary school and perhaps have some additional tuition to help them with overcoming their difficulties. It is the educational psychologist who decides if the child should go to a special school or not.



One of the specific learning problems which *educational psychologists*³ often need *to diagnose*⁴ is *dyslexia*⁵. People with dyslexia often have difficulty in identifying letters, so this problem is known as word-blindness. If dyslexia comes about as a result of an *accident*⁶ and *injury*⁷ to the person's brain, it is called *acquired*⁸ dyslexia. There are also two kinds of dyslexia. One of them known as *surface*⁹ dyslexia is when someone has problems with the *recognizing*¹⁰ letters and spelling. For example, writing "lurn" instead of "learn".

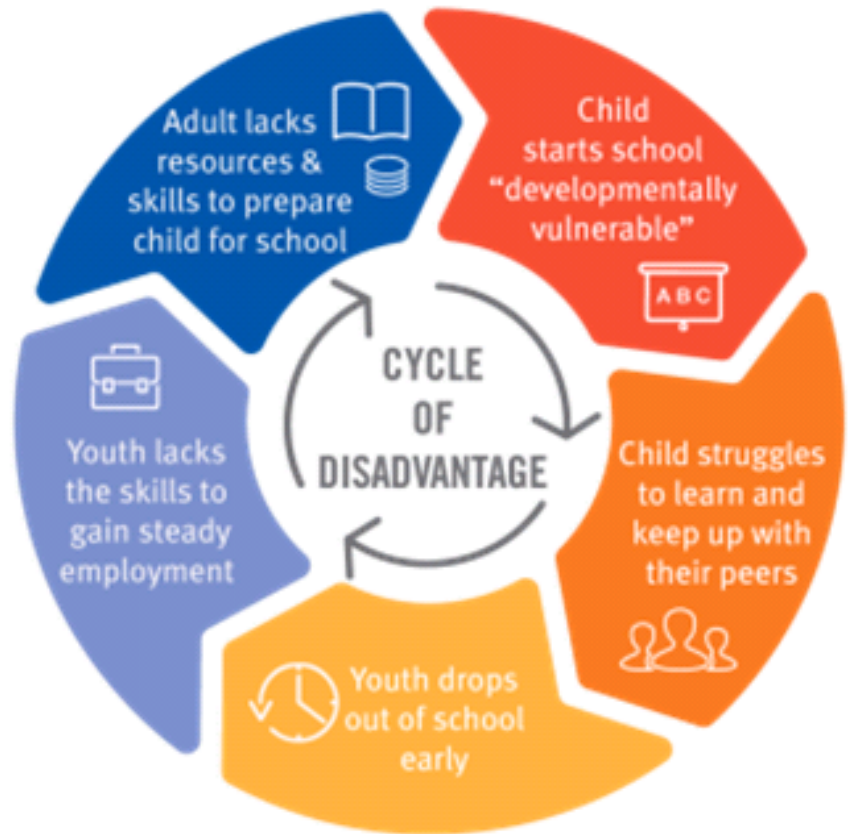
Another kind of dyslexia is called *deep dyslexia*¹¹, as it *relates*¹² to problems with deeper understanding of words. People who *suffer*¹³ this type of dyslexia have difficulty in understanding words which are hard *to visualise*¹⁴. For example, they understand words like "cheese" but have more problems with words like "power".

There are two aspects of the *controversy*¹⁵ about dyslexia. The first part is about whether all the children who have been given this diagnosis are considered dyslexic simply because they are finding word spelling hard. The second part is about whether an *accurate*¹⁶ diagnosis of dyslexia *means*¹⁷ that the problem is *permanent*¹⁸ or *fixed*¹⁹. Special training programs suggest that it is not, and that it can be *overcome*²⁰, but many people seem to see such a diagnosis as if it were *a life sentence*²¹.

Sometimes the problems which educational psychologists *encounter*²² are broader than *straightforward*²³ learning *disorders*²⁴. For example, the problem known as childhood *autism*²⁵ seems to be a broadly based emotional and personal disorder, which results in such children being unable to relate to the people in their lives. Kanner in 1943 identified four characteristics of autism as a general *syndrome*²⁶.

The first and most important is that they are unable to form relationships with other people. They do not think of people as human beings but rather as bodies.

The second characteristic is the *inability*²⁷ to play *spontaneously*²⁸. They do not *engage*²⁹ in play which is about *pretending*³⁰.



Another difficulty of autistic children is learning to speak. Some of them actually never start to talk, but others do not speak in the same way as the rest of children. For instance, they never quite *get the hang of*³¹ reflexive pronouns. They tend to refer to themselves as “you” and address someone they are talking to as “I”.

The fourth distinctive characteristic of childhood autism is an almost *obsessive*³² *insistence*³³ on certain *routines*³⁴ or repeated activities. The children become very *upset*³⁵ if their routines are *interrupted*³⁶ for some reason.

Unfortunately, these two problems are only a small part among a vast number of problems which a future teacher or educational psychologist will meet.

(From “The World We Live in (a psycho-social insight)” by V. Lichkevych and J. Fomina)

Key-Words

1. educational disadvantage [ˌɛdʒu(:)'keɪʃənəl ˌdɪsəd'vɑːntɪdʒ] розумова неспроможність досягти успіху в певному виді навчання
2. extreme [ɪks'triːm] екстремальний
3. educational psychologist [ˌɛdʒu(:)'keɪʃənəl saɪ'kɒlədʒɪst] психолог, який займається проблемами освіти
4. diagnose ['daɪəgnəʊz] ставити діагноз, діагностувати
5. dyslexia [dɪs'leksiə] дислексія
6. accident ['æksɪdɪnt] аварія, нещасний випадок
7. injury ['ɪndʒəri] травма
8. acquired [ə'kwɑɪəd] dyslexia – набута дислексія
9. surface ['sɜːfɪs] dyslexia – поверхнева дислексія
10. recognising ['rɛkəɡnaɪzɪŋ] розпізнавання
11. deep [di:p] dyslexia – глибока дислексія
12. relate [rɪ'leɪt] належати, ставитись
13. suffer ['sʌfə] страждати
14. visualise ['vɪzjʊəlaɪz] уявити собі
15. controversy [ˌkɒntrəvɜːsi] дискусія, полеміка, суперечка
16. accurate [ˌækjʊrɪt] точний, правильний
17. mean [mi:n] означати
18. permanent [ˌpɜːmənənt] постійний
19. fixed [fɪkst] зафіксований
20. overcome [ˌəʊvə'kʌm] подолати
21. a life sentence [laɪf'sentəns] довічний вирок
22. encounter [ɪn'kaʊntə] зустрітись (з чимось)
23. straightforward [streɪt'fɔːwəd] прямий
24. disorder [dɪs'ɔːdə] порушення

Listen to Everything and Anything!

One great thing about learning English is that almost everything these days is in English. This gives us more opportunities to be connected with it every day.

If you think about it, when children learn their mother tongue for the first time, they don't learn by reading or writing. They pick up (get) words from people around them – their parents, brothers and sisters, favorite cartoons and so on. At first, they understand little or nothing. But as time passes, they acquire (get) more vocabulary. This vocabulary slowly turns into phrases, and these phrases are then placed into full sentences, which will eventually allow the children to hold and understand simple conversations.

25. autism [ˈɔ:tɪz(ə)m] аутизм
26. syndrome [ˈsɪndrəʊm] набір симптомів
27. inability [ˌɪnəˈbɪlɪti] неспроможність, неможливість
28. spontaneously [spɒnˈteɪniəsli] спонтанно, незакомплексовано
29. engage [ɪnˈgeɪdʒ] тут: вступати
30. pretend [prɪˈtend] удавати, прикидатися
31. get the hang [hæŋ] of sth – навчитися (чомусь)
32. obsessive [əbˈsesɪv] нав’язливий
33. insistence [ɪnˈsɪstəns] наполегливість
34. routine [ruːˈtiːn] режим, розпорядок
35. upset [ʌpˈset] засмучений
36. interrupt [ɪntəˈrʌpt] переривати

Comprehension Check

I. Check your understanding.

1. What is educational disadvantage?
2. What are the main kinds of educational disadvantage?
3. Who is an educational psychologist?
4. Give the definition to the term “dyslexia”. What are the main kinds of dyslexia?
5. What is childhood autism?
6. Identify four characteristics of autism by Kanner.

II. Are these sentences true (T) or false (F)?

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Psychologists started to be interested in education at the beginning of the 20 th century. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. All children with some kind of educational disadvantage should be placed in special schools. | <input type="checkbox"/> | <input type="checkbox"/> |

3. Educational psychologist makes the decision if the child should / shouldn't go to an ordinary school.
4. People with dyslexia have difficulties with reading and spelling.
5. Dyslexia is incurable.
6. Autistic children do not recognise other people as humans.
7. Autistic children like to play very much.
8. Autistic children are dumb.
9. They address others as "I".
10. Autistic children like changes.
11. Autism and dyslexia are the only problems which educational psychologists meet with.

III. Match the words and their definitions.

- | | |
|-----------------|---|
| 1. visualize | a) feel pain, discomfort, sorrow |
| 2. pretend | b) form a mental picture of something |
| 3. suffer | c) psychological harm, damage |
| 4. injury | d) negative condition |
| 5. disadvantage | e) make oneself appear to be something or to be doing something in play |
| 6. routine | f) fixed and regular way of doing things |

IV. Fill in the gaps with appropriate words from the suggestion box.

acquired	disadvantage	injury
psychologists	disorders	dyslexia
deep	brain	words

1. ... help children and adults who are experiencing some kind of educational
2. One of the specific learning problems which educational psychologists often need to diagnose is

3. If dyslexia comes about as a result of an accident and ... to the person's ... , it is called ... dyslexia.
4. Another kind of dyslexia is called ... dyslexia. It relates to problems with deeper understanding of
5. Sometimes the problems which educational psychologists encounter are broader than straightforward learning

V. Give the English-Ukrainian equivalents.

1. Розумово відсталий, походження, професійні вміння, першокласник, бути пов'язаним з проблемами навчання, особливе шкільне оточення, звичайна школа, ставити діагноз, дислексія, поверхнева дислексія, стикатися з проблемами, дитячий аутизм, спонтанна гра, характеристики.

2. Mental retardation, genetic in origin, maternal deprivation, special environment, identify letters, acquired dyslexia, surface dyslexia, hard to visualize, learning disorders, encounter disorder, general syndrome, pretend, interrupt routine, repeated activity, word-blindness, unable to form relationships.

Develop a positive mental attitude to the task ahead. Think about finishing your work and try to do well.

VI. Form the sentences using such words.

Cause, retardation, origin, deprivation, below, evident, maternal, approximately, repetition, adult, environment, ordinary, dyslexia, identify, accident, injury, acquire, surface, suffer, visualize, encounter, autism, syndrome, reflexive, interrupt, characteristic, spontaneous, diagnose.

VII. Find antonyms in the text to:

- easy => _____
- ordinary => _____
- small => _____
- inborn => _____
- deep => _____

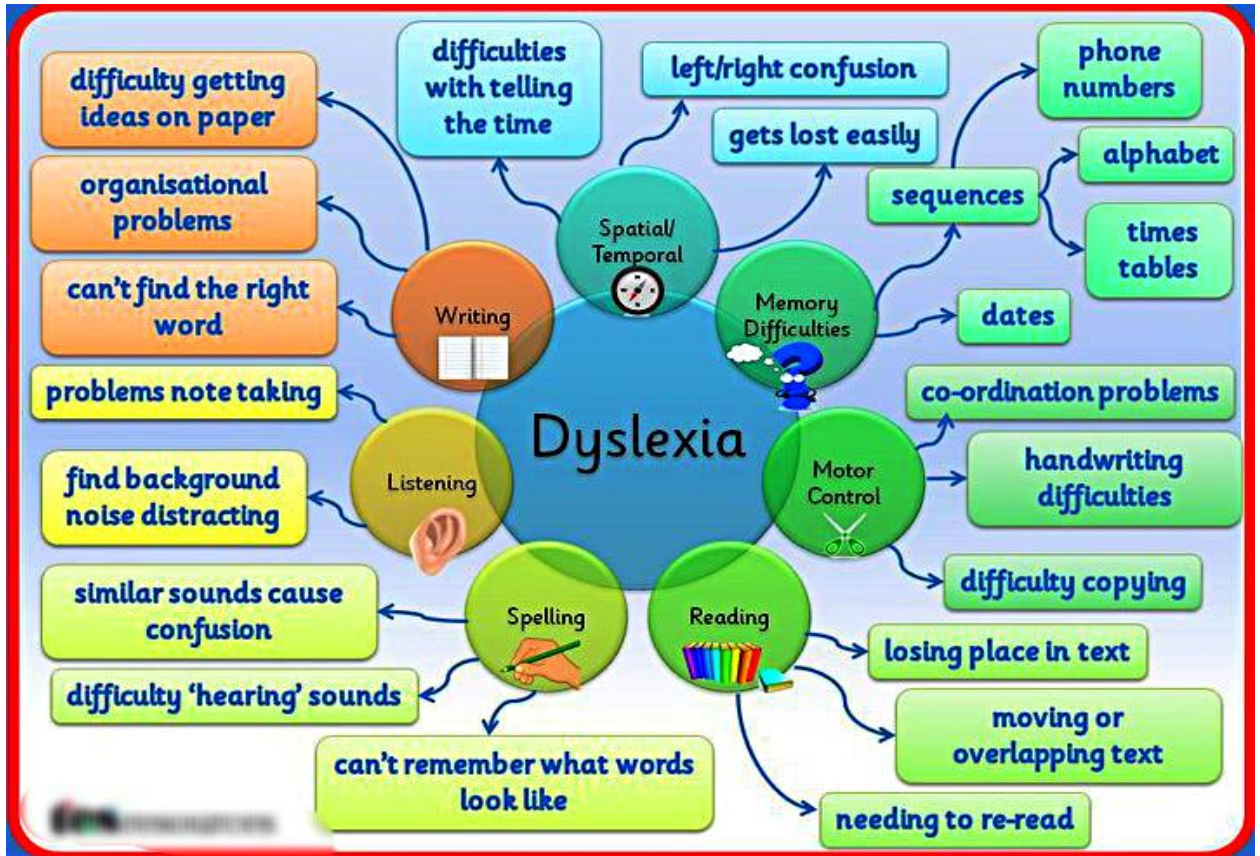
narrow => _____

able => _____

happy => _____

former (teacher) => _____

VIII. Make up an essay paying attention to the scheme.



1. Have you experienced any kind of educational disadvantage?
2. Have you met children with educational disadvantage? What kind of problems did they have?
3. What other kinds of educational disadvantage do you know?
4. How can such children be helped? Should they be placed in special schools?
5. Are there any special schools in your city? Tell us about them.

IX. Render the text-fragment into English.

Освіта – невід’ємне право людини. Особливе місце в освіті займають діти з особливими освітніми потребами, що мають фізичні або психофізичні

порушення розвитку. Маючи рівні права на освіту, розвиток, участь у житті суспільства – в реальному житті, діти з особливими потребами нерідко позбавлені можливості реалізувати ці права. Одним з основних принципів міжнародних стандартів є право дітей з особливими потребами на інтеграцію в суспільство, основою якої є забезпечення таким дітям доступу до якісної освіти.

(From “Психологічний супровід інклюзивної освіти” by A. Obuhivska)

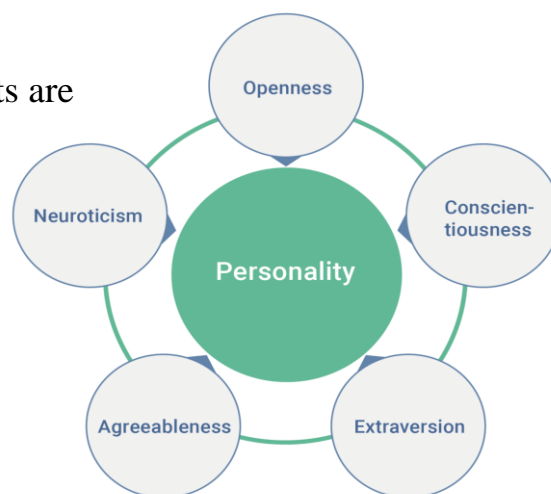
X. Read the text fragment to obtain and discuss the information.

What makes someone who they are? Each person has an idea of their own personality type – if they are bubbly or reserved, sensitive or thick-skinned. Psychologists who try to tease out the science of who we are define personality as individual differences in the way people tend to think, feel and behave.

There are many ways to measure personality, but psychologists have mostly given up on trying to divide humanity neatly into types. Instead, they focus on personality traits.

The most widely accepted of these traits are the Big Five:

- Openness
- Conscientiousness
- Extraversion
- Agreeableness
- Neuroticism



Conveniently, you can remember these traits with the handy OCEAN mnemonic (or, if you prefer, CANOE works, too).

The Big Five were developed in the 1970s by two research teams. These teams were led by Paul Costa and Robert R. McCrae of the National Institutes of Health and Warren Norman and Lewis Goldberg of the University of Michigan at Ann Arbor and the University of Oregon, according to Scientific American.

(From “Personality Traits & Personality Types: What is Personality?” by Stephanie Pappas)

XI. Read and translate this information.

What do you need to know about dyslexia?

Dyslexia is a condition that makes it hard to learn to read and learn. It happens when there is a problem with the way the brain processes graphic symbols.

The problem in dyslexia is a linguistic one, not a visual one. Dyslexia in no way stems from any lack of intelligence. People with severe dyslexia can be brilliant.

Although it is a neurological condition, dyslexia is not linked to intelligence. The effects of dyslexia vary from person to person. The only shared trait among people with dyslexia is that they read at levels lower than typical for people of their age.

Fast facts on dyslexia:

- People with dyslexia often have difficulty learning to read and write.
- Dyslexia is not related to intelligence.
- Early diagnosis, guidance, and support can help reduce the impact of dyslexia.
- People with dyslexia are more likely to develop immunological problems.

(By Christian Nordqvist)

XII. Listen to the recording and write the missing words in each gap.

1. Are you a good person to have _____ emergency? I am, I think. I have a very _____ I don't panic easily. The most important thing _____ emergency is stay calm. If you do this, you can think straight and decide what's _____. Also, if you stay calm, other people might stay calm too. The worst _____ is panic. Once you panic, things become worse. Of course, it depends _____ of emergency. For really serious emergencies, you should call the emergency services. That's 999 in the UK or 911

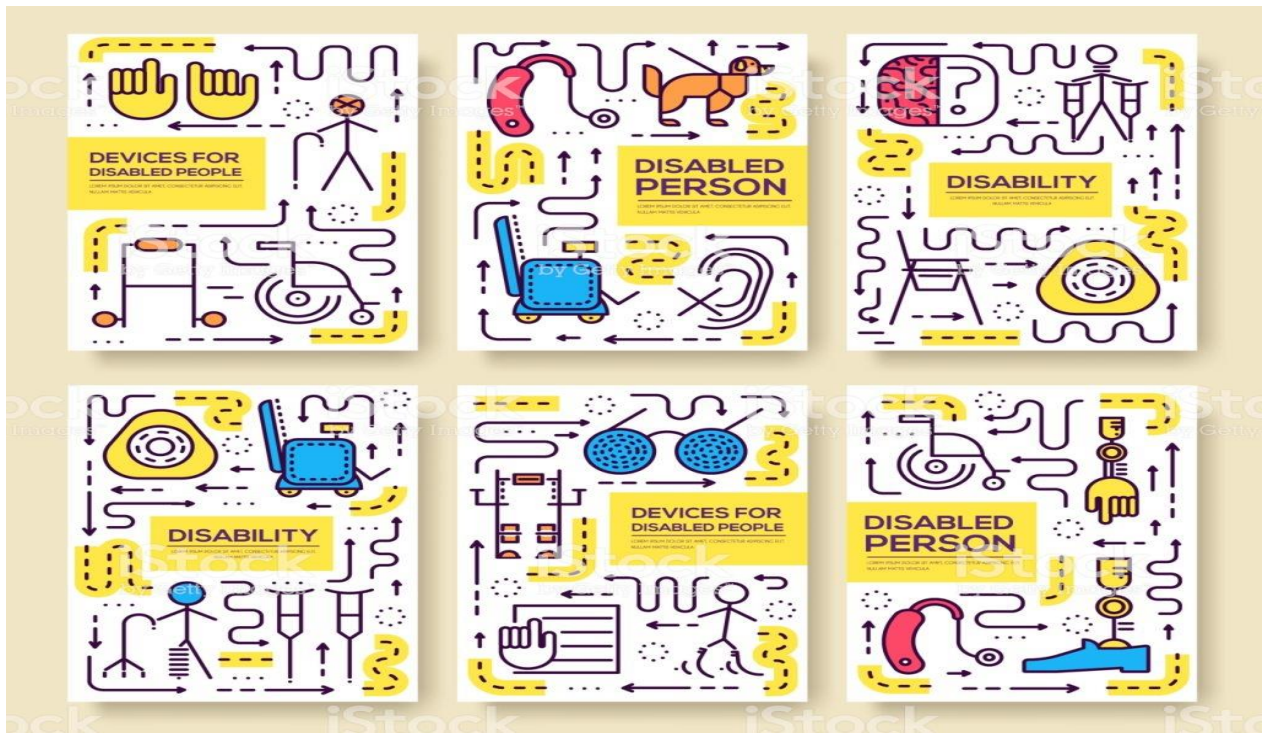
_____ of the world. My biggest emergency recently _____ . I pressed the _____ and lost my 3,000 songs in iTunes. Luckily, I _____ .

2. Meditation is one thing I'd really _____ do. I can't do it. I have tried many times _____ to happen. I have read a lot about meditation and it sounds really good. You can relax _____. Twenty minutes of meditation is the same as three hours' sleep. I _____ meditating for twenty minutes in my lunch time and then feeling totally refreshed. Meditation is _____ of relieving stress. The thing I most like about meditation _____ you calm. All the people I know who meditate are always relaxed and easygoing. They _____ anything. I think we should learn how to meditate at school. That would probably _____ problems in society.

(From "Listen a minute.com")

Unit 3

Disabled People



Read and answer the section “Comprehension Check”

Disabled people

Sad as it is, every year thousands of children are born with *mental disorders*¹ and *physical² deformities*³, thousands of people meet with accidents. However, only in a few *civilised*⁴ states the problems and needs of the *disabled*⁵ are given proper *attention*⁶ and *care*⁷. In many countries, including Ukraine, *discrimination*⁸ against people with physical and mental *disabilities*⁹ is still being practiced in many areas of social life.

Look!

Think over the main events described in the text. Try to remember the most interesting facts.

For decades the *handicapped*¹⁰ have been *refused*¹¹ their basic *rights*¹². Their job *applications*¹³ were *turned down*¹⁴, their active *participation*¹⁵ in business life has been disallowed on most *occasions*¹⁶ and there has been little interest in their *convenience*¹⁷ in public transport. But the less fit part of *society*¹⁸ wants to be treated in the same way as healthy people and to be normal members of society. They do not *expect*¹⁹ our *mercy*²⁰ but rather *understanding*²¹ and *acceptance*²². For this *reason*²³, these people should first be helped to develop their *skills*²⁴ and *abilities*²⁵ *in order to*²⁶ *get a job*²⁷. This is very important because work

gives sense and direction to their lives.

It is also very important for us *to change*²⁸ our own *attitude*²⁹ towards the handicapped. They need our help and *support*³⁰ and we should not treat them as *inferior*³¹, worse people.

What else can be done for them? There should be more schools where disabled children can learn together with fit ones. Also in public buildings there should be *ramps*³² for wheelchairs.



There should be special invalid cars which enable the handicapped to enjoy greater mobility. We should do everything to make the life of the disabled easier and more comfortable, we should remember that no one has insurance against becoming disabled.

(From "The World We Live in (a psycho-social insight)" by V. Lichkevych and J. Fomina)

Key-Words

1. mental disorder ['mentl dɪs'ɔ:də] розумовий розлад
2. physical ['fɪzɪkəl] фізичний, матеріальний, тілесний
3. deformity [dɪ'fɔ:mɪti] каліцтво, деформація
4. civilised ['sɪvəlaɪzd] цивілізований
5. disabled [dɪs'eɪbld 'rɪ:pl] непрацездатні люди, інваліди
6. attention [ə'tenʃ(ə)n] увага
7. care [keə] піклування, турбота
8. discrimination [dɪs'krɪmɪ'neɪʃən] дискримінація
9. disability [dɪsə'bɪlɪti] фізична неспроможність, безсилля, непрацездатність
10. the handicapped ['hændɪkæpt] люди, які мають розумові або фізичні вади, інваліди
11. refuse [rɪ'fju:z] відмовити
12. right [raɪt] право

13. application [ˌæplɪˈkeɪʃ(ə)n] заява
14. turn down [tɜːn daʊn] відхилити, відмовити
15. participation [pɑːˌtɪsɪˈreɪʃən] участь
16. occasion [əˈkeɪzən] випадок
17. convenience [kənˈviːniəns] зручність, вигода
18. society [səˈsaɪəti] суспільство
19. expect [ɪksˈpekt] сподіватися, чекати
20. mercy [mɜːsi] милосердя
21. understanding [ˌʌndəˈstændɪŋ] розуміння
22. acceptance [əkˈseptəns] визнання, сприймання
23. reason [ˈriːzn] причина
24. skill [skɪl] майстерність
25. ability [əˈbɪlɪti] здібність
26. in order [ˈɔːdə] to – для того, щоб
27. get a job [dʒɒb] отримати роботу
28. change [tʃeɪndʒ] змінити
29. attitude [ˈætɪtjuːd] відношення, ставлення
30. support [səˈpɔːt] підтримка
31. inferior [ɪnˈfɪəriə]


неповноцінний

32. ramp [ræmp] пандус

Comprehension Check

I. Check your understanding.

1. What are the problems faced by disabled persons?
2. What are the current attitudes towards disabled people?
3. How can we help people with disability?
4. How government can help such people?



Although
the world
is full
of suffering, it
is full also of
the
overcoming
of it.

Helen Keller



II. Are these sentences true (T) or false (F)?

- | | T | F |
|--|--------------------------|--------------------------|
| 1. The main source of physical deformities is road accidents. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The disabled are discriminated against in all countries of the world. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Disabled people take an active part in business in Ukraine. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The handicapped want us to be merciful to them. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The disabled should be helped to get a job, first of all. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Disabled children should study in separate schools, apart from ordinary children. | <input type="checkbox"/> | <input type="checkbox"/> |

III. Match the words and their definitions.

- | | |
|-------------------|---|
| 1. deformity | a) the state of turning one's mind to something or somebody or noticing something or somebody |
| 2. comfortable | b) free from difficulty, fear or worry |
| 3. refuse | c) the quality of being able to move quickly and easily from one place to another |
| 4. disability | d) the state of being unable to use one's body properly because of disease or injury |
| 5. attention | e) the state of being badly or not naturally shaped |
| 6. mobility | f) treating a person or a group differently, usually worse, than others |
| 7. discrimination | g) say that one does not want to give, accept or do something |

IV. Fill in the gaps with appropriate words from the suggestion box.

attitude	mental disorders	schools
public buildings	disabled	ramps
basic rights	accidents	physical deformities

1. Thousands of children are born with ... and ... , thousands of people meet with ... every year.
2. The handicapped have been refused their
3. We should change our own ... towards the handicapped.
4. There should be more ... for disabled children and ... for wheelchairs in
5. Everybody should do everything to make the life of the ... easier and more comfortable.

V. Read and translate the following terms.



WHEELCHAIR



CRUTCHES



PERSON WITH CANE



SPEECH DISORDER



VISUAL IMPAIRMENT



HEARING IMPAIRMENT



WHEELCHAIR RAMPE



PERSON IN BED



GUIDE DOG



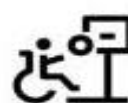
DISABLED PEOPLE PARKING



TRANSPORTATION



PROTHESIS



DISABLED SPORT



PERSON WITH A CAST

VI. Make an Illustrated Acrostic Poem

Name _____

Draw a psychology-related picture, then write an acrostic poem about it.

Start each line of your poem with the letter on that line.



D
I
S
A
B
I
L
I
T
Y

VII. Give the English-Ukrainian equivalents.

1. Непрацездатні люди, турбота, розумовий розлад, люди, які мають розумові або фізичні вади, випадок, суспільство, розуміння, сприймання, майстерність, заява, милосердя, належність, ставлення.

2. Disability, deformity, refuse, mental disorders, turn down, care, discrimination, participation, convenience, change, ability.

VIII. Form the sentences using such words and word-combinations.

Mental disorders, disabled people, the handicapped, occasion, acceptance, reason, skill.

IX. Make up an essay.

1. What is the situation of the disabled in Ukraine like?

2. Do you know any disabled people? How do they live? Where do they work? What is the attitude of other people to them?

3. Do you know any person who met with an accident and became disabled? How does he (she) cope with his (her) life?

4. How is the situation of the disabled getting better in Ukraine?

X. Render the text-fragment into English.

Причинами інвалідності є загальне захворювання, трудове каліцтво, професійне захворювання, інвалідність з дитинства; для військовослужбовців – поранення, контузія, одержані при захисті Батьківщини чи при виконанні інших обов'язків військової служби, або захворювання, пов'язане з перебуванням на фронті, або каліцтво внаслідок нещасного випадку. Ступінь обмеження життєдіяльності людини, причину, час настання, групу інвалідності визначає медико-соціальна експертиза.



XI. Read the text fragment to obtain and discuss the information.

It's natural to feel sad, down, or discouraged at times. We all feel these human emotions, they're reactions to the hassles and hurdles of life. We may feel sad over an argument with a friend, a breakup, or a best friend moving out of town. We might be disappointed about doing poorly on a test or discouraged if our team can't break its losing streak. The death of someone close can lead to a specific kind of sadness – grief. Most of the time, people manage to deal with these feelings and get past them with a little time and care.

Depression is more than occasionally feeling blue, sad, or down in the dumps, though. Depression is a strong mood involving sadness, discouragement, despair, or hopelessness that lasts for weeks, months, or even longer. Depression affects more than a person's mood. It affects thinking, too. It interferes with the ability to notice or enjoy the good things in life. Depression drains the energy, motivation, and concentration a person needs for normal activities.

Here are some of the things people notice with depression:

- **Negative feelings and mood.** People with depression might feel unusually sad, discouraged, or defeated. They may feel hopeless, helpless, or alone. Some people feel guilty, unworthy, rejected, or unloved. Some people with depression feel, angry, easily annoyed, bitter, or alienated. Any or all of these negative emotions can be part of a depressed mood if they go on for weeks or more.

- **Negative thinking.** People with depression get stuck in negative thinking. This can make people focus on problems and faults. It can make things seem bleaker than they really are. Negative thinking can make a person believe things will never get better, that problems are too big to solve, that nothing can fix the situation, or that nothing matters. Negative thinking can be self-critical, too. People may believe they are worthless and unlovable – even though that's not true. That can lead people with depression to think about harming themselves or about ending their own life. Negative thinking can block our ability to see solutions or realize that a problem is actually temporary.

- **Low energy and motivation.** People with depression may feel tired, drained, or exhausted. They might move more slowly or take longer to do things. It can feel as if everything requires more effort. People who feel this way might have trouble motivating themselves to do or care about anything.
- **Poor concentration.** Depression can make it hard to concentrate and focus. It might be hard to do schoolwork, pay attention in class, remember lessons, or stay focused on what others say.
- **Physical problems.** Some people with depression have an upset stomach or loss of appetite. Some might gain or lose weight. People might notice headaches and sleeping problems when they're depressed.
- **Social withdrawing.** People with depression may pull away from friends and family or from activities they once enjoyed. This usually makes them feel more lonely and isolated – and can make negative thinking worse.

(From "Regular Sadness vs. Depression" by D'Arcy Lyness)

XII. Read. What machine do we no longer use? Look for the main idea and the details that support it.

New Technology, New Language

Communication between humans is something we don't always think about. You don't even remember saying your first words because you were so young that you've forgotten. But imagine for a moment that you can't speak. You can understand everyone around you, but you can't respond except by beckoning with a

Look at the words taken from the text. Then use them to complete the newspaper article.

*widely estimate ancestor brand new ingenious
allies*

Chief Detective Stevens, whose 1) _____, Alfred Stevens, was a code breaker in the late 19th century, has discovered a 2) _____ code that no one has ever seen before! The code involves an 3) _____ system of light pulses used by criminals to send signals. Detectives and their 4) _____ around the world now 5) _____ believe that understanding the code will help them solve many mysteries. Police 6) _____ that they will have the code completely cracked within the next five days.

gesture, a smile, or a nod of your head. You can't ask for a snack when you're hungry or a drink when you're thirsty. How would that feel?

Some people really are in that situation, and for them, everyday life is a challenge. For some, it's very distressing. Some people are born unable to speak; other people lose the power of speech later in life, perhaps because of an injury or an illness.

But advances in modern technology have enabled those people to communicate again. They may not speak language in the usual way, but they are communicating in a way that they were not able to do before.

We use language through our voices and gestures. How else do we use language?

One early form of technology to help people speak was developed in the 1960s. A man named Reg Malin was at a hospital one day when he met a young man who had been badly injured in a waterskiing accident. The young man couldn't move or speak, so when he needed help, he blew on a whistle.

Suddenly, Reg Malin had an idea! He decided to help people who couldn't speak. After various experiments with TVs and lights, he decided to use a typewriter. From a typewriter, he made a machine called a POSSUM, which is a Latin word meaning "I can." The POSSUM, which had a mouthpiece, allowed the person using it to suck or blow through the mouthpiece, a bit like you might blow or suck through a drinking straw, and that operated the typewriter. And so a new form of communication began for people who had difficulty communicating.

These days, computers are used instead of typewriters. Some computer programs can be downloaded straight to a cell phone. The ones designed for children often consist of pictograms: small pictures that represent a word, a feeling, or an idea.

How does it work? With some systems, the user taps the screen and the program speaks the word or idea for them. But what happens if a person is completely paralyzed and can't move at all?

Programmers have thought about this possibility and invented some programs you can operate simply by looking at different parts of the screen.

Using a camera, the computer tracks the movement of a part of your eye called the retina and can decode what you want to say. Have you ever heard the expression “talking with your eyes”? Thanks to modern technology, talking with your eyes is now literally possible.

(By Kenna Bourke)

Check the correct answer.

- a) Most people can't remember the first words they said.
 It's easy to remember your first words.
- b) All humans can speak.
 Some people are born unable to speak.
- c) Illness or injury can take away a person's speech.
 Illnesses and injuries always affect speech.
- d) In the 1960s, everyone had a typewriter and a computer.
 In the 1960s, some people had typewriters but few people had computers.
- e) Reg Malin made a machine called a POSSUM that helped people communicate.
 Reg Malin invented the typewriter.

XIII. Listen to the recording and write the missing words in each gap.

1. I think disability _____ thing to understand. It's a word that means many different things. A disability _____ body, intelligence and emotions. It makes it more difficult for people _____ things properly. Disabled people might tell us something different. Many people with disabilities show _____ human spirit is. There are so many people who have been badly _____, or who were disabled from birth, who are world-class athletes or excel in other areas. It

must _____ with disability if it comes to you suddenly. In richer countries, there are support systems _____ people. In poorer countries, they can have a _____. Hopefully this will change one day.

2. _____, you have more good memories than bad ones. I'm very lucky. I have lots of good memories. I don't _____ memories. I don't know why. Lots of bad things happened to me when I was younger but I don't really have _____ them. I do have very _____ happy times. My earliest memory _____ day in kindergarten. I guess I was three. I remember playing in the sand and eating it. I _____ mother getting angry though. My most wonderful memory is a holiday to Mexico when I was ten. I remember every sound and _____. When I look at our family photos, the memories of what we did _____. I'd like to relive those memories one day.

(From "Listen a minute.com")

Unit 4

Adolescence



Read and answer the section “Comprehension Check”

Adolescence

Adolescence¹ is the time in a person’s life when he or she develops from a child into an ***adult***². It starts around ***puberty***³ and ends when a person achieves ***maturity***⁴. This period is often associated with great ***turmoil***⁵, ***stress***⁶, ***rebellion***⁷ and negativism. Such an image, in fact, was promoted by Hollywood in the 1950s and passed into our everyday ***consciousness***⁸.

Searching for their self-identity, the ***adolescents***⁹ want to develop different ***values***¹⁰ from those held by their parents and hate the ***ordered adult world***¹¹ because it symbolizes the skin they ***yearn***¹² ***to shed***¹³.

Problems arise when adolescents see that financially they still depend on their parents. For this reason, they have a ***sense of impotence***¹⁴ and ***rage***¹⁵ and often find their way out in ***drugs***¹⁶, ***alcohol***¹⁷ and informal groups.

It is rather questionable how realistic this ***image***¹⁸ of adolescence is. A ***troublesome***¹⁹, ***uncooperative***²⁰ adolescent is more of a social stereotype than a reality. For many people this period of transition passes without major problems.

But it seems true that teenagers give the *impression*²¹ of being great experimenters. They experiment with their hairstyles, music, religions, sexual outlets, *fad*²² diets, part-time jobs, part-time relationships, part-time philosophies of life. In fact, it seems that teenagers' *commitments*²³ are made on a part-time basis. They are busily trying things out, doing things their way on a grand *search*²⁴ for Truth.

During adolescence a young person *comes to grips*²⁵ with many questions:

“Who am I?”

“What am I going to do with my life?”

“What is the point of it all?”



Needless to say, these are not trivial questions. Some conflicts *caused*²⁶ by these questions are often easily resolved, some continue into adulthood. And for many people adolescence is the period in which they develop a more trusting and positive relationship with their parents.

Another *decisive*²⁷ factor in searching for a teenager's *self-identity*²⁸ and *attitude*²⁹ towards the outer world is school. Since education is *compulsory*³⁰ in our country, school represents the adult *authoritarian*³¹ world. *To avoid*³² problems and build strong and fruitful relationships with students, it is vital for teachers to remember some characteristic features.

What problems do teens have?

1 - family problems	6 - aggressiveness
2 - personal problems	7 - poverty
3 - school problems	8 - cruelty
4 - discrimination	9 - drinking problems
5 - violence	10 - drug addiction

Problems: serious, important, awful, urgent, shocking; difficult to solve, interesting to discuss, useless to speak about

First of all, teenagers learn to think abstractly and to imagine. They cannot be *spoonfed*³³ with pure data but should be allowed to discover things for themselves and make their own judgement. They think what is and *ponder*³⁴ what might be.

This new higher mental operation often gets turned towards self-analysis, *contemplation*³⁵ of one's self in a social context. They become *self-conscious*³⁶, emotionally unbalanced, they have a tendency to be easily shocked or *offended*³⁷.

For a teenager, *peer*³⁸ *approval*³⁹ – acceptance of their friends, colleagues – is much more important than parents' or teachers' approval. Yet, wise and *air*⁴⁰ authority is highly valued by young people. For this reason, adults, especially teachers, should be very sensitive to the adolescents' needs, desires, demands. Only when adults *lack*⁴¹ such *subtlety*⁴² and wisdom *knotty*⁴³ problems may arise.

(From "The World We Live in (a psycho-social insight)" by V. Lichkevych and J. Fomina)

Key-Words

1. adolescence [ˌædəˈlesns; ˌædəʊˈlesns] підлітковий період, юність
2. adult [ˈædʌlt; əˈdʌlt] дорослий, повнолітня людина
3. puberty [ˈpjʊːbətɪ] статева зрілість
4. maturity [məˈtjʊərɪti] зрілість
5. turmoil [ˈtɜːmɔɪl] безладдя, метушня
6. stress [stres] стрес
7. rebellion [rɪˈbeljən] бунт
8. consciousness [ˈkɒnʃənsɪs] свідомість
9. adolescent [ˌædəˈlesənt; ˌædəʊˈlesnt] підліток, юнак, дівчина
10. value [ˈvæljuː] цінність
11. ordered adult world [wɜːld] впорядкований світ дорослих
12. yearn [jɜːn] бажати
13. shed [ʃed] шкіра, яку вони мають бажання скинути
14. sense of impotence [ˈɪmpətəns] відчуття безсилля
15. rage [reɪdʒ] лють
16. drug [drʌg] наркотик
17. alcohol [ˈælkəhɒl] алкоголь
18. image [ˈɪmɪdʒ] імідж, образ
19. troublesome [ˈtrʌblsəm] неспокійний

20. uncooperative [ˌʌnkəʊˈpɪrətɪv] незговірливий, незгідливий,
упертий
21. impression [ɪmˈpreʃən] враження
22. fad [fæd] примха, мода; зацікавленість, захоплення, яке не триває
довго
23. commitment [kəˈmɪtmənt] відданість, зобов'язання
24. search [sɜːtʃ] пошук
25. come to grips with [grɪps wɪð] почати працювати над серйозною
проблемою
26. cause [kɔːz] спричиняти щось, примусити
27. decisive [dɪˈsaɪsɪv] вирішальний, рішучий
28. self-identity [self aɪˈdɛntɪti] самоідентифікація, самовизначення
29. attitude [ˈætɪtjuːd] ставлення
30. compulsory [kəmˈpʌlsəri] обов'язковий, примусовий
31. authoritarian [ɔːˌθɔːrɪˈteəriən] авторитарний
32. avoid [əˈvɔɪd] уникати
33. spoonfeed (spoonfed, spoonfed) [ˈspuːnfɪːd; ˈspuːnfɛd] годувати з
ложки
34. ponder [ˈpɒndə] роздумувати, розмірковувати
35. contemplation [ˌkɒntəmˈpleɪʃən] роздуми, споглядання, медитація
36. self-conscious [self ˈkɒŋʃəs] сором'язливий
37. offend [əˈfend] образити
38. peer [pɪə] ровесник
39. approval [əˈpruːvəl] схвалення
40. fair [feə] чесний
41. lack [læk] відсутність
42. subtlety [ˈsʌtlɪti] тонкий (делікатний)
43. knotty [ˈnɒti] заплутаний, вузлуватий

Comprehension Check

I. Check your understanding.

1. What events mark the beginning of adolescence?
2. What events mark the end of this period?
3. Is the period of transition always filled with conflicts, storm and stress?
4. How did you survive the period between childhood and adulthood?
5. What is the effect of reaching puberty before or after most of your peers?

II. Are these sentences true (T) or false (F)?

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Adolescence starts around puberty and ends when a person achieves maturity. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Teenagers develop different values from those held by their parents and like the ordered adult world. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The adolescents often find their way out in drugs, alcohol and informal groups because of parents' financial dependence. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. They do everything in their own way and never want to find the truth. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. For an adolescent the parents' or teachers' approval is much more important than opinion of peers. | <input type="checkbox"/> | <input type="checkbox"/> |

III. Match the words and their definitions.

- | | |
|------------------|---|
| 1. maturity | a) the period following the onset of puberty during which a young person develops from a child into an adult |
| 2. consciousness | b) the state of being fully developed or adult |
| 3. self-identity | c) opinion about something or someone, especially one formed without conscious thought or on the basis of little evidence |

4. adolescence d) the state of being awake and aware of one's surroundings
5. impression e) a person who is fully grown or developed
6. adult f) the recognition of one's potential and qualities as an individual, especially in relation to social context

IV. Fill in the gaps with appropriate words from the suggestion box.

mind	behaviour	reduction
samples	select	research
advertising	consumers	tackle

1. She was ashamed of the ... of her children.
2. His ... was full of dark thoughts.
3. The new scientific ... proves that life on other planets is possible.
4. It is difficult to ... a good gift for someone you do not know well.
5. They gave me two ... of perfumes in the perfumery.
6. ... often complain about faulty goods.
7. Cigarette ... has been banned in many countries.
8. One of the most important steps towards a healthy diet is a ... of fat.
9. The government is sure to ... the inflation.

V. Give the English-Ukrainian equivalents.

1. Повнолітні люди, метушня, бунт, цінності, неспокійний, рішучий, уникати, самоідентифікація, роздумувати, обов'язковий, образити, ровесник, ставлення, спричиняти, захоплення.
2. Impression, search, troublesome, sense of impotence, ordered adult world, drug, decisive, spoonfeed, approval, knotty, lack.

VI. Form the sentences using such words and word-combinations.

Adolescence _____

maturity _____

stress _____

come to grips with _____

self-identity _____

sense of impotence _____

consciousness _____

VII. Make up an essay.

What problems do the teenagers usually call?

“I often have arguments with my parents or teachers”.

“I am not happy with my appearance”.

“I am bullied”.

“I often feel down and depressed”.

“I have no friends”.

Do you sometimes have such problems?

VIII. Render the text-fragment into English.

Виховання підлітка – це не легкий процес. Саме в цьому віці дитина може проявляти жорстокість, схильна до депресій, вживає алкоголь або наркотики, демонструє будь-яку іншу деструктивну поведінку, а це потужний удар для батьків. Підлітки можуть затримуватись невідомо де допізна. Батьки впадають у відчай, коли не можуть знайти спільної мови зі своїми дітьми. Іноді батькам здається, що з дитиною-підлітком зовсім неможливо впоратися. Проте існує досить багато способів полегшення перехідного віку для всієї родини. Допомагаючи важкому підлітку впоратися з його емоційними проблемами, ви зможете зміцнити зв'язок з ним і допомогти йому вирости щасливішою й успішнішою людиною у суспільстві.

IX. Read the essay and do the exercises to improve your writing skills.

Are video games a good way to keep fit?

Nowadays, many teenagers have got video consoles at home and they often like playing active video games. These are good for you for a number of reasons.



First of all, I think that active video games are a good way to keep fit. There are lots of different types of exercises you can do such as basketball, water-skiing and dance and, what's more, you can play them in the comfort of your own home. In my opinion, these games are fun and interactive because you can play them with friends and, if you play online, you don't need to be in the same place as your friend to play.

In addition, you can play them whenever you want. Some people think that it's better to do exercise outside in the fresh air. Although this is true, it's actually difficult to play outside when it's raining or very hot so video games are a good alternative.

To sum up, I believe that video games are a fun and social way to keep fit. I think they are a good option when you can't play outside and they might encourage people to do more exercise.

Top Tips for writing:

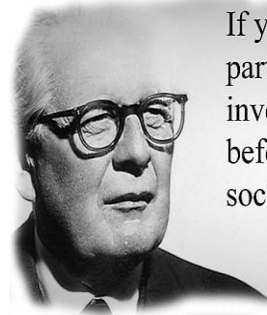
1. Write your essay. Use phrases like 'First of all', 'In addition', 'To sum up' to start each paragraph.

2. Express your own opinion using 'I think', 'In my opinion', 'I believe'. Mention other viewpoints with phrase like 'Some people think' and say whether you agree or disagree with them.

X. Read and make a short summary of the text.

Jean Piaget Biography

Jean Piaget (1896-1980) was a Swiss psychologist and genetic epistemologist. He is most famously known for his theory of cognitive development that looked at how children develop intellectually throughout the course of childhood. Prior to Piaget's theory, children were often thought of simply as mini-adults. Instead, Piaget suggested that the way children think is fundamentally different from the way that adults think.



If you want to be creative, stay in part a child, with the creativity and invention that characterizes children before they are deformed by adult society.

Jean Piaget

His theory had a tremendous influence on emergence of developmental psychology as a distinctive subfield within psychology and contributed greatly to the field of education. He is also credited as a pioneer of the constructivist theory, which suggests that people actively construct their knowledge of the world based on the interactions between their ideas and their experiences.

Piaget was ranked as the second most influential psychologist of the twentieth-century in one 2002 survey.

Useful Tip

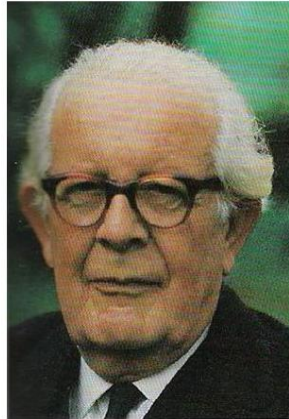
Read the texts carefully, slowly. It will be better to understand. Do not miss any interesting facts. Read almost every text fragment to the very end. Read with interest, thoughtfully.

His early work with Binet's intelligence tests had led him to conclude that children think differently than adults. While this is a widely accepted notion today, it was considered revolutionary at the time. It was this observation that inspired his interest in understanding how knowledge grows throughout childhood.

He suggested that children sort the knowledge they acquire through their experiences and interactions into groupings known as schemas. When new information is acquired, it can either be assimilated into existing schemas or accommodated through revising an existing schema or creating an entirely new category of information.

Today, he is best known for his research on children's cognitive development. Piaget studied the intellectual development of his own three children and created a theory that described the stages that children pass through in the development of intelligence and formal thought processes.

Jean Piaget



Cognitive development theory

- Children "construct" their understanding of the world through their active involvement and interactions.
- Studied his 3 children to focus not on what they knew but how they knew it.
- Described children's understanding as their "schemas" and how they use:
 - assimilation
 - accommodation.

(By Kendra Cherry)

XI. Name three characteristic features of adolescence.

XII. Listen to the recording and write the missing words in each gap.

1. Our teenage years are _____ difficult of our lives. This is the _____ childhood



into adulthood. So many things are happening to us. Our bodies change, _____ and our whole life changes. We have to learn to be independent, mature and responsible _____ years. We have to take exams, get a job and perhaps start a family. That must _____

shock for most teenagers. _____ independence is teenage behaviour. This is probably the most difficult part of parents' lives. _____ all that sulking. It can _____ family life. People always think they really want babies and children; no one ever says "I want a teenager".

2. People _____ about youth, about young people. I think they have _____ 60 years or so. I don't think youth _____ issue a hundred years ago. Then, young people were just young people. They _____ people, did what they were told and didn't create trouble. Today, however, the word 'youth' often makes _____ behaved teenagers. I think it all started _____. Suddenly young people decided they wanted more independence and could do what they wanted. They _____ society. A whole youth culture developed, with youth fashion, youth clubs and music. Today, we have things like youth crime. It would be nice if youth could have a _____.

(From "Listen a minute.com")

Unit 5

Disability



Read and answer the section “Comprehension Check”

Disability

At some time in our lives we’ve all been ill or had an accident. In that sense we all know how it feels to be “disabled” for a few days. What’s it like to have a full – time disability, though? – To be deaf, blind or paralyzed, for example? How are people in that situation treated by society, and – perhaps even more importantly – how do they want to be treated?

Disability comes in many different forms. Some conditions attack the muscles, for example. Others damage the nerves, brain, blood or bones. Here is a short alphabetical guide to just ten “mind and body” disabilities.

Autism. Autism is caused by a problem in the brain. Autistic people find it difficult to mix with other people or express their thoughts and feelings in words. As a result of these problems they often become frustrated and angry.

Blindness¹. Some people lose their sight because of a specific eye disease. Others become – blind (or partly blind) through accidents or old age. Help for blind people includes guide dogs, white sticks and books written in a special language of raised dots called Braille.

Cerebral palsy². About one child in 600 suffers **brain damage**³ at birth. The cause is often lack of oxygen. The result is cerebral palsy – a condition that makes it difficult to control the muscles. People with cerebral palsy move in **clumsy**⁴, **jerky**⁵ way and often cannot talk very clearly.

Cystic fibrosis⁶. This condition (which is **inherited**⁷) affects the lungs and **digestion**⁸. People who suffer from it need to take medicine every day. This helps them to digest their food. They also need to do special exercises. In this way they're able to control their disability and lead largely normal lives.

Deafness⁹. Like blindness, deafness can have different causes. Also like blindness, it can be either **total**¹⁰ or **partial**¹¹. Hearing aids make life easier for the partially deaf. As for people who can't hear at all, they can still understand others by lip – reading and can communicate themselves by using sign – language.

Down's syndrome¹². About one child in 1,000 is born with an **extra chromosome**¹³. These children have Down's syndrome. They're often very happy, friendly people but they also suffer from mental and physical problems. These include learning difficulties and a high risk of heart disease.

Epilepsy¹⁴. This condition affects one person in 200 and, like cystic fibrosis; it can largely be controlled by drugs. Largely, but not totally. When someone has an epileptic attack or fit, it's because their brain has suddenly produced more energy than usual. This makes the person fall down, shake violently and sometimes become unconscious. Epileptic fits look frightening, but are rarely dangerous.

Muscular dystrophy¹⁵. Like cystic fibrosis, this disability is inherited. It slowly attacks the muscles, which become weak and finally useless. Many people

Complete Dialogue 1.

A: Is the disability comes in many different forms?

B: _____

A: Can you give some alphabetical examples?

B: _____

A: Why some people lost their sight?

B: _____

A: What help includes for blind people?

B: _____

A: How this people can communicate with each other?

B: _____

A: What happen with the person when he has an epileptic attack?

B: _____

A: How look epileptic fits? Is it dangerous?

B: _____

with muscular dystrophy use: electric wheelchairs and computers. These can both be controlled by small sticks, which are very easy to operate.

Paraplegia¹⁶. Serious accidents and illness often damage the spine. In many cases this leads to paraplegia – another name for paralysis. Paraplegias can't use their legs, but apart from that, many of them are fit active people with busy lives.

(From "Digest")

Key-Words

1. blindness ['blaɪndnɪs] сліпота
2. cerebral palsy ['serɪbrəl 'pɔ:lzi]
церебральний параліч
3. brain damage ['dæmɪdʒ] at birth –
порушення мозку при народженні
4. clumsy ['klʌmzi] незграбний
5. jerky ['dʒɜ:kɪ] судорожний
6. cystic fibrosis ['sɪstɪk faɪ'brəʊsɪs]
кістозний фіброз
7. inherited [ɪn'herɪtɪd] успадкований
8. digestion [dɪ'dʒesʃən] травлення
9. deafness ['defnɪs] глухота
10. total ['təʊtl] повний, весь, цілий
11. partial ['pɑ:ʃəl] частковий
12. Down's syndrome [daʊnz 'sɪndrəʊm]
Синдром Дауна
13. extra chromosome ['ekstrə 'krəʊməsəʊm] додаткова хромосома
14. epilepsy ['epɪləpsi] епілепсія
15. muscular dystrophy ['mʌskjʊlə 'dɪstrəfi] м'язова дистрофія
16. paraplegia [ˌpærə'pli:dʒə; ˌpærə'plɪdʒiə] параплегія

Complete Dialogue 2.

A: Is muscular dystrophy inherited?

B: _____

A: How does this disability attack the muscles?

B: _____

A: Which schools do often go young people?

B: _____

A: What do they can receive there?

B: _____

A: The world of disability is changing slowly, isn't it?

B: _____

A: Does it thank to advances in medicine?

B: _____

A: What does make life easier for thousands of disabled people?

B: _____

A: Are there more TV programmes, books, films, and articles about disability than ever before?

B: _____

Comprehension Check

I. Check your understanding.

1. Is autism caused by a problem in the brain?
2. Which way of help for blind people do you know?
3. The cause of brain damage is often lack of oxygen, isn't it?
4. Do people who suffer from cystic fibrosis have to take medicine every day or every hour?
5. Can the blindness be total?
6. How much children are born with an extra chromosome?
7. How do deaf people communicate?
8. What has helped disabled people to become more visible in society?
9. What can you say about disabled people nowadays?
10. Is it finally starting to see the person before the disability?
11. Which things help disabled people?
12. Which schools do disabled people often go?
13. Is muscular dystrophy inherited like cystic fibrosis?
14. Is it true that many people with muscular dystrophy use the computers?
15. What is another name of paraplegia?

II. Are these sentences true (T) or false (F)?

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Some conditions of disability attack the muscles, others damage the nerves, brain, blood or bones. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Autistic people have some problems with their bones. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Blindness is mainly caused by specific eye disease, through accidents or old age. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Nearly one child in 600 suffers from brain damage at birth. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The cause of cerebral palsy is often lack of hydrogen. | <input type="checkbox"/> | <input type="checkbox"/> |

III. Match the words and their definitions.

- | | |
|--------------------|---|
| 1. cerebral palsy | a) the state or condition of being unable to see because of injury, disease, or a congenital condition |
| 2. deafness | b) paralysis of the legs and lower body, typically caused by spinal injury or disease |
| 3. blindness | c) a hereditary disorder affecting the exocrine glands. It causes the production of abnormally thick mucus, leading to the blockage of the pancreatic ducts, intestines, and bronchi and often resulting in respiratory infection |
| 4. cystic fibrosis | d) a condition marked by impaired muscle coordination (spastic paralysis) and/or other disabilities, typically caused by damage to the brain before or at birth |
| 5. paraplegia | e) a neurological disorder marked by sudden recurrent episodes of sensory disturbance, loss of consciousness, or convulsions, associated with abnormal electrical activity in the brain |
| 6. epilepsy | f) the condition of lacking the power of hearing or having impaired hearing |

IV. Fill in the gaps with appropriate words from the suggestion box.

brain	chromosome	muscular dystrophy	energy
paraplegias	total	epileptic attack	fit

1. Blindness can be
2. About one child in 1,000 is born with an extra
3. When someone has an ... or ... , it's because their ... has suddenly produced more ... than usual.
4. ... slowly attacks the muscles, which become weak and finally useless.
5. ... can't use their legs.

V. Give the English-Ukrainian equivalents.

1. Значною мірою, не зрячі люди, страждати від, бути паралізованим, контролювати недієздатність, глухуватість, більш важливо, глухота, різні форми, кров або кістки, відношення, жах, жалоба, легко оперувати, частково, завдяки будь-чому, серйозні випадки, захворювання, багато з них, швидко змінюватись.

2. Be deaf, damage the nerves, express (one's) thoughts, guide dogs, raised dots, lack of oxygen, special exercises, mental and physical problems, be controlled by drugs, digest food, useless, muscular, range, issue, advance, technology, gadgets, ignorance, perhaps, leads to, apart from, a question of technology, more TV programmes than before.

VI. Form the sentences using such words.

Accident, frustrated, disease, palsy, cystic, largely, deaf, fit, unconscious, muscles, speech difficulties, speak clearly, new generation, possible to treat, become more visible.

VII. Make up an essay.

1. Problems of social rehabilitation for disabled people.

2. Main ways of overcoming the social isolation of disabled.

3. Your attitude to the disabled and elderly people.

4. Social obstacles are the real problem for disabled people.

5. What is life really like for disabled people?

6. Why is disability a social problem and what you can do about it?

VIII. Put the words in the right order.

1. To, treated, how, do, want, be, they?

2. Conditions, attack, the, some, muscles.

Interesting to Know!

Disability. Speech and learning difficulties.

Damage to the brain can create a wide range of problems. What kind of problem depends on what part of the brain isn't working properly? Some people were unable to speak clearly. Others have difficulty learning to read or write. Young people with problems like these often go to 'special schools'. There, they can receive the extra help they need.

(From "Digest")

3. Is, by, brain, caused, problem, a, in, autism, the.
4. A, become, result, angry, these, and, they, as, often, of, problems, frustrated.
5. Suffers, brain, about, child, 500, damage, in, birth, at, one.
6. Palsy, with, move, cerebral, in, people, clumsy.
7. The, this, and, digestion, affects, condition, lungs.
8. Helps, them, to, digest, this, their, food.
9. But, not, largely, totally.
10. This, person, down, makes, the, fall.
11. The, attacks, muscles, slowly, it.
12. Use, can't, legs, paraplegias, their.
13. Are, people, to, some, speak, clearly, unable.
14. Disability, world, the, is, of, changing, fast.
15. Advances, have, medical, then, there, too, been.

Disability. Issues and attitudes

The world of disability is changing fast. Partly, this is thanks to advances in technology. A new generation of special wheelchairs, computers, cars, lifts and household gadgets, have made life easier for thousands of disabled people. Then there have been medical advances, too.

It's not just a question of technology and medicine, though. Some of the biggest changes have been changes of attitude. These days there are more TV pre-grammes, books, films and articles about disability than ever before. This has helped disabled people to become more visible in society. It also means that information about disability is rapidly replacing, ignorance, understanding is replacing fear and practical help is replacing pity. Then there's the attitude of the disabled themselves.

Nowadays, many are actively involved in groups and associations, which campaign for: better access to public buildings like theatre, shops and museums; equality in the job market; better financial support from governments. Perhaps the simplest way to sum up what's happening in a general way is this: 30 or 40 years ago, society looked at a disabled person and saw the disability before the person.

(From "Digest")

16. Of, the, attitude, changes, some, have, been, changes, biggest, of.
17. Attitude, then, of, the, disabled, there's, the, themselves.
18. The, in, job, equality, market.
19. From, financial, better, support, governments.
20. Finally, slowly, the, to, it's, see, the, person, before, disability, starting.

IX. Render the text-fragment into English.

Головною тенденцією сучасних процесів соціалізації інвалідів визначається пристосування суспільства до потреб інвалідів, а не навпаки. Тільки такий підхід є єдино можливим засобом подолання соціальної ізоляції інвалідів. Мета процесу соціалізації людей з особливими потребами – це подолання ставлення до них як до “виключних”, не таких, як усі.

Ставлення до інвалідів є тестовим показником людяності суспільства. Якщо ми хочемо реалізувати національний потенціал людяності, то маємо звернути увагу на проблему всебічної допомоги тим, хто гостро цього потребує. Інвалідам потрібні умови для самореалізації. Адже вони, у своїй більшості, це сильні і вольові люди, які здатні навчатися, працювати і вдосконалюватися. Але їм потрібні законодавчі і побутові умови. Потрібно створювати умови, які зможуть зрівняти можливості інвалідів з можливостями інших громадян Української держави, а також усувати фізичні і соціальні бар’єри, котрі заважають доступу інвалідів до всіх сфер життя суспільства.

X. Read the text fragments to obtain and discuss the information.

The road of heart

Very often when speaking about people with disability we pay attention to their needs, problems and suffering. We say they need our help. Our society perceives persons with disability as poor, disadvantageous and miserable. The persons mentally handicapped are being taken as third-rate people. Using the present film, we want to affirm quite the opposite: each person, no matter what her disability might be, has his or her own unique gifts. With people mentally handicapped it is very often the gift of their hearts that enables them to love, sympathize, and be simple, straightforward and to enjoy their lives. And therefore, it is not only them who need us but we need them as well, they can teach us a lot, they can make our society more human.

Historical Background

Learning Disabilities is a broad category of problems children have in learning to write, think, use language, listen, speak, or do mathematical calculations. Special education developed for mentally retarded children, emotionally disturbed, cerebral palsied from the medical profession who diagnosed these problems and treated them. Medical personnel were the first people who were confronted with problems of children who are now in special education programs. Once a group of children was diagnosed as abnormal, a distinct area of special education with its own techniques and philosophy was developed to teach them. Since medicine has a long history of treatment, most areas of disability could be built on a common foundation of ideas.

(From "Digest")

XI. Read and translate this information.

What's Life Like for a Kid with Special Needs?

Life can be extra-challenging for a kid with special needs. It might be harder to do everyday stuff — like learning to read or, if a person has physical handicaps, just getting around school or the mall. The good news is that parents, doctors, nurses, therapists, teachers, and others can help. The goal is to help kids be as independent as possible.

Other kids also can be a big help. How? By being a friend. Kids who need a wheelchair or have other health problems want friends just like you do. But meeting people and making friends can be tough. Some kids might tease them or make fun of them. Be sure to tell a teacher if you see someone being bullied or teased. That's a very lonely feeling.

Also try to be helpful if you know someone with special needs. Ask if they would like help with carrying their books or opening a door. Ask them to join you and your friends at lunch. It's important not to be "overly helpful" when no help is

needed. Why? Because just like you, kids with special needs like to be as independent as they can be.

Being friendly to kids with special needs is one of the best ways to be helpful. As you get to know them, they may help you understand what it's like to be in their shoes. And you'll be helping fill a very special need, one that everybody has — the need for good friends.

(By Mary L. Gavin)

1. What was the main idea of “What’s Life Like for a Kid with Special Needs?”? Fill in the organizer with the main idea and supporting details.

Main Idea:

Detail 1:	Detail 2:	Detail 3:
_____	_____	_____
_____	_____	_____

XII. Listen to the recording and write the missing words in each gap.

1. Isn't every kid special? We think so. But what do we mean when we say “kids _____”? This means any kid who might need _____ because of a medical, emotional, or _____. These kids have special needs because they might need _____ in school – stuff other kids don't typically need or only _____ in a while. Maybe you know of kids in your school who need _____ or use braces when _____. Those kids have _____. They not only need the equipment that helps them get around, but they might need to have ramps or _____. They also might need to get _____ – one that lifts them up into the bus so they don't have to get up the steps.

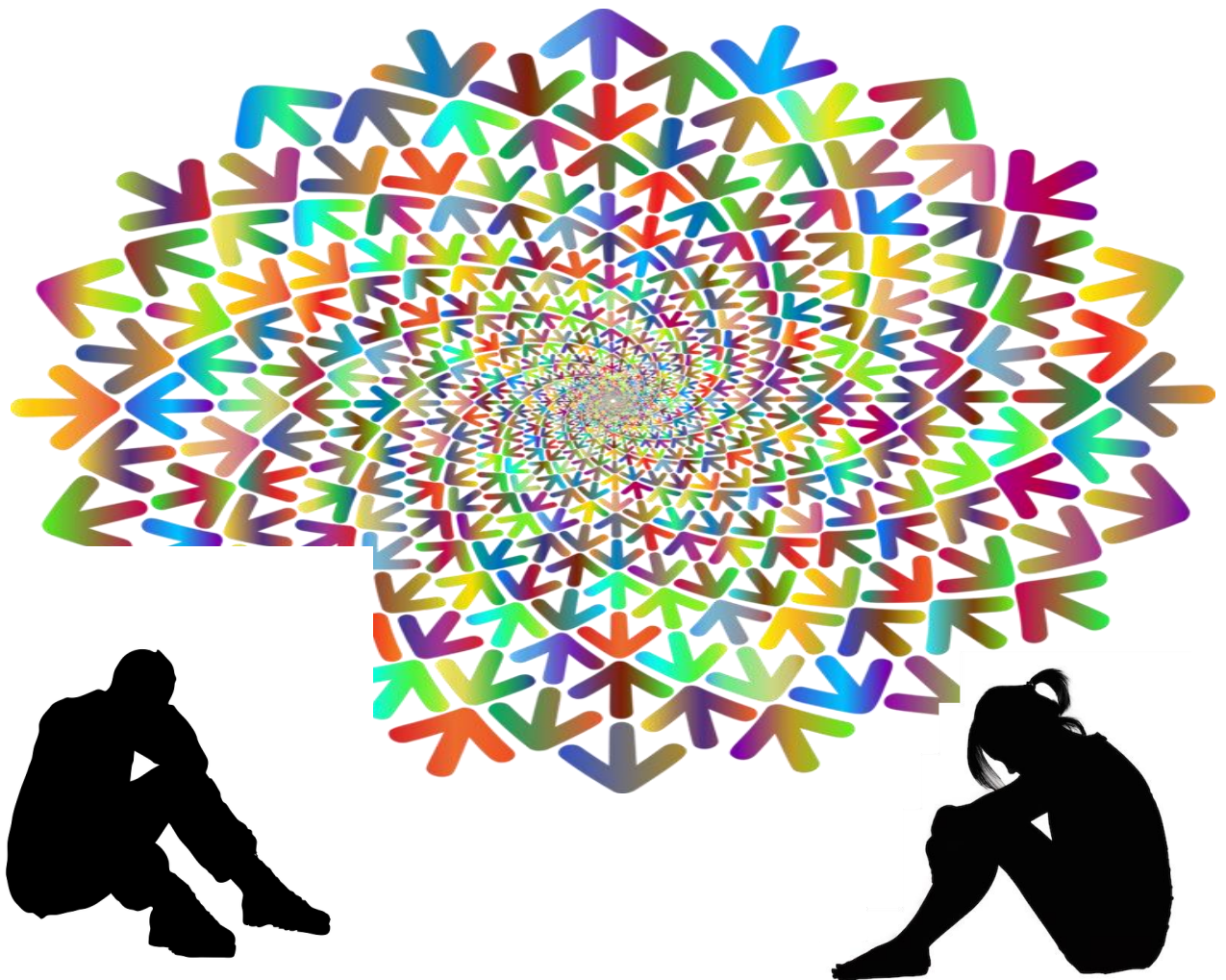
2. Kids who have illnesses, such as epilepsy or diabetes, would have special needs, too. They might need _____ as they go about their day. Kids with sight problems might use special apps, tablets, or _____. Those with hearing or speech problems would have _____. A kid who has

hearing trouble might need hearing aids to hear and _____, too, since it can be hard to say words correctly when you can't _____. Kids with learning problems often have special needs. Kids with Down syndrome might go to _____. You might be able to spot a few kids with special needs, but you probably don't notice all of them. A kid could have a problem that isn't noticeable unless _____. For example, someone could have trouble with anxiety (worry), but you wouldn't know it unless the kid told you about it. Privately, their _____ and counselors may be working to help them worry less.

(From "Kids who might need extra help" by Mary L. Gavin)

Unit 6

Stress



Read and answer the section “Comprehension Check”

Stress

Stress is one of the most studied areas of psychology, mainly because it is such a big problem in our society. Stress is *omnipresent*¹, we are exposed to it in every sphere of our lives starting from home to the place of work. Long-term stress *suppresses*² the action of the body’s immune system, making us more *vulnerable*³ to colds, infections and more serious illnesses. It can make us more *liable*⁴ to *contract*⁵ heart *disease*⁶. Long-term stress also makes us very *jumpy*⁷ and *alert*⁸ to potential threats. Because we over-react to what people say or do, we become more likely to *quarrel*⁹ with people around us. And it *interferes*¹⁰ with our judgement, so that we are less likely to make sensible decisions or to *appraise*¹¹ what is going on realistically.

One of the main *sources*¹² of stress in our lives is the constantly increasing *pace*¹³ of life. We *complain*¹⁴ that we are too busy, and the amount of time we devote to our leisure sharply decreases, therefore we do everything from buying groceries with words “Instant” or “Quick” *to equipping*¹⁵ our homes with various *gadgets*¹⁶ to make any job easier and faster. *Being overbooked*¹⁷ is considered so natural that we even feel anxious or uneasy if we have more time to spare. However, the myth of faster – is – better really turns against us, as we never see the hours we have saved because we pack them with new activities.

We feel *beset*¹⁸ upon, *exhausted*¹⁹ and we begin *to hate*²⁰ work. Especially *prone*²¹ to stress are people with what is called “A personality”: they are driven by a *desire*²² to achieve success and become extremely *frustrated*²³ when their plans *fail*²⁴.

On the other hand, many *retired people*²⁵ live under stress because they feel unneeded. Many old people think that society has simply thrown them away even though they are as fit as ever. They become depressed, give up on active living. Thus, it is very important to *encourage*²⁶ retired people to find another source of *self-esteem*²⁷, for example, developing new hobbies, like gardening or learning languages. Organisations like *the University of the Third Age*²⁸ help retired people *to pursue*²⁹ new interests and are becoming more popular and successful all the time. In other words, it is necessary for those people *to acquire*³⁰ new social roles and *rid themselves of*³¹ the old negative ideas about retirement.

Another social group *liable*³² to stress is students. The fear of bad marks and exams is emotionally *devastating*³³ for young people. Exams are a real horror for many students. They are accompanied by a sense of uncertainty and the powerlessness to control the situation. Exams are great anxiety-makers. But people have *to muddle through*³⁴ exams during different stages of their lives. They know that the fact of passing or failing exams has a great *impact*³⁵ on their whole future. People cannot eliminate stress altogether but it does not have to be bad if we know how *to handle*³⁶ it. We can at least make stress work for us.

Psychologists and doctors suggest different *coping*³⁷ strategies to lower the level of stress. Some of these are physical ones, which enable people to use adrenaline constructively, for exercising. People who play a lot of sports often do better in exams than people of the same intellectual level, who do not take regular exercise. Some coping strategies, though, are *cognitive*³⁸, they involve controlling one's personal thinking.

One of the most popular methods used to *diminish*³⁹ stress is *visualisation*⁴⁰. People imagine themselves going through the whole activity successfully – winning the race or passing the exam. By concentrating only on positive thoughts the person refuses *to entertain*⁴¹ doubts and ideas which would add to the level of stress which they are experiencing.

Other people see themselves as able to control events by hard work or effort and do not give up. They are much less likely to become depressed and much more likely to do something about the situation, because they keep looking for ways to change it. These people have what is known as an internal locus of control. They believe that what happens to them is largely controlled by their own efforts.

To sum it up, there is a great deal that we can do to cope with stressful situations positively. Problems may be real and not likely to go away, but we can make their effects worse or better depending on how we go about it.

(From "The World We Live in (a psycho-social insight)" by V. Lichkevych and J. Fomina)

Key-Words

1. omnipresent [ˌɒmniˈprezənt] всеохоплюючий, повсюдний
2. suppress [səˈpres] придушувати, тиснути, пригнічувати
3. vulnerable [ˈvʌlnərəbl] вразливий
4. liable [ˈlaɪəbl] схильний
5. contract [kənˈtrækt] нажити (хворобу)
6. disease [diˈziːz] хвороба
7. jumpy [ˈdʒʌmpi] нервовий
8. alert [əˈlɜːt] пильний
9. quarrel [ˈkwɒrəl] сваритися

10. interfere [ˌɪntəˈfɪə] втручатися, заважати, впливати
 11. appraise [əˈpreɪz] оцінювати
 12. source [sɔːs] джерело
 13. pace [peɪs] темп, швидкість,
- крок
14. complain [kəmˈpleɪn]
- скаржитися
15. equip [ɪˈkwɪp] обладнати,
- облаштувати
16. gadget [ˈɡædʒɪt] технічна новинка, дрібниця, нове пристосування
 17. be overbooked [ˌəʊvəˈbʊkt] бути перевантаженим роботою
 18. beset [bɪˈset] заклопотаний
 19. exhausted [ɪɡˈzɔːstɪd] виснажений, дуже стомлений
 20. hate [heɪt] ненавидіти
 21. prone [prəʊn] схильний
 22. desire [dɪˈzaɪə] бажання
 23. frustrated [frʌsˈtreɪtɪd] засмучений, прикро вражений
 24. fail [feɪl] провалитися
 25. retired [rɪˈtaɪəd] people – пенсіонери
 26. encourage [ɪnˈkʌrɪdʒ] надати підтримку, заохотити, підбадьорити
 27. self-esteem [self ɪsˈtiːm] самооцінка
 28. the University of the Third Age [eɪdʒ] університет для людей пенсійного віку
29. pursue [pəˈsjuː] переслідувати
 30. acquire [əˈkwaɪə] набувати
 31. rid oneself [rɪd wʌnˈself] of – позбутися
 32. liable [ˈlaɪəbl] схильний
 33. devastating [ˈdevəsteɪtɪŋ] руйнівний, спустошливий
 34. muddle through [ˈmʌdl θruː] пройти крізь
 35. impact [ˈɪmpækt] вплив



- 36. handle ['hændl] керувати
- 37. cope [kəʊp] упоратися
- 38. cognitive ['kɒgnɪtv] пізнавальний
- 39. diminish [dɪ'mɪnɪʃ] зменшити
- 40. visualisation [ˌvɪʒʊəlaɪ'zeɪʃən] уявлення
- 41. entertain [ˌentə'teɪn] приймати

Pace yourself, don't rush. Read the entire question and pay attention to the details.

Comprehension Check

1. Check your understanding.

- 1. Does stress influence our behaviour?
- 2. Is stress dangerous for our organism? In what way?
- 3. What are the main sources of stress in our life?
- 4. Are retired people less prone for stress? What is their problem?
- 5. What can be done to make the lives of elderly people more interesting?
- 6. Why are students so often under stress?
- 7. What are the two types of coping methods mentioned in the text?

II. Are these sentences true (T) or false (F)?

- | | T | F |
|--|--------------------------|--------------------------|
| 1. All people, in one way or another, are prone to stress. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Stress causes all heart diseases. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. When we are under stress, we make more sensible decisions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. We should do things faster to have more time for resting. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Retired people become depressed because other people hate them. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Retired people become depressed because other people hate them. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Stress is omnipresent in students' lives. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Visualisation is a method used to calm oneself down. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Sportsmen are wiser than ordinary people. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. People can cope with stress. | <input type="checkbox"/> | <input type="checkbox"/> |

III. Match the words and their definitions.

- | | |
|---------------|---|
| 1. vulnerable | a) nervous |
| 2. cope | b) extremely tired |
| 3. prone to | c) that can be hurt, harmed or attacked easily, especially because of being small or weak; to say that one is annoyed, unhappy or not satisfied |
| 4. source | d) provide oneself with what is needed for a particular purpose |
| 5. complain | e) deal successfully with something, to manage |
| 6. jumpy | f) likely to suffer from |
| 7. beset | g) place from which something comes or is obtained |
| 8. equip | h) troubled |

IV. Fill in the gaps with appropriate words from the suggestion box.

constantly increasing	doctors	work
psychologists	stress	social group
strategies	beset	hate

1. ... is omnipresent, we are exposed to it in every sphere of our lives starting from home to the place of

2. One of the main sources of stress in our lives is the ... pace of life.

3. We feel ... upon, exhausted and we begin to ... work.

4. Another ... liable to stress is students.

5. ... and ... suggest different coping ... to lower the level of stress.

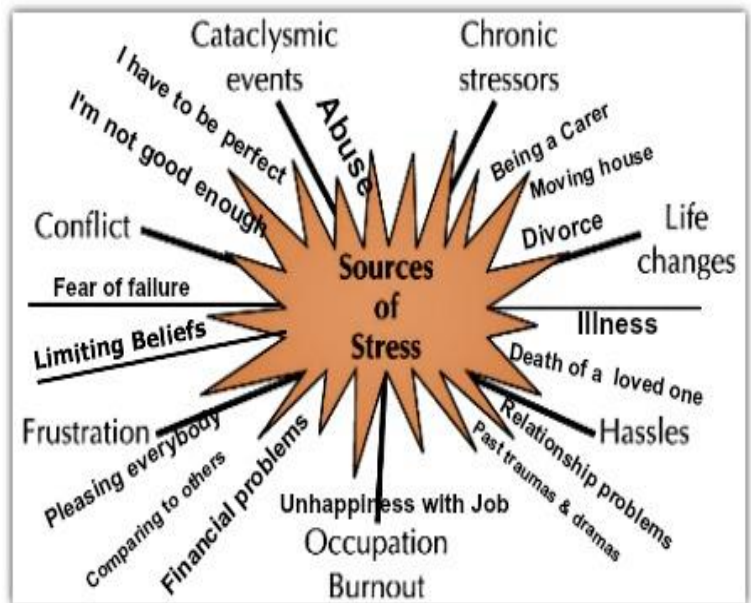


V. Give the English-Ukrainian equivalents.

1. вразливий _____	suppress _____
нервовий _____	disease _____
оцінювати _____	liable _____
скаржитися _____	be overlooked _____
зклопотаний _____	frustrated _____
позбутися _____	encourage _____

VI. Form the sentences using such words and word-combinations.

Desire, gadgets, hate, interfere, pursue, impact, stress in our lives, turns against us, being overlooked.



VII. Make up an essay.

1. Emotional and behavioural effects of stress.
2. How do you respond to stress? Discuss your attitude, personality and approach to life.
3. Stress as a health problem. Environment (work, home, school), lifestyle emotional and personal problems.
4. Do you know any other ways of coping with stress?
5. How do you react to stressful situations?
6. What physical exercises do you know to calm yourself down?
7. What can be done to diminish the level of stress in schools?
8. What is the situation of retired people in our country?

VIII. Decide whether these characteristics belong to a Type A or a Type B according to the information in the passage.

- | | |
|------------------------------------|--------------------------|
| a) is moody | h) overworks |
| b) seldom relaxes | i) lives longer |
| c) is not annoyed by a baby crying | j) doesn't get tense |
| d) stays calm | k) worries a lot |
| e) gets frustrated in traffic | l) doesn't like waiting |
| f) enjoys life and work | m) is relaxed |
| g) is usually in a good mood | n) is often bad-tempered |

IX. What would you feel in these situations?

- You have just missed a bus or a train.
- You cannot find something, but you know it's somewhere in the house.
- You can not sleep because your neighbor is playing very loud music.
- Your friend arrives forty minutes late for dinner.
- You have to work or study on a beautiful sunny day.
- You have to wait in a traffic jam.
- You have nothing at all to do.

X. Find in the text the word that corresponds to the definition.

- a) easily made angry, unpleasant
- b) question to be solved or decided
- c) keep away from, escape
- d) tightly stretched or strained
- e) having moods that often change
- f) not often
- g) not excited, untroubled, quiet



XI. Render the text-fragment into English.

Стрес зазвичай підкрадається непомітно, тоді, коли ви цього найменше очікуєте. Якщо ви не вмієте правильно відпочивати, стрес може заповнити вас і тоді позбутись його дуже важко. За останні роки надто зріс темп життя. Разом з цим збільшилось психоемоційне навантаження на нервову систему людини відповідно до індивідуальних особливостей психіки та типу вищої нервової діяльності. Кожна людина намагається встигнути адаптуватись до сучасного технічного прогресу, інформаційного перевантаження, соціальних, політичних та екологічних умов.



XII. Do an intensive reading of the text. Then fill in the chart.

The Importance of Fear

To survive, an animal needs to have a sense of fear. When an animal is threatened, or thinks it's threatened, its brain sends out the fear emotion. A chemical called adrenaline spreads through its body, preparing it either to run away or to fight the danger.

Fear is useful. It comes naturally and automatically, so the animal doesn't need to waste precious seconds deciding what to do. At the moment it senses danger, its brain begins working on a course of action.

1. Key Words	
2. Grammar	
3. Text Structure	
4. Text Features	

XIII. Read and translate this information.

Stress and Anger

Every day you read in newspapers, books and magazines that it is important to avoid stress. Stress can kill, they say. Stay calm. Be relaxed. Slow down. Don't work so hard. Unfortunately, this is difficult. There are always money problems and family problems. Our cities are full of traffic and noise. Stressful situations seem to be everywhere.

When people are under stress they react in different ways. Some people find it difficult to stay calm and often become tense. Little things, like a baby crying, can make them irritated. They get very annoyed if they have to wait just a few minutes too long in a shop or a restaurant. These people are usually very moody. One minute they are fine and the next they can be really angry – absolutely furious.



Other people seem to stay calm almost all the time, and rarely get angry. For example, if they are caught in bad traffic, they don't get frustrated. They sit calmly in their cars, telling themselves that there is nothing they can

do about the situation. These people are not moody at all. They don't change from the moment to moment, but always seem to be in control of their emotions.



Some doctors give names to these two personality types: Type A people and Type B people. Type As work

very hard, worry a lot, and are often bad-tempered. Type Bs are the opposite. They don't worry. Work is not so important to them and they don't get angry easily. They like to relax a lot and have fun. These doctors say it is better for your health and your heart if you are a Type B person. So what are you? Type A or B?

Decide whether these characteristics belong to a Type A or a Type B according to the information in the passage.

- | | |
|------------------------------------|--------------------------|
| a) is moody | h) overworks |
| b) seldom relaxes | i) lives longer |
| c) is not annoyed by a baby crying | j) doesn't get tense |
| d) stays calm | k) worries a lot |
| e) gets frustrated in traffic | l) doesn't like waiting |
| f) enjoys life and work | m) is relaxed |
| g) is usually in a good mood | n) is often bad-tempered |

XIV. Listen to the recording and write the missing words in each gap.

1. What are you afraid of? I'm _____ of anything. When I was a child I was afraid of the dark. I used to hear _____ at night when I was in bed. I couldn't move. I was _____ until it got light outside. I'm no longer afraid of the dark, thankfully. I also used to fear _____. My face _____ and I'd get very hot. I overcame this fear because I had to make _____ at school. The more I did this, the more my public speaking fear disappeared. People _____ many strange things. Did you know there _____ peanut butter sticking to the roof of your mouth? There is even a medical name for it. I don't think fear _____. It probably _____ doing really dangerous things.



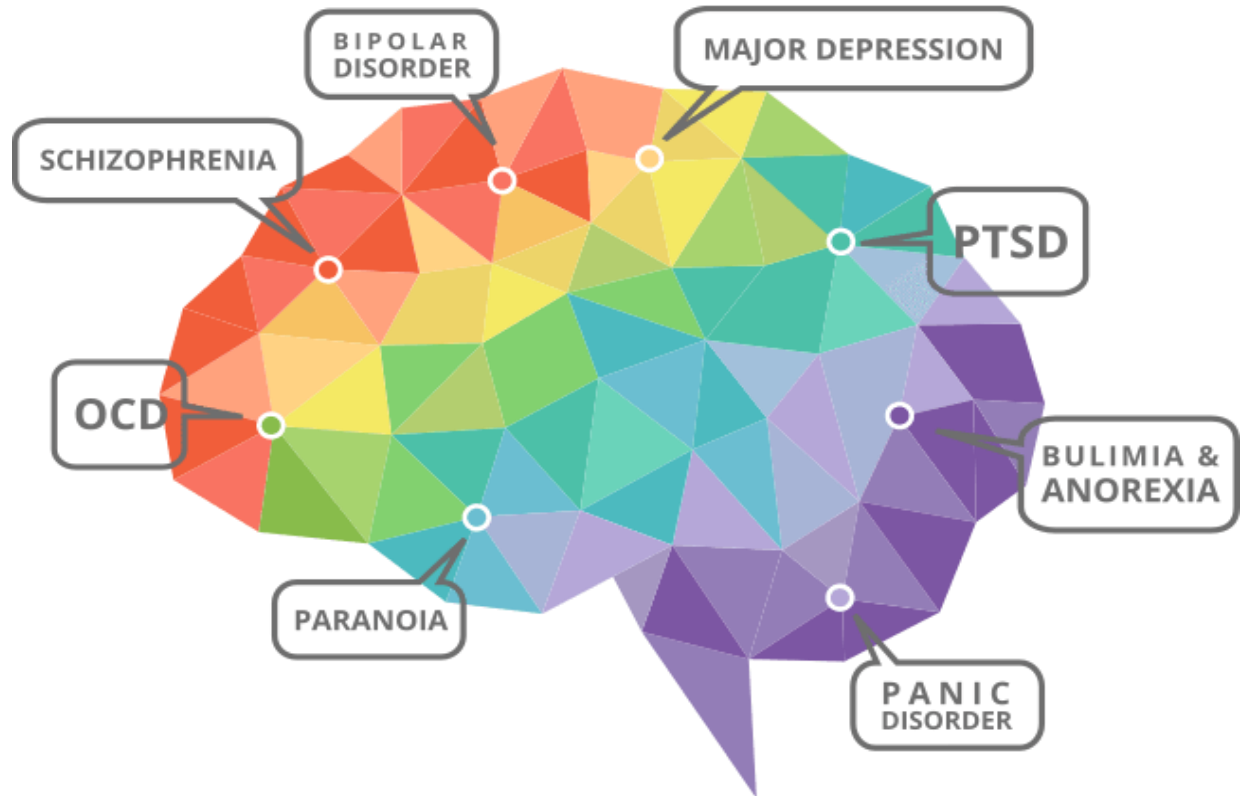
2. An American president _____ only thing you have to fear is fear itself. Can't remember which President, but _____.

I think that's an interesting quote _____ , most of the time. We all spend a lot of time worried or afraid that something bad will happen, and then nothing happens. It _____ that frightens us, not the thing that _____ not happen. And then there are phobias. Millions of people _____ something that the rest of the world thinks is quite normal. _____ things like peanut butter? There's actually a fear of peanut butter sticking _____ of your mouth. Amazing. Fear is sometimes good. It makes us alert and can _____ in a dangerous situation.

(From "Listen a minute.com")

Unit 7

Mental Retardation



Read and answer the section “Comprehension Check”

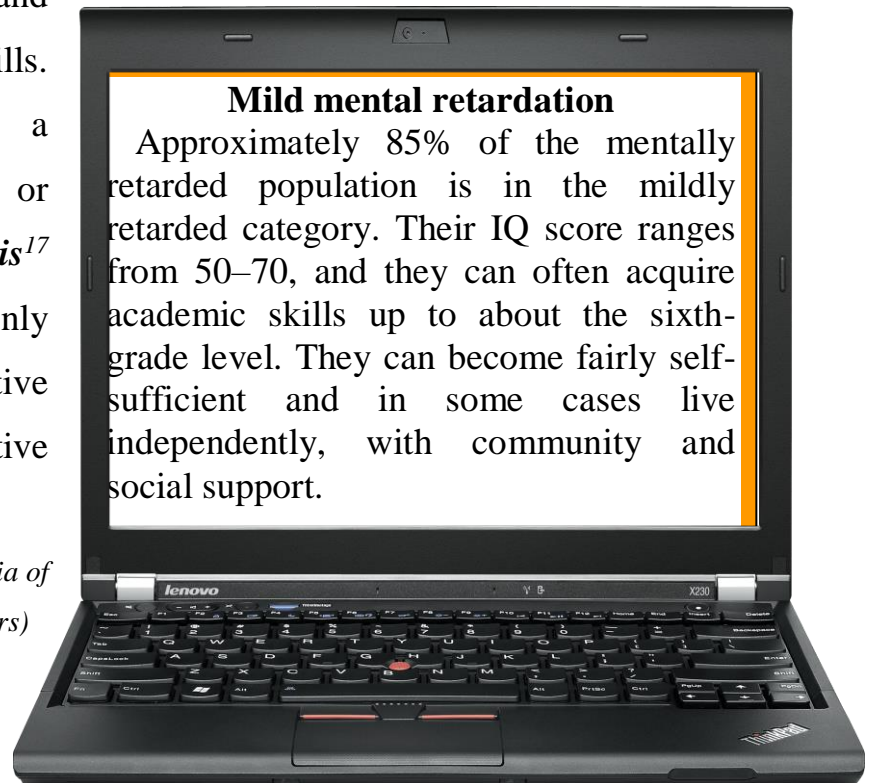
Mental retardation

*Mental retardation*¹ is a developmental disability that first appears in children under the age of 18. It is defined as a level of *intellectual functioning*² (as measured by standard intelligence tests) that is *well below average*³ and results in *significant*⁴ limitations in the person’s daily living skills (*adaptive functioning*⁵).

Mental retardation begins in childhood or adolescence before the age of 18. In most cases, it *persists*⁶ throughout adult life. A *diagnosis*⁷ of mental retardation is made if an individual has an intellectual functioning level well below average, as well as significant limitations in two or more adaptive *skill areas*⁸. Intellectual functioning level is defined by standardized tests that measure the ability to reason in terms of mental age (*intelligence quotient*⁹ or IQ). Mental retardation is defined as an IQ score below 70–75. ‘*Adaptive skills*’¹⁰ is a term that refers to skills needed for daily life. Such skills include the ability to produce and understand language (communication); *home-living skills*¹¹; use of community resources; health, safety, leisure, self-care, and social skills; self-direction; functional academic skills (reading, writing, and arithmetic); and *job-related skills*¹².

In general, mentally retarded children reach such developmental *milestones*¹³ as walking and talking much later than children in the general population. Symptoms of mental retardation may appear at birth or later in childhood. The child's age at *onset*¹⁴ depends on the *suspected*¹⁵ cause of the disability. Some cases of mild mental retardation are not diagnosed before the child enters preschool or kindergarten. These children typically have difficulties with social, communication, and functional academic skills. Children who have a *neurological*¹⁶ disorder or illness such as *encephalitis*¹⁷ or *meningitis*¹⁸ may suddenly show signs of cognitive *impairment*¹⁹ and adaptive difficulties.

(From *Encyclopedia of Mental Disorders*)



Key-Words

1. mental retardation ['mentl ,ri:tɑ:'deɪʃən] розумова відсталість
2. intellectual functioning [ˌɪntɪˈlektʃʊəl ˈfʌŋkʃənɪŋ] інтелектуальне функціонування
3. well below average [wɛl biˈləʊ ˈævərɪdʒ] значно нижче середнього
4. significant [sɪɡˈnɪfɪkənt] значний
5. adaptive functioning [əˈdæptɪv ˈfʌŋkʃənɪŋ] адаптивне функціонування
6. persist [pəˈsɪst] (*тут*) зберігатись, залишатись
7. diagnosis [ˌdaɪəɡˈnəʊsɪs] діагностика
8. skill area [skɪl ˈeəriə] кваліфікаційна галузь
9. intelligence quotient [ɪnˈtelɪdʒəns ˈkwɒʃənt] коефіцієнт інтелекту

10. adaptive skills [ə'dæptɪv skɪlz] адаптивні навички
11. home-living skills [həʊm 'lɪvɪŋ skɪlz] домашні навички
12. job-related skills [dʒɒb rɪ'leɪtɪd skɪlz] робочі навички
13. milestone ['maɪlstəʊn] наріжний камінь
14. suspect [səs'pekt] підозрювати
15. neurological [ˌnjʊərə'lɒdʒɪk(ə)l] неврологічний
16. encephalitis [ɪnˌsefə'laɪtɪs; ɪnˌkefə'laɪtɪs] енцефаліт
17. meningitis [ˌmenɪn'dʒaɪtɪs] менінгіт
18. impairment [ɪm'preɪmənt] порушення

Comprehension Check

I. Check your understanding.

1. What is mental retardation?
2. When does it begin?
3. How can Intellectual functioning level be defined?
4. What does the term 'adaptive skills' envisage?

II. Are these sentences true (T) or false (F)?

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Mental retardation is a developmental disability that first appears in children under the age of 8. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. This diagnosis is made if a person has an intellectual functioning level well below average. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Adaptive skills refer to skills needed for daily life. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Mentally retarded children begin to walk and talk much earlier than other children. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Children who suffer from neurological disorder or illness such as encephalitis or meningitis may suddenly show signs of cognitive impairment and adaptive difficulties. | <input type="checkbox"/> | <input type="checkbox"/> |

III. Match the words and their definitions.

- | | |
|-------------------------|--|
| 1. diagnosis | a) generalized neurodevelopmental disorder characterized by significantly impaired intellectual and adaptive functioning |
| 2. encephalitis | b) the state or fact of being impaired, especially in a specified faculty |
| 3. mental retardation | the identification of the nature of an illness or other problem by examination of the symptoms |
| 4. impairment | d) practical, everyday skills needed to function and meet the demands of one's environment, including the skills necessary to effectively and independently take care of oneself and to interact with other people |
| 5. adaptive skills | e) relative ability of a person to effectively interact with society on all levels and care for one's self |
| 6. adaptive functioning | f) inflammation of the brain, caused by infection or an allergic reaction |

IV. Fill in the gaps with appropriate words from the suggestion box.

child's age	intellectual functioning	adolescence
childhood	disability	living skills
IQ	Mental retardation	at birth

1. Mental retardation is defined as a level of ... that is well below average and results in significant limitations in the person's daily.
2. Mental retardation begins in ... or ... before the age of 18.
3. ... is defined as an ... score below 70–75.
4. Symptoms of mental retardation may appear ... or later in childhood.
5. The ... at onset depends on the suspected cause of the

V. Give the English-Ukrainian equivalents.

1. Розумова відсталість, нижче середнього, адаптація, навички, менінгіт, порушення, діагностика, енцефаліт, навички, пов'язані з роботою, інтелектуальне функціонування.

2. Intellectual functioning, adaptive functioning, intelligence quotient, home-living skills, job-related skills, neurological.

VI. Form the sentences using such words and word-combinations.

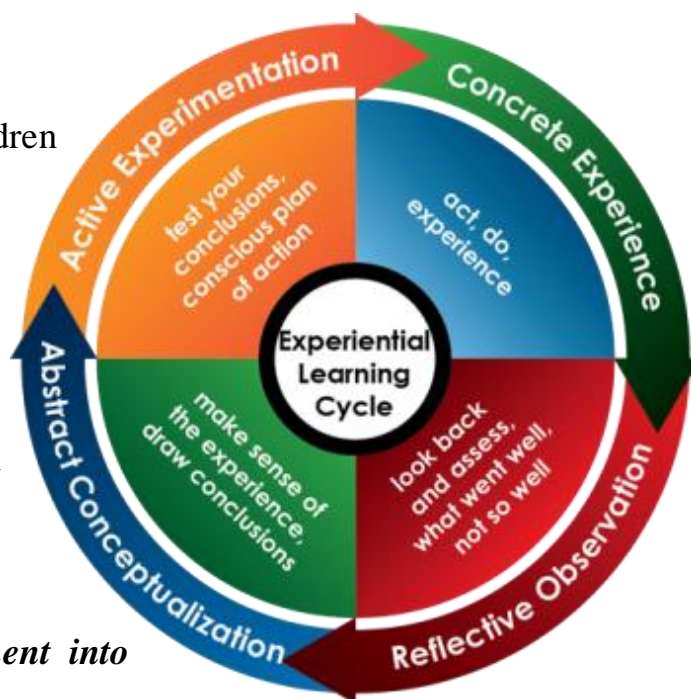
Well below average, intellectual functioning, significant, adaptive functioning, intelligence quotient, suspected, skill areas.

VII. Make up an essay.

1. Social development of children with mental retardation.

2. Mental health care for people with mental retardation: a global perspective.

3. Main ways to help an intellectually disabled youth.



VIII. Render the text-fragment into English.

Розумова відсталість досить важке захворювання, але в залежності від її форми можна на базі збережених психічних функцій адаптувати таких дітей до соціуму і відкоригувати деякі недоліки. Розумова відсталість або олігофренія – це хронічне захворювання, яке виникає через органічну патологію головного мозку. Олігофренія характеризується зниженням інтелекту, яке виникає в результаті пошкодження або недорозвинення структур головного мозку у внутрішньоутробному періоді, також може розвинути після народження у віці до 3-х років.

IX. Read the text fragment to obtain and discuss the information.

Mental Retardation

There are hundreds of known causes of mental retardation. Many of them are biological, genetic, chromosomal, prenatal, perinatal, postnatal in origin. It can be the result of environmental influence such as sensory or maternal deprivation.

A person is considered mentally retarded if:

- 1) his IQ is below 70;
- 2) if there is evident deficit in adaptive functioning;
- 3) if he is under 18.

Treatment modalities for mental retardation

- Family therapy to help parents develop coping skills and deal with guilt or anger.
- Early intervention programs for children younger than age 3 with mental retardation.
- Provide day schools to train the child in basic skills, such as bathing and feeding.
- Vocational training.

There are 4 general categories of classifying mental retardation:

Category	Percentage	IQ range	Characteristics
Mild	85 %	50-70	May complete 6 th grade academic work; may learn vocational skills and hold a job; may live independently as an adult. Mental age is approximately 8-12 years.
Moderate	10%	35-49	May complete 2 nd grade academic work; can learn social skills, a simple occupation. Mental age is 6-8 years.
Severe	3-4%	35-49	May learn to talk or communicate; through repetition may learn basic health habits; often need help for simple tasks; will be like a first-grade child.
Profound	1%	less than 20	Little or no speech; may learn limited self-help skills; will be like 3-year old

X. Read the following text fragment and highlight the basic ideas.

**Mental Retardation: Diagnosis,
Treatment, Prognosis and Prevention**

If mental retardation is suspected, a comprehensive physical examination and medical history should be done immediately to discover any organic cause of symptoms. Such conditions as hyperthyroidism and PKU are treatable. If these conditions are discovered early, the progression of retardation can be stopped and, in some cases, partially reversed. If a neurological cause such as brain injury is

Moderate mental retardation
About 10% of the mentally retarded population is considered moderately retarded. Moderately retarded persons have IQ scores ranging from 35-55. They can carry out work and self-care tasks with moderate supervision. They typically acquire communication skills in childhood and are able to live and function successfully within the community in such supervised environments as group homes.

suspected, the child may be referred to a neurologist or neuropsychologist for testing.

A complete medical, family, social, and educational history is compiled from existing medical and school records (if applicable) and from interviews with parents. Children are given intelligence tests to measure their learning abilities and intellectual functioning. Such tests include the Stanford-Binet Intelligence Scale, the Wechsler Intelligence Scales, the Wechsler Preschool and Primary Scale of Intelligence, and the Kaufman Assessment Battery for Children. For infants, the Bayley Scales of Infant Development may be used to assess motor, language, and problem-solving skills. Interviews with parents or other caregivers are used to assess the child's daily living, muscle control, communication, and social skills. The Woodcock-Johnson Scales of Independent Behavior and the Vineland Adaptive Behavior Scale (VABS) are frequently used to evaluate these skills.

Federal legislation entitles mentally retarded children to free testing and appropriate, individualized education and skills training within the school system from ages three to 21. For children under the age of three, many states have established early intervention programs that assess children, make

recommendations, and begin treatment programs. Many day schools are available to help train retarded children in such basic skills as bathing and feeding themselves. Extracurricular activities and social programs are also important in helping retarded children and adolescents gain self-esteem.

Training in independent living and job skills is often begun in early adulthood. The level of training depends on the degree of retardation. Mildly retarded people can often acquire the skills needed to live independently and hold an outside job. Moderate to profoundly retarded persons usually require supervised community living in a group home or other residential setting.

Family therapy can help relatives of the mentally retarded develop coping skills. It can also help parents deal with feelings of guilt or anger. A supportive, warm home environment is essential to help the mentally retarded reach their full potential.

People with mild to moderate mental retardation are frequently able to achieve some self-sufficiency and to lead happy and fulfilling lives. To reach these goals, they need appropriate and consistent educational, community, social, family, and vocational supports. The outlook is less promising for those with severe to profound retardation. Studies have shown that these persons have a shortened life expectancy. The diseases that are usually associated with severe retardation may cause the shorter life span. People with Down syndrome will develop the brain changes that characterize Alzheimer's disease in later life and may develop the clinical symptoms of this disease as well.

Immunization against diseases such as measles and Hib prevents many of the illnesses that can cause mental retardation. In addition, all children should undergo routine developmental screening as part of their pediatric care. Screening is particularly critical for those children who may be neglected or undernourished or may live in disease-producing conditions. Newborn screening and immediate treatment for PKU and hyperthyroidism can usually catch these disorders early enough to prevent retardation.

Good prenatal care can also help prevent retardation. Pregnant women should be educated about the risks of alcohol consumption and the need to maintain good nutrition during pregnancy. Such tests as amniocentesis and ultrasonography can determine whether a fetus is developing normally in the womb.

(From Encyclopedia of Mental Disorders)

XI. Read the text and find the information about a) prenatal illnesses; b) issues.

Mental retardation. Prenatal illnesses and issues

An accident or mutation in genetic development may cause retardation. An example of such a mutation is the development of an extra chromosome 21 that causes Down syndrome. Shown here is a chart (karyotype) showing the 22 chromosome pairs, and in pair 21, three chromosomes (instead of two) are shown.

Fetal alcohol syndrome (FAS) affects one in 3,000 children in Western countries. It is caused by the mother's heavy drinking during the first twelve weeks (trimester) of pregnancy. Some studies have shown that even moderate alcohol use during pregnancy may cause learning disabilities in children. Drug abuse and cigarette smoking during pregnancy have also been linked to mental retardation.

Maternal infections and such illnesses as glandular disorders, rubella, toxoplasmosis, and cytomegalovirus (CMV) infection may cause mental retardation. When the mother has high blood pressure (hypertension) or blood poisoning (toxemia), the flow of oxygen to the fetus may be reduced, causing brain damage and mental retardation.

Birth defects that cause physical deformities of the head, brain, and central nervous system frequently cause mental retardation. Neural tube defect, for example, is a birth defect in which the neural tube that forms the spinal cord does not close completely. This defect may cause children to develop an accumulation of cerebrospinal fluid inside the skull (hydrocephalus). Hydrocephalus can cause learning impairment by putting pressure on the brain.

Hyperthyroidism, whooping cough, chickenpox, measles, and Hib disease (a bacterial infection) may cause mental retardation if they are not treated adequately. An infection of the membrane covering the brain (meningitis) or an inflammation of the brain itself (encephalitis) can cause swelling that in turn may cause brain damage and mental retardation. Traumatic brain injury caused by a blow to the head or by violent shaking of the upper body may also cause brain damage and mental retardation in children.

Ignored or neglected infants who are not provided with the mental and physical stimulation required for normal development may suffer irreversible learning impairment. Children who live in poverty and suffer from malnutrition, unhealthy living conditions, abuse, and improper or inadequate medical care are at a higher risk. Exposure to lead or mercury can also cause mental retardation. Many children have developed lead poisoning from eating the flaking lead-based paint often found in older buildings.

(From Encyclopedia of Mental Disorders)

What was the main idea of “Mental retardation”? Fill in the organizer with the main idea and supporting details.

Main Idea:

Detail 1:

Detail 2:

Detail 3:

XII. Listen to the recording and write the missing words in each gap.

1. Scientists and doctors can't make _____ about coffee. One study says it's really _____ and the next report says it's good for us. I've _____ 10 cups a day _____ our brain. I like a cup of coffee at certain times of the day. I must have a coffee

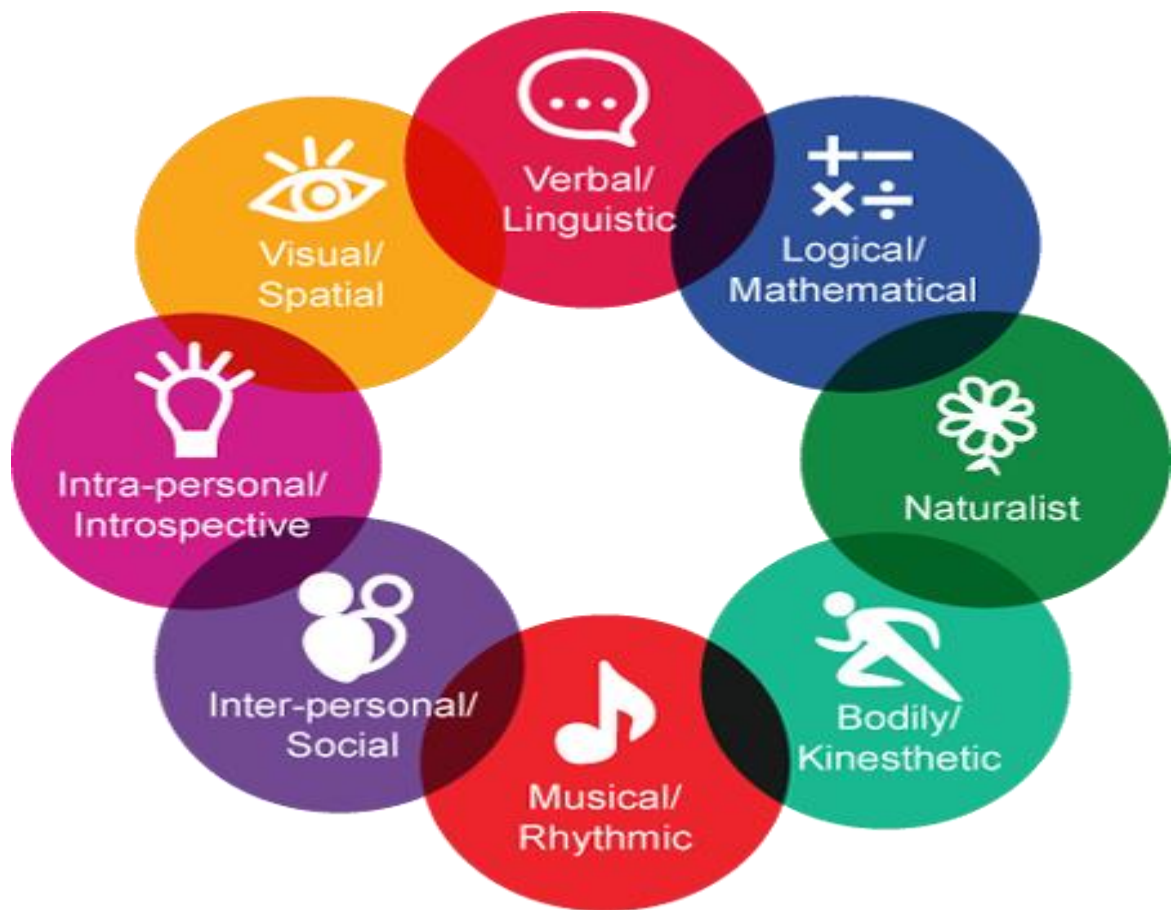
_____ the morning. I can't survive without my morning coffee. I have another _____ when I get to work. And that's it. I never drink coffee after lunchtime. If I do, I can't sleep at night. The _____ drink coffee in the evening _____ to a nice restaurant. Coffee seems a lot more complicated _____. When I was younger it was just coffee. Now it's latte, frappucino and _____ other strange words.

2. _____ bullying. Why do people have to make the life of another person so miserable? Why do they think _____ punch and kick someone they think is weaker than them. I was bullied when I was a child. _____. I was really afraid to go to school, for many, many years. I knew I was _____ times. It was always a group of _____ in the corridors, or on the playing fields. They made me hate school. I know they also _____. I have no confidence now. I'm 32 years old but I'm afraid _____. The school bullies took away my belief in myself. They didn't know that they would scar me for life. The physical _____ not the emotional ones.

(From "Listen a minute.com")

Unit 8

Theories of Intelligence



Read and answer the section “Comprehension Check”.

Theories of Intelligence

*Intelligence*¹ is based on verbal ability, *problem-solving skills*², and the ability to learn from and adapt to the experiences of everyday life. A major question related to intelligence is “does intelligence consists of a single core factor or does it consist of many separate, unrelated abilities?” The theories of intelligence are:

The theory	Representatives	Main points
Single-factor theory	Binet	There is one general capacity that is used in all situations requiring intelligent behaviour.
Two-factor theory	Charles Spearman	Intelligence consists of <i>g-factor</i> (general mental energy or ability)

		and <i>s-factors</i> (specific factors needed for specific tasks).
<i>Multiple-factor theory</i> ³	L. Thurstone	Deny the existence of “general intelligence”. There are original primary mental abilities (PMA): number ability; memory; word fluency; verbal meaning; spatial relations; reasoning; perception
<i>Multiple Intelligences</i> ⁴ theory	Howard Gardner	There are 7 different components: <i>logical-mathematical</i> ⁵ ; linguistic; musical; spatial; bodily-kinaesthetic; interpersonal; intrapersonal.
<i>Triarchic theory</i> ⁶	Robert Sternberg	Intelligence consists of 3 cognitive skills: - contextual (practical and social intelligence); - experiential (applying intelligence to new tasks); - componential (cognitive processes).

Which Kind of Clever Is Your Child?

Parents have always known that IQ scores don't tell the whole story. How can a written test show that Susan plays the piano like a dream, or that Paul can take two broken radios and make a new one that works? But because IQ scores are often too serious, some children suffer.

Take Leslie. At the age of ten she was excluded from a class for the academically gifted because her IQ was only 100 instead of the required 125. Leslie's father, however, says that his daughter has something more than high IQ – intuition about the people. When Leslie completed her law qualifications, she did so well in the interviews that she won the competition for a very prestigious job.

As Leslie's story indicates, children have many abilities, that tests can not measure. Professor Howard Gardner, a professor of *neurology*⁷ at Boston University School of Medicine developed the theory of Multiple Intelligences. In his book "Frames of Mind" he says that there are seven basic kinds of intelligence. IQ tests focus mainly on two intelligences: the linguistic and the logical-mathematical. But the other five – the *bodily-kinaesthetic*⁸, musical, spatial, and *interpersonal*⁹ and *intrapersonal*¹⁰ should get some attention too. How to understand and develop the potential of a child?

Linguistic. A linguistically gifted child is an early talker. He can make his own language. He will memorize long strings of words and pick up some foreign phrases. Such a child learns to read at an early age.

How to encourage a linguistically gifted child? Read to him every night at bedtime. Give him books and take him to the library. Ask him to recite poems. Buy him a good dictionary.

Musical. The musically gifted child loves making music. He will listen to sounds, taxi horns, typewriter keys, even washing machines. He will touch piano keys, recognize familiar songs when played even without their lyrics.

How can you develop his musical intelligence? Sing to him, buy a piano, find a good teacher. Look for schools with extra-curricular music lessons.

Logical-Mathematical. A child who is strong at maths and logic likes category and pattern. Are these building blocks the same or different? He is also good at chess and draughts and is quick to learn equivalences (two days equals 48 hours). He may construct rule-governed imaginary worlds. (Lewis Carroll, who wrote "Alice's Adventures in Wonderland" was a mathematician).

What are the ways of encouraging him? He would like to have building blocks, to store small toys by category. Give him a Monopoly game. Play cards with him, even though he will usually win. Find a mathematical club in your area.

Spatial¹¹. These children are *superb visualizers*¹². Take Kitty. At four she was trying to draw milk cartons in perspective. Now she is 15, she gets top marks for art, and is thinking of becoming a photographer.

It's easy to encourage this gift. Give a child paints and a special area for drawing. Supply various clays, plasticized and scissors. Go on long walk over unfamiliar area and *encourage* a child to draw maps of where you've been.

Bodily-Kinaesthetic. This intelligence consists of two main skills: how to manage our own movements gracefully and how to handle objects *skilfully*. Athletes are bodily-kinaesthetically gifted; so are many engineers. If your child finds it easy to swim, and ride a bicycle with no hands, he or she may be bodily-kinaesthetically gifted. This child can work with tools, taking apart and fixing clocks, radios, and even computers.

What to do for these children? Take them to science museums, buy them tools, take them to junior sport clubs, dance and gymnastics classes.

Personal – knowledge of self and others. It's hard to recognize a child who is gifted in this way – usually we notice the lack of this gift. *Self-intelligent*¹³ children can be noticed at older age. They know how to plan and how to use their own abilities. The child who has intrapersonal intelligence notices changes in other people: “Why was Grandma sad today?” he'll ask. If he is reading a mystery story or watching a detective programme on television, he may quickly identify the criminal.



How can you encourage the personal forms of intelligence? Praise him on his insight. Let him join the group with chances for leadership, take him to drama classes. After a theater performance, talk about the

characters. Ask him to describe the characters of the family members.

“Children make their mark in life by doing what they can do, no by what they can't,” Howard Gardner says. “School is important, but life is more important. Being happy is using your skills productively, no matter what they are.”

Key-Words

1. intelligence [ɪn'telɪdʒəns] інтелект
2. problem-solving skills ['prɒbləm 'sɒlvɪŋ skɪlz] навички з вирішення проблем
3. multiple-factor ['mʌltɪpl 'fæktə] theory – багатofакторна теорія
4. multiple Intelligences ['mʌltɪpl ɪn'telɪdʒənsɪz] кілька інтелектуальних засобів
5. logical-mathematical ['lɒdʒɪkəl ,mæθɪ'mætɪkəl] логіко-математичний
6. triarchic [traɪ'a:kɪk] theory – триархічна теорія
7. neurology [njʊə'rɒlədʒi] неврологія
8. bodily-kinaesthetic ['bɒdɪli kɪnɪs'θetɪk] тілесно-кінестетичний
9. interpersonal [ɪntə'pɜ:sən(ə)l] міжособистісний
10. intrapersonal [ɪn'træpɜ:sənəl] внутрішньоособистісний
11. spatial ['spetʃəl] просторовий
12. superb [sju(:)'pɜ:b] visualizers – чудові візуалізатори
13. self-intelligent [self ɪn'telɪdʒənt] розумний

Comprehension Check

I. Check your understanding.

1. What is intelligence?
2. What are the main theories of intelligence?
3. What is linguistic theory?
4. What does musical theory envisage?
5. What is self-intelligence?

II. Make a multiple intelligences test to find out in which way you're gifted, answer these questions. True or false:

- 1) Can you memorize poetry?
- 2) Do you notice when you are sad or happy?
- 3) Do you often ask questions like “When did time begin?”

- 4) Do you seldom get lost?
- 5) Are you especially graceful?
- 6) Do you sing in key?
- 7) Do you often ask questions about how thunder and lightning work, what makes it rain and so on?
- 8) Do you correct anybody, if he/she changes a word in an often-read story?
- 9) Did you learn to tie shoe-laces and ride a bicycle easily?
- 10) Do you enjoy acting out roles and making up plays?
- 11) Do you often remember landmarks and point them out, saying, “This is where we were when ...” on a car trips”?
- 12) Do you like to listen to different instruments and can easily recognize them by sounds they make?
- 13) Do you draw maps well and depict objects clearly?
- 14) Do you mimic physical movements and expressions?
- 15) Do you like to store toys or other things into categories by size and colour?
- 16) Can you connect actions with feelings – saying, for example, “I did it because I was angry”?
- 17) Do you like to tell stories, and tell them well?
- 18) Do you comment on different sounds?
- 19) When someone is introduced for the first time, may you say, “He/She reminds me of so-and-so”?
- 20) Are you an accurate judge of what he/she can and can’t do?

Answers: questions 1, 8, 17 – linguistic intelligence;
questions 6, 12, 18 – musical intelligence;
questions 3, 7, 15 – logical-mathematical intelligence;
questions 4, 11, 13 – spatial intelligence;
questions 5, 9, 14 – bodily-kinaesthetic intelligence;
questions 10, 16, 20 – knowing oneself;
questions 2, 10, 19 – knowing other people.

If you answered “true” to all three questions for one type of intelligence, you’re strong in that area.

III. Are these sentences true (T) or false (F)?

	T	F
1. In some way intelligence is based on verbal ability, problem-solving skills, and the ability to adapt to the experiences of daily routine.	<input type="checkbox"/>	<input type="checkbox"/>
2. A linguistically gifted child is a late talker.	<input type="checkbox"/>	<input type="checkbox"/>
3. The musically gifted child loves making maths problems.	<input type="checkbox"/>	<input type="checkbox"/>
4. A child who loves music likes category and pattern.	<input type="checkbox"/>	<input type="checkbox"/>
5. It's hard to recognize a gifted child.	<input type="checkbox"/>	<input type="checkbox"/>

IV. Match the words and their definitions.

1. neurology	a) capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal
2. self-intelligent	b) relating to space
3. mathematical	c) the branch of medicine or biology that deals with the anatomy, functions, and organic disorders of nerves and the nervous system
4. spatial	d) the ability to acquire and apply knowledge and skills
5. intelligence	e) self-awareness or introspection
6. intrapersonal intelligence	f) something that involves numbers and calculations

V. Fill in the gaps with appropriate words from the suggestion box.

<i>handle objects skilfully</i>	<i>mark</i>	<i>manage movements gracefully</i>
<i>older age</i>	<i>skills</i>	<i>superb visualizers</i>

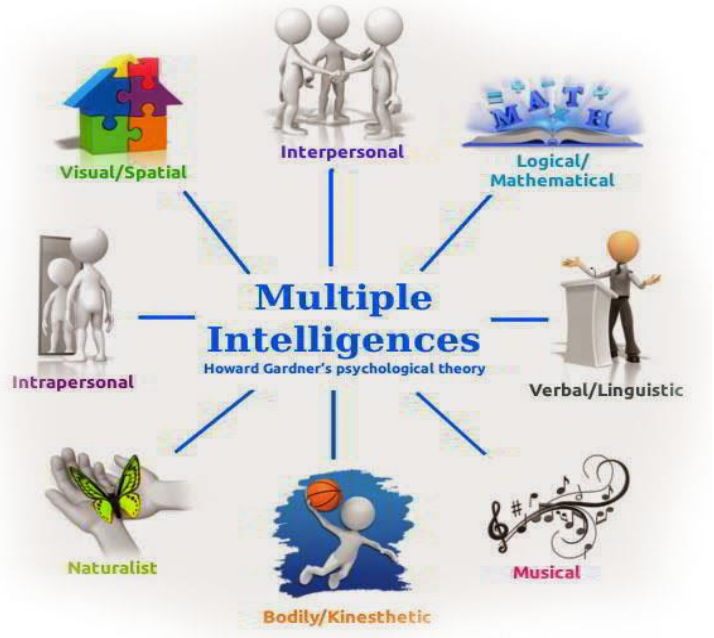
1. Spatial children are
2. Bodily-Kinaesthetic intelligence consists of two main skills: how to ... and how to
3. Self-intelligent children can be noticed at
4. Children make their ... in life by doing what they can do, no by what they can't.
5. Being happy is using your ... productively, no matter what they are.

VI. Give the English-Ukrainian equivalents.

1. Навички щодо вирішення проблем, логіко-математичний, неврологія, тілесно-кінестетичний, міжособистісний, внутрішньоособистісний.
2. Musically gifted child, extra-curricular lessons, superb visualizers, encourage a child, manage movements gracefully, self-intelligent children, intrapersonal intelligence.

VII. Form the sentences using such words and word-combinations.

Intelligence, problem-solving skills, multiple-factor theory, interpersonal, superb visualizers, self-intelligent, intrapersonal intelligence.



VIII. Make up an essay.

1. Theories of intelligence: comparison.
2. Intelligence in youth and all-cause-mortality.
3. Links between intelligence in youth and mid-life health behaviours.

IX. Render the text-fragment into English.

Є дуже багато ситуацій, які вимагають інтелектуальної поведінки. Для прикладу, розв'язати математичну задачу, підготувати доповідь чи проект, встановити причину несправності гаджета, порозумітися з іншою людиною, зіграти партію в шахи. Саме в цих ситуаціях проявляються інтелектуальні можливості людини. Проте чи означає високий інтелект у сфері, наприклад, математики, що людина буде також високоінтелектуальною у гуманітарній сфері? Можливо ці здібності є незалежними? Як ви вважаєте?

X. Read the text and answer the questions.

How to Overcome Your Fear of the Doctor's Office!

Think about why your fear first began.

Maybe you had a bad experience at the doctor's office while getting a shot.

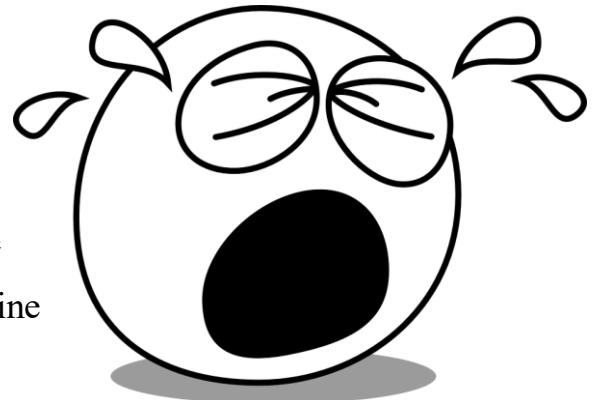
Maybe you saw your brother or sister crying at the doctor's office. Think back to that time.

Was it really as bad as you remember? Does it have to be that bad again? Probably not!

Find a doctor you're comfortable with, and tell him or her you're afraid. A good doctor will explain to you what they're going to do and why. Knowing what will happen can reduce your fear.

Talk to your friends. Often you'll find that other people have the same fears as you do. It's good to talk over your problems because it makes them seem less important and scary. Friends can give good advice, too. Ask your friends how they overcame their fears.

Practice managing your fear. Imagine yourself waiting in the doctor's office. Imagine the receptionist calling your name. Picture



yourself talking to the doctor. When you visualize a situation, you can be more prepared to deal with it.

Remember, the doctor's job is to make you feel better, not worse. Think about all the people your doctor sees every day. They all survive the experience, so put a big smile on your face and tell yourself it's a good thing you're going to the doctor's office.

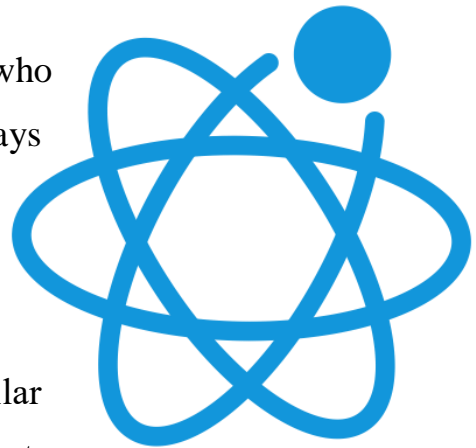
(By Kenna Bourke)

Answer the questions:

1. What does the title tell you about this instructional guide?
2. How does the writer organize the instructions?
3. Who is the writer addressing?
4. What kind of information does the writer include?

XI. Listen to the recording and write the missing words in each gap.

1. People say intelligence _____
attractive than beauty. I often ask people
if they _____ partner who
is intelligent or good looking. They almost always
_____ someone who
is intelligent. I wonder why it is some
_____ intelligent and
others aren't. Surely we are all born with a similar
_____ intelligence. I'm not
really sure how intelligent I am. Sometimes I think I'm intelligent, but then I do
something _____. Or I meet someone who is
_____ who makes me feel unintelligent. One day, I'm going to
take one of those intelligence tests to _____. Another thing I don't
get about intelligence _____ think our leaders are so intelligent,
but then the leaders _____ things. Do intelligent people start wars?



2. I sometimes _____ mental health. There are times when I think I'm going crazy. I think it's because of _____ in. Everything is so fast. Everyone is in a hurry. Everything _____ yesterday. I'm sure life wasn't so stressful a hundred years ago. Then, people's mental health _____. The only good thing nowadays is that there are mental health specialists who can help us when _____. But, there is a problem with these experts. They keep on thinking up new mental health problems _____. What we all need is to take a step back and slow down. That will _____ mental health. We need to laugh more and care more. If _____, we'll all have mental health problems.

(From "Listen a minute.com")

Unit 9

Autism

Donald was first seen by Kanner at age five. Kanner observed that the boy paid no attention to people around him. When someone *interfered*¹⁴ with his *solitary activities*¹⁵, he was never angry with the interfering person but *impatiently removed*¹⁶ the hand that was in his way. His mother was the only person with whom he had any significant contact, and that seemed *attributable*¹⁷ mainly to the great *effort*¹⁸ she made to share activities with him. By the time Donald was about, eight years old, his conversation consisted largely of *repetitive questions*¹⁹. His relation to people remained limited to his *immediate*²⁰ wants and needs, and his *attempts*²¹ at contact stopped as soon as he was told or given what he had asked for.

Interesting to Know!

The insupportability of the psychogenic explanation of autism led a number of workers to search for a biological cause. Their efforts implicate a defective structure in the brain, but that structure has not yet been identified. The defect is believed to affect the thinking of autistic people, making them unable to evaluate their own thoughts or to perceive clearly what might be going on in someone else's mind.

Autism is *rare*²². According to the strict criteria *applied*²³ by Kanner, it appears in four of every 10000 births. With the somewhat wider criteria used in current diagnostic practice, *the incidence*²⁴ is much higher: one or two in 1000 births, about the same as Down's syndrome.

For many years, autism was thought to be a *purely*²⁵ psychological disorder without *an organic basis*²⁶. At first, no obvious neurological problems were found.

The autistic children did not necessarily have low intellectual ability, and they often looked physically normal. **Fox**²⁷ these reasons, *psychogenic theories*²⁸ were proposed and taken seriously for many years. They focused on the idea that a child could become autistic because of some *existentially threatening*²⁹ experience. A lack of *maternal bonding*³⁰ or a *disastrous experience*³¹ of *rejection*³², so the theory went, might drive an infant *to withdraw*³³ into an inner world of fantasy that the outside world never *penetrates*³⁴.

(From "Identifying Exceptional Children")

Key-Words

1. autism [ˈɔ:tɪz(ə)m] аутизм
2. preference [ˈprɛfərəns] перевага
3. aloneness [əˈləʊnəs] самотність
4. insistence on sameness [sɛɪmɪnɪs] наполягання на однаковості
5. liking [ˈlaɪkɪŋ] любов, прихильність
6. elaborate [ɪˈlæbəreɪt] детально розроблений
7. remarkable [rɪˈmɑ:kəbl] чудовий
8. deficit [ˈdefɪsɪt] дефіцит
9. evident [ˈeɪvɪdənt] очевидний
10. hum [hʌm] наспівувати, мугикати
11. accurately [ˈækjʊrətli] точно
12. recite [rɪˈsaɪt] прочитати
13. Presbyterian catechism [ˌprezbiˈtɪəriən ˈkætikɪzəm] Пресвітеріан-

ський катехізис

14. interfere [ˌɪntəˈfɪə] втручатися
15. solitary [ˈsɒlɪtəri] activity – усамітнення
16. impatiently remove [ɪmˈpeɪʃəntli rɪˈmu:v] нетерпляче відштовхувати
17. attributable [əˈtrɪbjʊ:təbl] властивий
18. effort [ˈɛfət] зусилля
19. repetitive [rɪˈpetɪtɪv] questions – повторювані запитання
20. immediate [ɪˈmi:diət] негайний
21. attempt [əˈtɛmpt] спроба
22. rare [reə] рідкісний
23. apply [əˈplai] застосовувати
24. incidence [ˈɪnsɪdəns] частота

захворювання

25. purely [ˈpjʊəli] чисто
26. organic basis [ɔ:ˈgænɪk ˈbeɪsɪs]

органічна основа



27. fox [fɒks] обдурювати
28. psychogenic theories [saɪkəʊ'dʒenɪk 'θiəri:z] психогенні теорії
29. existentially threatening [ˌɛgzɪ'stɛnʃəli 'θreɪnɪŋ] екзистенційно загрозливий
30. maternal bonding [mə'tɜːnl 'bɒndɪŋ] зв'язок з матір'ю
31. disastrous experience [dɪ'zɑːstrəs ɪks'pɪəriəns] катастрофічний досвід
32. rejection [rɪ'dʒɛkʃən] відмова
33. withdraw [wɪð'drɔː] відкликати, відхилити
34. penetrate ['penɪtreɪt] проникнути

Comprehension Check

I. Check your understanding.



1. When did autism start to exist?
2. Who named and described autism?
3. What were the main common traits of autism investigated by Leo Kanner?
4. What was Kanner's first case? What was typical for a boy? Who has long served as a prototype for diagnosis?
5. How often does autism appear according to the strict criteria applied by Kanner?
6. What theories were proposed and taken seriously for many years?
7. What has appeared lately?
8. What are the main causes of autism?
9. Why do scientists believe that autism can have a genetic basis?

II. Are these sentences true (T) or false (F)?

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Autism didn't exist before Kanner's investigations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Kanner published his landmark paper in 1963 after observing 14 children of recognizable group. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Autism appears in four of every 10000 births. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The autistic children necessarily have low intellectual ability. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. They rarely looked physically normal. | <input type="checkbox"/> | <input type="checkbox"/> |

III. Match the words and their definitions.

- | | |
|----------------|---|
| 1. psychogenic | a) the dismissing or refusing of a proposal, idea |
| 2. rejection | b) a mental condition, present from early childhood, characterized by difficulty in communicating and forming relationships with other people and in using language and abstract concepts |
| 3. infant | c) the occurrence, rate, or frequency of a disease, crime, or something else undesirable |
| 4. autism | d) having a psychological origin or cause rather than a physical one |
| 5. incidence | e) done or existing alone |
| 6. solitary | f) a very young child or baby |

IV. Fill in the gaps with appropriate words from the suggestion box.

<i>attention</i>	<i>repetitive questions</i>	<i>accurately</i>
<i>count</i>	<i>hum</i>	<i>immediate</i>

1. At two years old Donald could ... and sing tunes ... from memory.
2. Then he learned to ... to 100 and to recite the alphabet and the 25 questions and answers of the Presbyterian catechism.

3. Kanner saw that the Donald paid no ... to people around him.
4. At eight Donald's conversation consisted largely of
5. His relation to people remained limited to his ... wants and needs.

V. Give the English-Ukrainian equivalents.

- a) *John Hopkins Children's Psychiatric Clinic, liking for elaborate routines, common traits, interfere with one's solitary activities, purely psychological disorder, organic basis, neurological problems, low intellectual ability, psychogenic theory, biological cause;*
- b) *аутизм, загальні, характерні особливості (риси), синдром Дауна, поточна діагностична практика, психологічний розлад, неврологічна проблема, діти, хворі на аутизм, психогенна теорія, хромосомна аномалія, безпідставність психогенного пояснення аутизму.*

VI. Form the sentences using such words and word-combinations.

Preference, remarkable, recite, evident, elaborate routines, impatiently removed, incidence, penetrate.

VII. Choose the Ukrainian equivalents on the right for each proverb on the left.

1. Appearances are deceptive.	а) Мудрий по шкоді. (Догадався, коли вже програвся).
2. The proof of the pudding is in the eating.	б) Де охота, там і робота. (Аби хотіти, можна знайти).
3. Patience and hard work can do anything.	в) Наполегливість усе здолає.
4. Where there is a will there is a way.	г) Наука – срібло, а практика – золото.
5. Wise after the event.	д) Зовнішність оманлива.

VIII. Make up a dialogue based on this material. Use the suggested expressions.



What's the problem (matter)?

What is your (his/her) diagnosis?

Is it serious?

Can you recommend a good specialist to me?

What traits does he have?

IX. Answer the following questions using the text.



1. Who named and described autism?
2. Who has served as a prototype for diagnosis?
3. How often does autism appear according to the strict criteria applied by Kanner?
4. What theories were proposed and taken seriously for many years?
5. What has appeared lately?
6. Why do scientists believe that autism can have a genetic basis?

X. Make up an essay.

1. Challenging behaviour and autism.
2. Autism: signs and symptoms.
3. Environmental factors influencing the risk of autism.

XI. Translate the following into English using your active vocabulary.

1. Аутизм існував задовго до того, як він був описаний і названий Лео Кеннером. 2. Група дітей, хворих на аутизм, мали в загальному такі характерні особливості: надання переваги самотності, наполягання на одноманітності, уподобання одноманітного режиму. 3. Психогенні теорії були запропоновані і серйозно сприймалися протягом багатьох років, а

аутизм вважався суто психологічною хворобою. 4. Безпідставність психогенного пояснення аутизму привело вчених до пошуку біологічної причини і найбільш вражаючими є дослідження, які показують, що аутизм може мати генетичну основу.

XII. Read this information. Put 10 questions to the text and answer them.

Once the teacher recognizes the decoding and comprehension processes of the reading task and is aware of the network of reading skills and their general developmental sequence, reading assessment can be undertaken in a meaningful manner. Because reading problems stem from many causes and the reading process is so complex, many reading difficulties can exist. Bond, Tinker, and Wason provide the following general classification of the more prevalent reading difficulties:

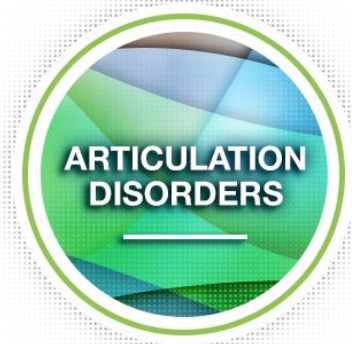
- a) faulty word identification and recognition;
- b) inappropriate directional habits;
- c) deficiencies in basic comprehension abilities;
- d) limited special comprehension abilities (such as inability to locate and retain specific facts);
- e) deficiencies in ability to adapt to reading needs of content fields;
- f) deficiencies in rate of comprehension;
- g) poor oral reading.



In addition to indicating the student's current reading ability, assessment measures can point to specific strengths and weaknesses and aid the teacher in planning instructional objectives. Both commercially prepared instruments



and informal measures are useful. To obtain a valid assessment of the student's reading abilities, the teacher should use a variety of assessment procedures standardized tests, observations, and informal inventories. The information the teacher wants to obtain should help determine the type of assessment device used. For example, a group-administered reading achievement test yields information on the level of reading of the entire class. More specific information about certain skills of one student is better obtained from an individually administered diagnostic reading test or through informal assessment techniques.



XIII. Read and discuss the text fragment.

In bat (even though it may be frequent in the child's native language) – are the last to be acquired.

Normal acquisition of phonology continues until approximately 7,5 years, of age.

Problems in phonology frequently show up as articulation disorders. The most common problem is that of the child who is developmentally delayed in consonant acquisition. The child may (a) omit a consonant such as y and say “oo” for you; (b) substitute one consonant for another, as in “wabbit” for rabbit; or (c) distort a consonant.

(From “Language, reading and learning disabilities”)

XIV. Listen to the recording and write the missing words in each gap.



1. Phobias are interesting things. Some _____ serious and can have _____ on life. The most _____ common _____ phobias are _____ or closed spaces and the fear of heights and flying. Doctors say all _____. Phobias are irrational fears of something.

There _____ why someone is afraid of going outside or of flying. It's all inside the sufferer's head. _____ phobias like the fear of flying, but not others. Some _____ babies, or computers, and even of peanut butter sticking to the _____. That phobia has a really long Latin name. I wonder if _____ the English language. Perhaps that's grammaphobia.

2. How important _____? What is success? I suppose it's different things to different people. For me, _____ good friends, a loving family and _____. For other people, success only means being the best in the world. If a sports star comes _____ championship, they feel they _____. I have successes every day, especially at work or in my hobbies. If I learn _____ software, that's a success and I'm happy. Recently I have had many successes in the kitchen. I love cooking, so every time someone likes my food, _____. I really wish my football team would be more successful. They're always _____ success, but then fail.

(From "Listen a minute.com")

Unit 10

Theories of Personality



Read and answer the section “Comprehension Check”

Theories of Personality

Personality is generally described as being made up the characteristic patterns of thoughts, feelings, and behaviors that make a person unique. In others words, it is what makes you *you*!

*Personality psychology*¹ is the focus of some of the best-known psychology theories by a number of famous thinkers including Sigmund Freud and Erik Erikson. Some of these theories *attempt*² *to tackle*³ a specific area of personality while others attempt to explain personality much more broadly.

Biological approaches suggest that genetics are *responsible*⁴ for



personality. In the classic nature *versus*⁵ *nurture debate*⁶, *the biological theories*⁷ of personality side with nature. One of the best known biological theorists was Hans Eysenck, who linked aspects of personality to biological processes.

Behavioral theorists⁸ include B.F. Skinner and John B. Watson. Behavioral theories suggest that personality is a result of interaction between the individual and the environment. Behavioral theorists study *observable*⁹ and *measurable*¹⁰ behaviors, *rejecting*¹¹ theories that take internal thoughts and feelings into account.

Look!
Research on heritability suggests that there is a link between genetics and personality traits. Twin studies are often used to investigate which traits might be linked to genetics versus those that might be linked to environmental variables. For example, researchers might look at differences and similarities in the personalities of twins reared together versus those who are raised apart.

Psychodynamic¹² theories of personality are heavily influenced by the work of Sigmund Freud and emphasize the influence of the unconscious mind and childhood experiences on personality.

Freud believed the three components of personality were *the id*¹³, *the ego*¹⁴, and *the superego*¹⁵. The id is responsible for all needs and *urges*¹⁶, while the superego for ideals and morals. The ego moderates between the demands of the id, the superego, and reality.

Erikson also believed that personality progressed through a series of stages, with certain conflicts arising at each stage. Success in any stage depends on successfully overcoming these conflicts.

(From “Theories and Terminology of Personality Psychology” by Kendra Cherry)

Key-Words

1. personality psychology [ˌpɜːsəˈnælɪti saɪˈkɒlədʒi] психологія особистості
2. attempt [əˈtɛmpt] робити спробу, намагатись
3. tackle [ˈtækəl] вирішувати
4. responsible [rɪsˈpɒnsəbəl] відповідальний
5. versus [ˈvɜːsəs] проти
6. nurture debate [ˈnɜːtʃə dɪˈbeɪt] розвиваюча (виховна) дискусія

7. biological theories [ˌbaɪəʊ'lədʒɪkəl 'θiəriːz] біологічні теорії
8. behavioral theorists [bɪ'heɪvjərəl 'θiəriːsts] поведінкові теоретики
9. observable [əb'zɜ:vəbl] помітний
10. measurable ['meɪʒərəbl]

вимірюваний

11. reject [rɪ'dʒekt]

відкидати, відхиляти

12. psychodynamic

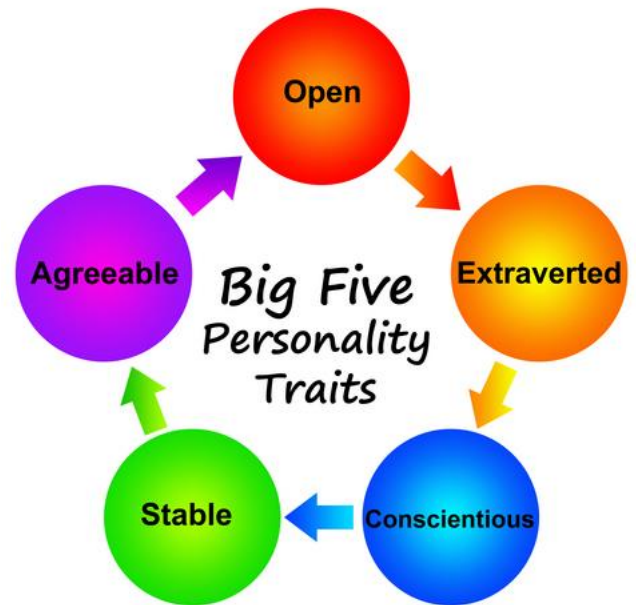
[saɪkəʊdaɪ'næmɪk]

психодинамічний

13. id [ɪd] Воно (Ід)
14. ego ['egəʊ] Я (Его)
15. superego [ˌs(j)u:pər'egəʊ]

Над-Я (Супер-Его)

16. urge [ɜ:dʒ] мотив



Comprehension Check

I. Check your understanding.

1. What is personality psychology as a whole?
2. What is biological theory? Who is one of the best known biological theorists?
3. What do behavioral theories envisage? Name their main representatives.

4. What are psychodynamic theories of personality? What do you know about three components of personality the id, the ego, and the superego?

Defining Personality

Psychologists look at theories of personality to help them study people.

Personality is made up of consistent and long-lasting patterns of behavior.



II. Are these sentences true (T) or false (F)?

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Personality is considered as a unique person made out of such characteristic models as thoughts, feelings, and behaviors. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Sigmund Freud and Erik Erikson focused on personality psychology. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. In general, genetics are responsible for man and environment. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Hans Eysenck linked aspects of personality to biological processes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Behavioral theorists include Sigmund Freud, Erik Erikson, B.F. Skinner and John B. Watson, who suggest that personality is a result of interaction between the individual and the environment. | <input type="checkbox"/> | <input type="checkbox"/> |

III. Match the words and their definitions.

- | | |
|-------------------|---|
| 1. debate | a) able to be noticed or perceived |
| 2. observable | b) make determined efforts to deal with (a problem or difficult task) |
| 3. personality | c) a formal discussion on a particular topic in a public meeting or legislative assembly, in which opposing arguments are put forward |
| 4. tackle | d) approach to psychology that emphasizes systematic study of the psychological forces that underlie human behavior, feelings, and emotions and how they might relate to early experience |
| 5. psychodynamics | e) a person's sense of self-esteem or self-importance |
| 6. ego | f) the combination of characteristics or qualities that form an individual's distinctive character |

IV. Fill in the gaps with appropriate words from the suggestion box.

personality	superego	demands
ego	unconscious mind	psychodynamic theories
childhood experiences	conflicts	id

1. ... of personality are mainly influenced by the work of Sigmund Freud.
2. Psychodynamic theories of ... emphasize the influence of the ... and ... on personality.
3. Freud believed the three components of personality were ... , ... , and
4. In general, the ego moderates between the ... of the id, the superego, and reality.
5. Erikson thought that personality progressed through a series of stages, with certain ... arising at each stage.

V. Give the English-Ukrainian equivalents.

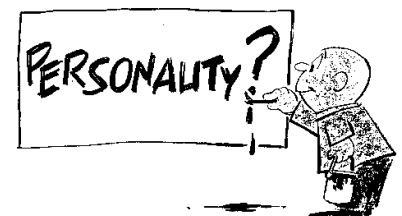
1. Психологія особистості, відповідальний, виховна дискусія, теоретик, помітний, психодинамічний, Ід, Его, Супер-Его.
2. Aspects of personality, characteristic patterns of thoughts, behavior, psychology theories, famous thinkers, attempt to tackle, biological approaches, classic nature versus nurture debate, introvert, extrovert, influence of unconscious mind, internal thoughts and feelings.

VI. Form the sentences using such words and word-combinations.

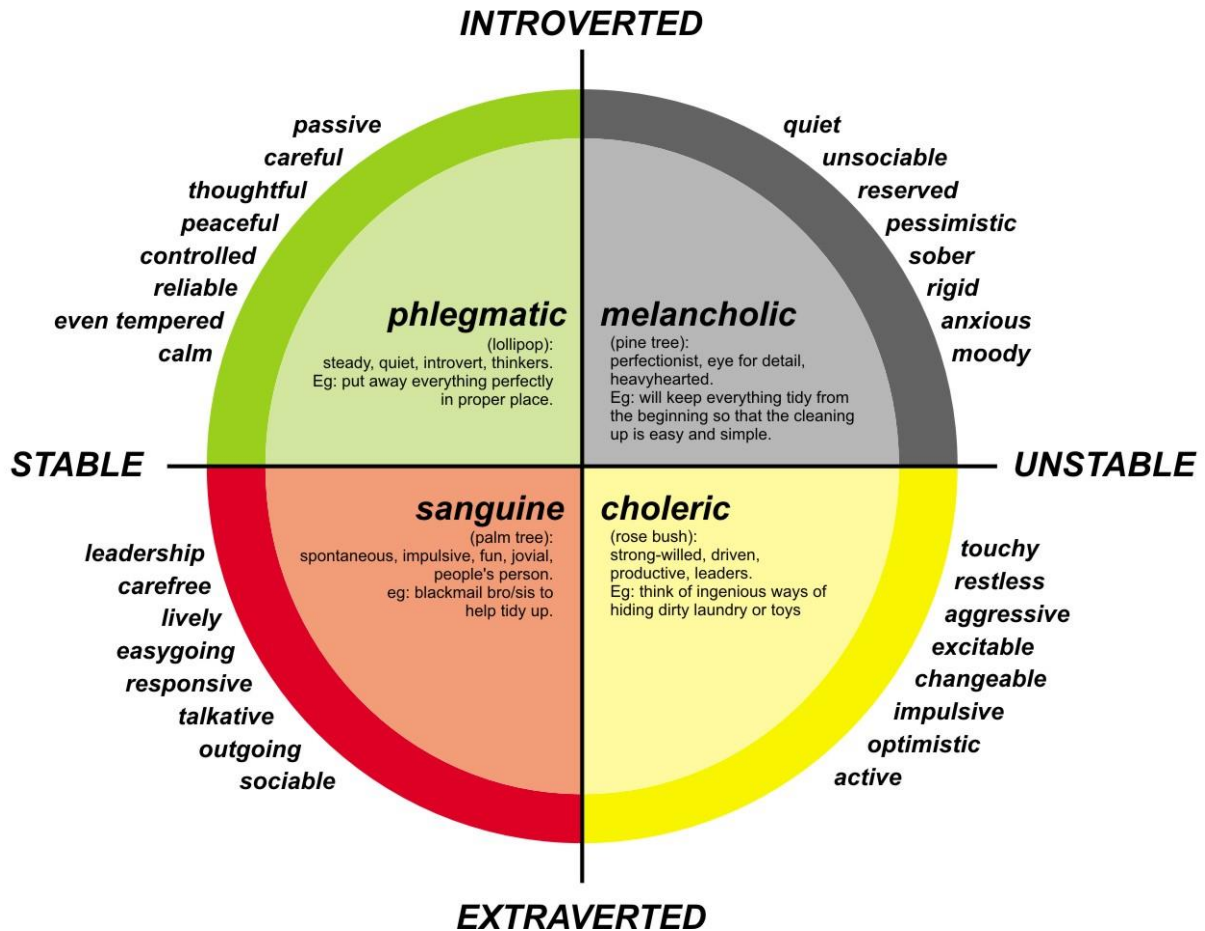
Nurture debate, tackle, emphasize the influence, components of personality, the id, the superego, reality, series of stages.

VII. Make up an essay.

1. Compare and contrast two theories of personality.
2. How to optimize your personality?
3. What does your face say about you?



VIII. Read, translate and supercharge your vocabulary.



IX. Render the text-fragment into English.

Структура особистості – це основні її блоки, незмінні характеристики, які притаманні людині завжди. Такими структурними одиницями є риси, якості особистості. Риса – це схильність людини поводитись певним чином. Другим прикладом структури є опис типів особистості. Тип особистості – це сукупність багатьох рис, які утворюють узагальнені поведінкові характеристики. Люди поділяються на два типи: інтровертів та екстравертів.

X. Read the text fragment to obtain and discuss.

Humanist and Trait Theories

Humanist theories emphasize the importance of free will and individual experience in the development of personality.

Humanist theorists also focused on the concept of self-actualization, which is an innate need for personal growth that motivates behavior. Humanist theorists include Carl Rogers and Abraham Maslow.

The trait theory approach is one of the most prominent areas within personality psychology. According to these theories, personality is made up of a number of broad traits.

A trait is basically a relatively stable characteristic that causes an individual to behave in certain ways. Some of the best-known trait theories include Eysenck's three-dimension theory and the five-factor theory of personality.

Eysenck utilized personality questionnaires to collect data from participants and then employed a statistical technique known as factor analysis to analyze the results. Eysenck concluded that there were three major dimensions of personality: extroversion, neuroticism, and psychoticism.

During his initial examination, he described two major dimensions of personality which he referred to as Introversion / Extroversion and Neuroticism / Stability. Extroversion and introversion related to how people tend to interact with the world while neuroticism and stability related to emotionality.

Eysenck believed that these dimensions then combine in different ways to form an individual's unique personality. Later, Eysenck added the third dimension known as psychoticism, which related to things such as aggression, empathy, and sociability.

Later researchers suggested that there are five broad dimensions that make up people's personalities. Often referred to as the Big 5 theory of personality, this theory suggests that the five major personality dimensions are Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism, sometimes identified with the useful acronym OCEAN.



(From "Theories and Terminology of Personality Psychology" by Kendra Cherry)

XI. Make the house tree person test.

This House-Tree-Person Test Will Determine Your Personality!



Every person is unique in their own special way. Psychologists believe that just as we all have our exclusive signature, our little drawings and doodles also serve as unique sources of information that say much about our true selves. When we draw, we subconsciously project our main personality characteristics and traits onto the piece of paper. That's why those little drawings are so important.

The House-Tree-Person Test is a projective technique designed to determine the main personality traits of a person who performs it. It's often used during job interviews and different kinds of evaluations.

Draw a house, a tree, and a person. Now get ready to discover what your drawing can tell about your personality.

What's being analyzed in your drawing?

The dimensions of the drawing represent your level of self-esteem and confidence. Strokes and lines (their pressure, firmness, and solidity) indicate the level of determination and how comfortable you feel during a decision-making process. For example, if you tend to draw the same line twice, it shows insecurity, dissatisfaction, and out-of-control perfectionism. Clarity represents harmony and flexibility.

1. The image of the house.

The house represents family relations – how you see and interpret home and family life. It says a lot about how you feel about family values in general and your family in particular.

- Roof: represents the intellectual, fantasy, and spiritual life.
- Chimney: the affective life. Smoke coming out of the chimney symbolizes internal tension.
- Walls: the firmness and strengths of your personality.
- Door and windows: relationship with the surrounding world, social context, level of integration. For example, a very large door shows that you're very dependent.
- Sidewalks: openness, access to your intimate family life.
- Ground: stability and contact with reality.

2. The image of the tree.

The tree symbolizes the deepest and most unconscious aspects of your personality. It represents those things you usually keep to yourself.



- Crown: ideas, thoughts, self-concept. For example, crown density is directly connected with mental productivity.
- Branches: social contacts, aspirations, and level of satisfaction or frustration.
- Trunk: represents your sense of self, the intactness of your personality. If it's curved, it means you're flexible and adapt easily.
- Roots: related to your unconscious and instinctive inner world, reality testing, and orientation.
- Ground: contact with reality and stability. For example, its absence represents difficulties coping with reality.

3. The image of the person.

The person represents self-concept, your ideal self. It shows your attitude toward this world, how your social life and inner world coexist.

- Head: intelligence, communication, imagination, sociability. For example, if the head is larger than the body, it means you have impressive intellectual abilities.

- Hair: virility and sensuality.

- Eyes: social communication and your perception of the world around you.

- Mouth: sensuality and verbal communication. If the mouth on your picture is just a straight line, it means you're verbally aggressive.

- Nose: phallic symbol.

- Hands: affectivity, aggressiveness.

- Neck: impulse control.

- Arms: adaptation and integration with the social world.

- Legs: contact with reality, support, stability, and security.

- Feet: privacy and aggressiveness.

(From "Bright Side")

XII. Read and translate this information.

Researchers have found while some external factors can influence how certain traits are expressed, personality originates within the individual. While a few aspects of personality may change as we grow older, personality also tends to remain fairly consistent throughout life.

Because personality plays such an important role in human behavior, an entire branch of psychology is devoted to the study of this fascinating topic. Personality psychologists are interested in the unique characteristics of individuals, as well as similarities among groups of people.

In order to understand the psychology of personality, it is important to learn some of the key characteristics of how personality works.

- Personality is organized and consistent. We tend to express certain aspects of our personality in different situations and our responses are generally stable.

- Although personality is generally stable, it can be influenced by the environment. For example, while your personality might lead you to be shy in social situations, an emergency might lead you to take on a more outspoken and take-charge approach.

- Personality *causes* behaviors to happen. You react to the people and objects in your environment based on your personality. From your personal preferences to your choice of a career, every aspect of your life is affected by your personality.

There are different techniques that are used in the study of personality. Each technique has its own strengths and weaknesses.

- Experimental methods are those in which the researcher controls and manipulates the variables of interests and takes measures of the results. This is the most scientific form of research, but experimental research can be difficult when studying aspects of personality such as motivations, emotions, and drives. These ideas are internal, abstract, and can be difficult to measure. The experimental method allows researchers to look at cause-and-effect relationships between different variables of interest.

- Case studies and self-report methods involve the in-depth analysis of an individual as well as information provided by the individual. Case studies rely heavily on the interpretations of the observer, while self-report methods depend on the memory of the individual of interest. Because of this, these methods tend to be highly subjective and it is difficult to generalize the findings to a larger population.

- Clinical research relies upon information gathered from clinical patients over the course of treatment. Many personality theories are based on this type of research, but because the research subjects are unique and exhibit abnormal behavior, this research tends to be highly subjective and difficult to generalize.

(From "Theories and Terminology of Personality Psychology" by Kendra Cherry)

XIII. Listen to the recording and write the missing words in each gap.

1. What _____ you have? Do you ever think about your personality? I do. I think it's very _____ personality. My own personality has changed a _____. When I was a child, I _____, but now I'm brimming with confidence. I have learned how to be with people and let my _____. The personalities of my friends _____ me, which I'm happy about. There are parts of my personality I'm not too happy with. I'm quick to get angry with people and sometimes _____ get my own way. I think overall I have a good personality. I'm easy to get on with and I'm quite happy and cheerful. I might take some personality tests and _____ about me.

2. One of my friends _____ personal problems. Sometimes it's a relationship, sometimes it's family, and sometimes it's her. _____ has so many personal problems and I think many of her problems aren't really problems at all. She's a bit _____. I think _____ just so she can talk to people. She likes people _____. I think it's amazing how many people talk about their personal problems on TV or on the radio. Who cares? There _____ things happening in the world today than _____ with their friend. If you think about all the terrible things _____, our personal problems really aren't problems at all.

(From "Listen a minute.com")

Unit 11

Tiredness and Well-Being



Read and answer the section “Comprehension Check”.

Tiredness and Well-Being

Feeling tired all the time is horrible. Yet it’s one of the most common ***complaints***¹ around. ***Tiredness***² can be a symptom of everything from the common cold to ***cancer***³. But it can also be caused by poor diet, lack of exercise, stress and probably a million other things as well. So if you’re ***feeling zonked***⁴ with no obvious medical problem, ask yourself if any of these common tiredness causes could apply to you.

Poor sleep⁵ is a big one. It’s incredibly common and it’s no brainer. If you’re not sleeping well, you’ll ***be knackered***⁶. But it’s surprising how often this basic bodily ***requirement***⁷ ***is overlooked***⁸. While ***sleeping pills***⁹ can be helpful in some situations, they’re often not as effective as ***lifestyle solutions***¹⁰. Try things like going to bed, and getting up, at the same time every day, and ***cutting down***¹¹ on ***stimulants***¹² like ***caffeine***¹³.

Since poor sleep is often related to stress, taking time out before you go to bed to clear your head can be very useful. Write a list of things you need ***to sort***

*out*¹⁴ the next day. And allow enough time to finish up with some relaxation before you *hit the sack*¹⁵.

If you *snore*¹⁶, you might have sleep *apnoea*¹⁷, where *tissues*¹⁸ in *the throat*¹⁹ block *the airway*²⁰ at night causing constant interruptions to sleep. Fortunately, it's *treatable*²¹. But you'll need *a referral*²² to *a sleep lab*²³ for a definitive diagnosis.

*Excess kilos*²⁴ and *fatigue*²⁵ often go hand in hand; not just because they increase your risk of sleep apnoea. They also make your body work harder just to move itself around.

Ironically, the food many of us reach for when we're tired is exactly the stuff likely *to stack*²⁶ on the kilos. While a high sugar cake might perk you up in the short term, the energy hit doesn't last and before you know it, you're flagging again. A better choice is something that causes a slow and sustained release of sugar into your blood stream. But a good diet all round is important because if you get the right combination of vitamins and minerals, it helps your body function at its best.

Don't overlook exercise as a source of energy. Although it might be the last thing you feel like when you're worn out, it helps build fitness which *ultimately*²⁷ gives you the energy to do more. There're good odds it'll also improve your sleep. And for mild depression, which can also cause fatigue, exercise can be as effective as *medication*²⁸.

One thing you shouldn't do if you're tired is automatically reach for an iron *supplement*²⁹. Too little iron can cause fatigue, but so can too much, a condition that affects one in 300 Australians. If too much iron's the problem, taking extra will only make things worse. So get a blood test before you dose yourself up.

And don't overlook the obvious. Sometimes we're tired because we're simply doing too much. Learning to say no from time to time isn't easy, but it's probably one of the most effective fatigue-busters of all.

(From "Beating Tiredness" by Cathy Johnson)

Key-Words

1. complaint [kəm'pleɪnt] скарга
2. tiredness ['taɪədneɪs] втома
3. cancer ['kænsə] рак
4. be feeling zonked ['fi:lɪŋ zɒŋkt] відчувати зосередженість
5. poor sleep [pʊə sli:p] поганий сон
6. be knackered ['nækəd] бути розбитим
7. requirement [rɪ'kwaɪəmənt] потреба, вимога
8. overlook [ˌəʊvə'lʊk] не помічати
9. sleeping pill ['sli:pɪŋ pɪl] снодійна таблетка
10. lifestyle ['laɪf,staɪl] solution – вирішення життєвих проблем
11. cutting down ['kʌtɪŋ daʊn] скорочення
12. stimulant ['stɪmjʊlənt] стимулятор
13. caffeine ['kæfi:n] кофеїн
14. sort out [sɔ:t aʊt] розбирати, сортувати
15. hit the sack [sæk] йти спати
16. snore [snɔ:] хропіти
17. apnoea [ap'ni:ə] апное (відсутність дихання)
18. tissue ['tɪʃu:] тканина
19. throat [θrəʊt] горло
20. airway ['eəweɪ] дихальні шляхи
21. treatable ['tri:təbl] піддаватись лікуванню
22. referral [rɪ'fɜrəl] передача
23. sleep lab [sli:p læb] лабораторія сну
24. excess kilos [ɪk'ses 'ki:ləʊz] зайві кілограми
25. fatigue [fə'ti:g] втома
26. stack [stæk] накопичувати
27. ultimately ['ʌltɪmɪtli] в кінцевому рахунку
28. medication [ˌmedɪ'keɪʃən] препарат
29. supplement ['sʌplɪmənt] доповнення, додаток, прибавка



Comprehension Check

I. Check your understanding.

1. What is tiredness?
2. Are sleeping pills helpful in every poor sleep?

What do you think?

3. What is apnoea? What do you know about it?
4. Do excess kilos and fatigue increase a risk of sleep apnoea?



II. Are these sentences true (T) or false (F)?

- | | T | F |
|---|--------------------------|--------------------------|
| 1. It is pleasant to feel tired all the time. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Tiredness can be caused by poor diet, lack of exercise or stress. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Poor sleep is incredibly common and no brainer. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Sleeping pills are helpful in every situation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. If you're tired you should automatically reach for an iron supplement. | <input type="checkbox"/> | <input type="checkbox"/> |

III. Match the words and their definitions.

- | | |
|---------------|--|
| 1. stimulant | a) depression caused by overwork |
| 2. lifestyle | b) a crystalline compound that is found especially in tea and coffee plants and is a stimulant of the central nervous system |
| 3. tiredness | c) a substance that raises levels of physiological or nervous activity in the body |
| 4. caffeine | d) capable of being treated |
| 5. treatable | e) the manner in which someone behaves toward or deals with someone or something |
| 6. medication | f) the way in which a person or group lives |

IV. Fill in the gaps with appropriate words from the suggestion box.

stress	tired	tiredness	extra
snore	worse	problem	sleep apnoea

1. ... is a symptom of everything from the common cold to cancer.
2. Tiredness can be caused by poor diet, lack of exercise and
3. If you ... , you might have
4. If too much iron's the ... , taking ... will only make things
5. We're ... often because of doing too much.

V. Give the English-Ukrainian equivalents.

1. Відчувати зосередженість, скарга, втома, поганий сон, снодійні таблетки, дихальні шляхи, лабораторія сну, зайві кілограми, в кінцевому рахунку, препарат.

2. Feeling tired, common complaints, symptom, poor diet, lack of exercise, no obvious medical problem, no brainer, be knackered, sleeping pills, be helpful in some situations, lifestyle solutions, go to bed, get up, caffeine.

VI. Form the sentences using such words and word-combinations.

Stress, common tiredness, poor sleep, basic bodily requirement, cut down on stimulants, sleep apnoea, treatable.



VII. Make up an essay.

1. Effective treatments for tiredness.
2. What are the main ways to get your energy back?
3. Well-being in chronic fatigue syndrome: relationship to symptoms and psychological distress.

VIII. Render the text-fragment into English.

Кожна працьовита людина ризикує перевтомлюватися. Перевтома може призвести до проблем зі здоров'ям. Тому важливо прислухатися до свого організму і знати перші ознаки перевтоми. В першу чергу від перевтоми страждає просторова пам'ять. Якщо ви в черговий раз забули вдома ключі / проїзний / пропуск, то скоріше за все вам пора відпочити і переключитися на щось більш спокійне. Найчастіше при перевтомі у людини починають боліти м'язи шиї і плечей. Біль можна порівняти з болем, який залишається після старанного тренування в тренажерному залі. Також біль може проявитися в районі попереку і верхньої області спини. Якщо ви в процесі роботи відчули головний біль, то скоріше за все ви перевтомилися і вам потрібен відпочинок.

IX. Read the text fragment to obtain and discuss the information.

A Day to Remember

I wanted to write this memory down so I don't forget it. One of the happiest days of my life was a chilly day in November of last year. I was playing basketball with my friend Patrizio in the park. At some point during our game, we noticed an old man sitting alone on a bench. He looked very sad and was holding his head in his hands.

"I wonder what's wrong," said Patrizio. He was always ready to help anyone, so I knew what would happen next. He motioned for me to follow him, and we went over to the old man. Patrizio gently asked, "Why do you look so sad?"

The old man looked up at us and said that he had spent the day walking in the park, but he'd lost his wallet. "It's not the money I'm worried about," he continued. "I had a beautiful picture of my wife in my wallet, and now I've lost that, too."

Patrizio grabbed my arm and told the old man to wait. We spent the next hour searching every centimeter of the park, under trees, in garbage cans, behind

hedges, and in the deep grass until, at last, we found the wallet hiding in a bush.

I will never forget the look the old man gave us when we handed his wallet back to him. Happiness shone from his eyes, and a huge smile broke out over his face as he gazed at the picture of his wife.

Answer the questions:

1. Where can you find the writer's reason for writing? What is the reason?
2. Does the writer include dialogue? Do you think dialogue helps to tell a story? Why or why not?
3. What does the writer include at the end of the memory? Why does the writer include this?

X. Listen to the recording and write the missing words in each gap.

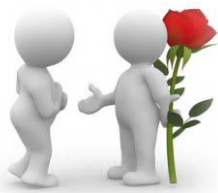
1. Happiness is sitting on a beach _____ book and no more work and studying for a year. Ahhhh... _____. What's your idea of happiness? _____ important thing. I like Bhutan's idea (Bhutan is the small country next to Nepal). There, _____ measure happiness _____. The most important thing for Bhutan's government is how happy _____. What a fantastic idea this is. Imagine if governments focused on making _____. They could spend money on beaches and free ice cream _____ fighting wars. I looked at everyone on the train this morning. No one _____. Maybe the news should be full of happy stories instead of the _____ gloom.

Be thankful every chance you get.

Not because life has been easy, perfect, or exactly as you had anticipated, but because you choose to be happy and grateful for all the good things you do have and all the problems you know you don't have.

2. Love _____ important thing in the world. We all need to love and be loved. Love _____ makes us one big happy family. It is perhaps the most powerful _____. It is certainly the one that makes us happiest. Falling in love has to be the

*Love
isn't something natural. Rather it
requires discipline, concentration,
patience, faith and the overcoming of
narcissism. It isn't a feeling, it is a
practice.
- Erich Fromm*



_____. It is also the one that makes us saddest. When _____ we love it can take forever to get over. Sometimes we never get over it. You can fall in love _____. We use the expression “fall in love at first sight” for this. We can also be “_____ in love,” which is a strange expression. We don’t just love each other. We can love cars, chocolate, holidays, _____ ... anything. And, of course, you can also love studying English.

(From “Listen a minute.com”)

General Training Listening

Listening Practice Test 1

Think! Do you like big cities? What are the advantages and disadvantages of living in a city and in the countryside?

Answer the questions.

1. Which city has more people, Jakarta or New York City?
2. What makes Jakarta feel like a city from the future?
3. How is Kota different from other parts of Jakarta?
4. What can you do at the Pasar Ikan fish market?
5. Why is a bajaj better than a rickshaw?

Listening Practice Test 2

Think! Did you ever have influenza or a common cold? How did you feel?

Circle True (T) or False (F).

1. All bacteria look the same. T F
2. The top layer of your skin has dead cells. T F
3. Stomach acids can destroy viruses. T F
4. White blood cells can hurt us. T F
5. You can see viruses with just your eyes. T F

Listening Practice Test 3

Think! Which biomes do you live near? What are they like?

Circle True (T) or False (F).

1. Fish live in just one biome. T F
2. The desert gets very little rain. T F
3. Grasslands make good farms. T F
4. Fresh water is very salty. T F
5. The taiga is south of the tundra. T F
6. Most ocean life lives deep in the ocean. T F

Listening Practice Test 4

Think! What would you like to see under the ocean? How is exploring underwater different from exploring on land?

Remember that a problem is something that causes trouble. A solution is how the problem is fixed. Match the problems with their solutions.

- | | |
|--|--|
| 1. Cousteau was a weak and sickly boy. | Cousteau and his friend Emile created the Aqua-Lung. |
| 2. Cousteau couldn't see underwater. | Cousteau created the Cousteau Society. |
| 3. Cousteau wanted to stay underwater longer. | Cousteau's friend gave him a pair of goggles. |
| 4. Cousteau wanted to protect the seas from pollution. | Doctors encouraged him to swim. |

Listening Practice Test 5

Think! Do you like going to museums? How often do you go there? When did you last go to the museum?

You will hear a conversation between a father and his son, John, who are at a museum. Choose the best answer.

- The father thinks John will enjoy the day out because John
 - always likes museums.
 - is interested in science.
 - can see exciting things.
- Why can't John have an ice cream?
 - He's not allowed to eat sweet things.
 - It's too soon after his last meal.
 - They'll be too late to see the exhibits.

3. Which exhibit do they visit first?

- a) the dinosaur exhibit
- b) the insect exhibit
- c) the mammal exhibit

4. John's father says that the surprising thing about the Diplodocus is that

- a) it was so big.
- b) it lived so long ago.
- c) it only ate plants.

5. According to John's father, what did dinosaur crocodiles eat?

- a) plants
- b) fish and small animals
- c) dinosaurs

6. Why don't they go to the gift shop when John asks to?

- a) They will go later.
- b) They are going to leave soon.
- c) It's too far away.

Listening Practice Test 6

Think! "Phobias" are strong fears. "Claustrophobia" is the fear of being in a small space, such as in an elevator. Do you or anyone you know have any phobias?

Circle True (T) or False (F).

- | | |
|---|-----|
| 1. The elevator has gotten stuck before. | T F |
| 2. Mr. Claustrophobia will be late for his meeting. | T F |
| 3. Mrs. Calm has been stuck in an elevator before. | T F |
| 4. The two of them become friends in the elevator. | T F |
| 5. Mrs. Calm is a psychologist. | T F |

Listening Practice Test 7

Think! Do you trust the strangers? Why or why not?

Answer the questions.

1. Why was the grandfather afraid for his people?
2. What did prevent the villagers from leaving Koi?
3. What did give the grandfather the idea to build a bridge and a tunnel?
4. Why were some of the villagers afraid?
5. What was the meaning of the stranger's gift?
6. How did the narrator feel by the end of the story?

Listening Practice Test 8

Think! What is the Earth made of? Do you know?

Answer the questions.

1. How many layers does the Earth have?
2. Which layer surrounds the inner core?
3. Where does magma collect?
4. Which part of the crust is the thickest?
5. How does plate tectonics cause mountains to form?
6. What causes the rock cycle?

Listening Practice Test 9

Think! Have you ever felt lonely? What did you do about it?

Circle the correct answer.

1. People on the island used whistling
 - a) to communicate with hoopoe birds
 - b) to communicate over long distances
 - c) because they liked the way it sounded
 - d) because they couldn't hear well

2. Francisco learned the whistling language from
 - a) a hoopoe bird
 - b) his friend Alejandro
 - c) his grandfather
 - d) his grandmother
3. Francisco didn't try ... to communicate.
 - a) gesturing
 - b) making loud noises
 - c) shouting
 - d) sending a letter
4. Francisco wanted to communicate with Alejandro because
 - a) he was lonely
 - b) he was bored
 - c) he was lost
 - d) he wanted to practice whistling

Listening Practice Test 10

Think! Is it often possible to be exact when describing statistics? What is your opinion towards this?

Listen. Tick the expression (a or b) that the speakers use. (Both are valid expressions.)

1. a) For me, the most interesting aspect is ...
b) What strikes me as most interesting is ...
2. a) ... a sharp rise in the total number of ...
b) ... a significant increase in the total number of ...
3. a) ... a very large proportion of people ...
b) ... the vast majority of people ...
4. a) The chart tells us that ...
b) According to the chart, ...
5. a) ... more or less the same number of people ...
b) ... roughly equal numbers of people ...

6. a) ... seeing it in this form really brings home to you ...
b) ... the way it is presented helps to emphasise ...
7. a) There's a strong tendency to reject ... / embrace ...
b) There's a definite trend away from ... / towards ...
8. a) ... the rate has remained quite stable ...
b) ... the rate has not fluctuated very much ...
9. a) There has been a slight increase / decrease in ...
b) ... has increased / decreased marginally.
10. a) The significance of this is that ...
b) This is significant because ...

Listening Practice Test 11

Think! Statistics for the UK show that around 5 per cent of the population is vegetarian, which equates to about three million people. What do you know about vegetarians?

Complete these excerpts from the listening with the words below. Then listen and check.

craved	foodie	fuel	treat
	gorge	lived	menu
		tooth	touched

1. It was a real ... , going to the local take away.
2. Lots of things are off the
3. As teenagers, we ... nothing else.
4. I pretty much ... on chocolate and sweets.
5. I hardly ... a piece of fruit.
6. My friends reckon I ... on chocolate.
7. I just don't have a sweet
8. I suppose I treat food as
9. My sister's a real

Listening Practice Test 12

Think! “Fashion is what you adopt when you don’t know who you are.”
Discuss this quotation by English eccentric Quentin Crisp. What does it mean? Do you agree? Are there other reasons for wanting to be fashionable?

Listen to four teenagers talking about clothes. Are these sentences true (T) or false (F), or is the answer not stated (NS)?

1. Speaker 1 talks about a boy from school and recalls that casual clothes were his thing. T F NS
2. Speaker 2 was made to wear an outfit that, if it had been up to her, she wouldn’t have been seen dead in. T F NS
3. Speaker 3 thinks that the style of clothing worn by Chandler in Friends quite suits his brother. T F NS
4. Speaker 4 complains about having to wear clothes with logos on the front. T F NS

Listening Practice Test 13

Think! Should we protect animals? Why?

Circle the correct answer.

1. Mina was ...
 - a) in the yard, playing with extinct animals.
 - b) in bed, reading about endangered animals.
 - c) in bed, reading about extinct animals.
 - d) at the gate, letting in the animals.
2. Tigers are lucky because ...
 - a) they can live in sanctuaries.
 - b) they have big, shiny teeth.
 - c) they can eat large animals.
 - d) they can live on safe islands.

3. Sailors cut down the forests ...
 - a) and there was nothing for dodos to eat.
 - b) to let cats eat all the food.
 - c) so dodos had to move to another country.
 - d) and put all the dodos on their ships.
4. The author wanted readers to ...
 - a) remember every word of the story.
 - b) learn about extinct animals.
 - c) dream about dodos.
 - d) memorize facts about animals.

Listening Practice Test 14

Think! Do you like tigers? Why is it important to save them?

Match the statements to the headings in the article.

- | | |
|--|-----------------------------------|
| 1. Many different types of animals used to live in the hills. | a) The Foothills of the Himalayas |
| 2. The government wanted to protect people, so it hired a hunter | b) Man-Eater |
| 3. There are fewer tigers today than there were in the last century. | c) Jim Corbett |
| 4. People gave the man-eating tigers names. | d) Saving the Tiger |

Listening Practice Test 15

Think! Why are teeth important? Do all animals have the same kinds of teeth? What kinds of teeth do carnivores need? What kind of teeth do snakes have?

Circle True (T) or False (F).

- | | |
|---|-----|
| 1. Sharks and lizards have teeth that replace themselves. | T F |
| 2. Walruses have fangs. | T F |

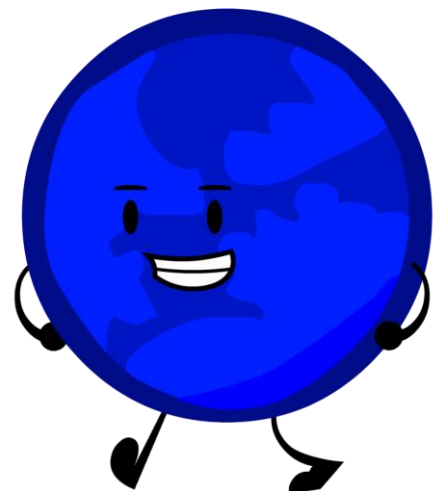
3. Alligators and crocodiles use their teeth to catch prey. T F
4. Some snakes have venom in their fangs to kill prey. T F
5. Horses use their teeth to kill other animals. T F
6. Beavers topple trees with their teeth. T F

Listening Practice Test 16

Think! How would your daily life be different without wheels?

Circle the correct answer.

1. Zoog goes to school ...
- a) by bus.
 - b) on his bike.
 - c) on a pogo stick.
 - d) in his dad's car.
2. SinRota's history changes because ...
- a) Zoog draws pictures of people.
 - b) Zoog has a pogo stick.
 - c) Zoog sees oceans.
 - d) Zoog sees wheels.
3. On the blue planet, Zoog can see ...
- a) figures.
 - b) animals.
 - c) munchballs.
 - d) rivers.
4. The blue planet is ...
- a) Mars.
 - b) Earth.
 - c) Venus.
 - d) Jupiter.



Listening Practice Test 17

How do animals communicate? What do you know about oceans? What stories have you read about oceans?

Answer the questions.

1. Why did Magdi decide to go fishing?
2. Why was Magdi chilly when he woke up in the boat?
3. Why did Magdi whisper “thank you” to the dolphin?
4. What did you learn about Magdi?
5. How do Magdi and the dolphin communicate with each other?

Listening Practice Test 18

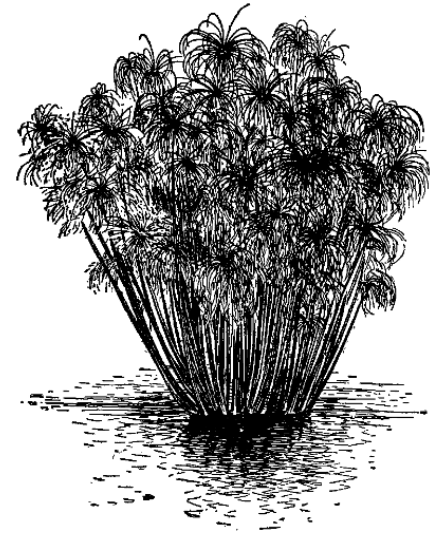
Think! Why do people invent things?

Listen and check the correct answer.

1. What three things did the ancient Mesopotamians invent?
 - a) boats, clay and carts
 - b) sailboat, writing and wheel
 - c) sailboats, wooden rollers and watches
2. What are clay tablets?
 - a) pieces of art
 - b) pieces of stories
 - c) flat pieces of clay
3. Why did Mesopotamians put wooden rollers under carts?
 - a) so that they could transport goods and people more easily
 - b) so that they could benefit from the invention of writing
 - c) so that they could navigate
4. Where was paper invented?
 - a) in China
 - b) in Mexico
 - c) in Egypt

5. What did the Egyptians use to make paper?

- a) clay
- b) a plant called papyrus
- c) Sumerian clay tablets



6. Where was compass invented?

- a) in Egypt
- b) in Mexico
- c) in China

7. Why is compass important?

- a) It helps to navigate.
- b) It helps to point to the North.
- c) It helps to use cell phones.

8. What did the Maya create and discover?

- a) written language using hieroglyphs, huge pyramids, sculptures and hot chocolate
- b) hieroglyphs, pyramids, jewelry and chocolates
- c) huge pyramids, sculptures and simple tools



9. What ingredients do you need to make Mayan hot chocolate?

- a) cocoa beans, butter and chilies
- b) cocoa beans with spices, water and chilies
- c) cocoa beans, spices, chilies and milk

10. Where did the Maya use hot chocolate as a new kind of drink?

- a) at home
- b) in weddings
- c) in special ceremonies



Listening Practice Test 19

Think! What countries have you learned about so far? What did they contribute to the world?

Circle the correct answer.

1. Akiko travels to Belgium by ...

- a) car.
- b) bus.
- c) train.
- d) plane.



2. Akiko finds chocolate ...

- a) in a store.
- b) in a square.
- c) in a palace.
- d) on a statue.

3. When Akiko bit the praline in half she felt ...

- a) sick.
- b) dizzy.
- c) hungry.
- d) tired.

4. Jean Neuhaus invented ...

- a) Belgian pralines.
- b) Almonds.
- c) French fries.
- d) molds.



Listening Practice Test 20

Think! Do you like sweets or chocolate? Is it good or bad for you?

You will hear an Interview with Dr. Peter Ludwig about sugar in our diet.

Choose the best answer.

1. Dr. Ludwig is surprised that parents
 - a) buy the sweet food sold at Hershey Park.
 - b) use sugary snacks as a part of their children's diet.
 - c) see sugary snacks as a special treat.



2. What is the advantage of sugar in apples over sugar added to food?
 - a) It digests more slowly.
 - b) It tastes better than boring food.
 - c) It contains 'empty' calories.

3. The number of cases of obesity and diabetes is increasing.
 - a) by 23 % a year.
 - b) quite slowly.
 - c) very quickly.



4. How long does it take to get better after 'sugar shock'?
 - a) a week
 - b) 24 to 48 hours
 - c) several days

5. Food companies in France and Germany ...
 - a) have reduced the amount of sugar in their products.
 - b) use an unnecessary amount of sugar.
 - c) use sugar to make their food crisp and textured.



6. In 19th century Britain, factory workers were given sugar.

a) because their work was long and tiring.

b) as a quick, cheap form of medicine.

c) because many of them were very young children.



7. Dr. Ludwig thinks that parents should ...

a) watch their children's behavior more carefully.

b) stop giving their children extra sugar for a week or two.

c) try to find ways to make their children feel better.

General Training Reading

Reading Practice Test 1

Read the text. Put the paragraphs of the text in the correct order.

A Michelle and her friends then went their separate ways to go home. When Michelle arrived home, she fished in her bag for the house keys. They were missing. She frowned and poured out all the contents of her bag onto the ground. Then, she sieved through them but still, the keys were nowhere to be found! She must have left them in the house when she went out. To make things worse, her parents were both at work and would not be home for another two hours. She went over to her neighbour's house, thinking that if they were home, she could wait for her parents there. Unfortunately, her neighbours were out too.



B After that day, Michelle learnt her lesson. Her mother then attached her house keys to a lanyard so that it could be hung around Michelle's neck. Hopefully, in this way, Michelle would not forget her keys again.

C Michelle left the house to meet up with several friends at the shopping center. She skipped along the path, whistling a tune as she made her way there. They were meeting first for lunch. Michelle suggested that they had pizza for lunch and everyone cheered in agreement. Pizza was her favourite food. She especially loved eating the melted cheese on top of it. It would be a delicious and satisfying lunch.

D With a sigh, Michelle went downstairs to look for a public telephone to call her mother. She explained the situation to her mother and her mother advised her to wait at the void deck for her. Michelle had no choice but to do just that. Luckily, Michelle was someone with the habit of carrying a story book with her everywhere she went. She went downstairs to read her book while waiting for her mother to return from work.



E Once everyone had filled their stomachs, they went to the cinema that was located on the top floor. There was a comedy screening and it was a unanimous decision to watch that. Despite just having had lunch, Michelle

enjoyed munching on popcorn while watching movies. She shared a box with her friend. The movie was hilarious and all of them enjoyed it. At certain scenes, Michelle even laughed until she felt tears in her eyes. When the movie was over, they were still talking about the funny scenes and laughing about them.

Reading Practice Test 2

Read the text. Match the headings to the paragraphs.

- a) Risk-taking may be rewarding
- b) Leadership is an influence process
- c) Qualities of an effective leader
- d) Definition of the word 'leader'
- e) Motivation is important
- f) Vision and the ability to focus



(1)

The word 'leader' is rather prominent these days. The Webster's Dictionary clearly defines a leader as a person of good talent in commanding influence to a group of followers. It also defines a leadership as that ingredient of personality that causes men whether male or female to follow.

(2)

What makes a good leader? The leadership style is the pattern of behaviours used to influence others. It is the ability to motivate others to do something, believe in something or act in a certain way. Leaders are people who do the right thing. A leadership provides the vision, so that the management gets things done. Leadership can be learned. There are many classes of tools for effective leadership.

(3)

A leader must have a vision and be able to focus. The leader must state in concrete ideas how programmes will work, who will be served, what outcomes are expected from a project, what technology



will be used and how the organization will get there. Tell people what you want and expect from them and never waste their time. Leaders should be able to see what it will take to get the job done effectively.

(4)

Leaders are also risk-takers. They must learn from their success and failure. They should be risky to take a chance. Leaders should always reward risk-taking in others. A leader must be able to empower others. Part of the empowerment process is to ensure that the leader listens to everyone's suggestions, incorporates ideas as needed and gives credit to those who deserve recognition. Learning to give positive feedback is crucial!

(5)

A leader must learn what motivates people and then act accordingly. Praise (tell the people they have done well), appreciation (a simple 'thank you' regularly will earn the leader the respect), recognition (awards, credit on a report, a letter of recommendation) or the truth about problems (being clear about consequences) are all motivators. Leaders should also have a quality that makes people listen. They should know how to strike the attention of listeners to be turned to them. When they speak, people listen.

(6)

A good leader is able to change plans or tactics without hesitation the moment the old methods are not working well. An effective leader should be clear-headed, sensitive to the needs of change, self-confident but always ready to learn. The leader should be warm, direct and have a strong sense of justice. This quality is important, especially if the leader is going to touch on the lives of a nation where the people range from the old, young, feeble, weak, educated and uneducated and humans from all walks of life.



Reading Practice Test 3

Read the text and choose the best answer for the sentences.

The “Mozart Effect” – Fact or Fiction?



Recently, the idea that listening to classical music can increase intelligence, especially in babies, has caught the attention of the media, researchers, and parents around the globe. In the early 1990s, researchers from France and the US published articles that said listening to Mozart for 10 minutes temporarily

improved performance on IQ tests and challenging tasks. As a result, the media quickly began reporting on the “Mozart effect.”

In 1997, Don Campbell patented the term and published a book about this interesting phenomenon. Campbell claimed that classical music could improve health and memory, counteract mental and physical disorders, and reduce stress and depression. He soon followed

with *The Mozart Effect for Children*, as well as CDs and products for parents of young children. Today, a wide selection of similar products is available, including *Baby Mozart* and *Baby Bach*, two bestselling DVDs in the popular *Baby Einstein* series.



There are even music players specially designed for expectant mothers to wear on their tummies. This way, babies can listen to classical music before they’re even born. However, there is some doubt surrounding the “Mozart effect”.

Look!

Reading can bring you huge benefits. While reading, you can use your imagination. Reading the texts, you fantasize, complementing the picture described. So you develop your imagination.

Parents question whether it is a proven reality or just a fad designed to make money. Frances H. Rauscher, a psychologist and author of one of the original studies, is sceptical. Much of the original research pointed to temporary improvements on specific tasks. She believes these findings have been incorrectly portrayed as a general increase in intelligence.

“I don’t think it can hurt,” Rauscher said. Yet she added that parents may still want to think twice before spending a fortune trying to make a genius out of their baby.

Choose the right item.

1. According to the article,
what is meant by the “Mozart effect”?

- a) Special DVDs can help teach a child to play musical instruments.
- b) Researchers can determine a child’s intelligence by studying musical ability.
- c) Singing to an unborn child may inspire love of classical music.
- d) Listening to classical music may increase intelligence, especially in babies.

2. Which of the following did NOT spread the popularity of the “Mozart effect”?

- a) Media stories about the “Mozart effect”.
- b) Books on intelligence and classical music.
- c) Interviews with successful “Mozart effect” babies.
- d) CDs, DVDs and devices making the “Mozart effect”.

3. Most recently, researcher Frances H. Rauscher

- a) expressed doubt about the “Mozart effect”.
- b) developed a music player for pregnant women.



- c) reversed her opinion on classical music.
- d) patented the term of the “Mozart effect”.

4. According to the article parents

- a) must use different devices to develop the “Mozart effect”.
- b) have to spend so much money trying to make a genius out of their baby.
- c) doubt whether the “Mozart effect” is a proven reality or just a fad designed to make money.
- d) are sure that the “Mozart effect” really exists.

Reading Practice Test 4

Read the text and choose the best answer.

Vincent van Gogh was born on 30th March 1853 in a little village in the south of the Netherlands. He was the eldest child of a clergyman and had three sisters and two brothers. Coming from a respectable middle-class family, Vincent learned to love books and drawing. However, he was not a brilliant student at school. Rather, his talent was displayed in art. His parents realized his gift in this area and admired the careful accuracy of his drawings. This was important to



young Vincent.

Vincent’s interest in paintings was partly influenced by his uncles, three of whom were art dealers. At 16, he started work at Goupil and Company, an important firm of art dealers. Impressed with his work, his company sent him to work in their London gallery. It was in England that he became distressed by the sight of poverty all around him and the enormous gap between the rich and the poor. He decided that he wanted to help the poor and

started reading the Bible to become a priest. His work suffered and he was transferred to the main gallery in Paris. Later, he was dismissed for absence without leave. He had also failed to qualify as a priest.

It was not until 1880, at the age of 27, when Vincent decided to become a professional artist. He spent the next five years developing his artistic talent. He had little money and lived in cheap rooms all over the Netherlands. The death of his father in 1885, shattered him. However, he became more determined than ever to be a successful artist.

Throughout his life, Vincent was poor; often hungry and ill. It was his determination to succeed that kept him going until he collapsed in 1890 at the age of 37. His paintings are colourful, bold and passionate, often constructed with painstaking care. Today, he is perhaps the most famous painter in the world. In 1987, his painting of ‘Sunflowers’ was sold in London at an extremely high price. He also left behind over 40 self portraits capturing himself in different moods: cheerful, grim, determined or miserable.



Choose the right item.

1. Vincent van Gogh was the eldest of ... children in the family.

- a) three b) five
- c) six d) eight

2. His parents

- a) disapproved of his drawings
- b) were angry with his failure in school
- c) wanted him to become a priest
- d) encouraged him in his drawings

3. Goupil and Co. sent Vincent to their London gallery because
- a) he was good at his work
 - b) there were not enough workers in London
 - c) his uncle owned the company
 - d) he was a professional artist
4. Vincent was dismissed from his job in Paris because
- a) he went on a holiday
 - b) his work was not up to standard
 - c) he wanted to be a priest
 - d) he went on leave without permission
5. Which one of the following statement is true?
- a) Vincent van Gogh died a rich man.
 - b) Vincent van Gogh became famous after his death.
 - c) Vincent van Gogh was a famous scholar.
 - d) Vincent van Gogh sold 40 portraits of himself.

Reading Practice Test 5

Read and discuss the text.

What Is Language?

There are many possible answers to this question, but most people agree that language is a way to communicate ideas or feelings, using signs, gestures, or marks. Since the dawn of time, humans have needed to communicate with each other. We often do this through complex systems, such as speech and writing, but not always. Signs and gestures came before speech, and we still use them to communicate today.

Many gestures are understood and used by people of different cultures. These include beckoning with an arm or hand, as a sign to come closer, nodding the head, as a sign of acceptance, and a smile or hug, as a sign of welcome.

Gestures of anger or disapproval, such as shaking the head to show refusal, are also widely recognized.

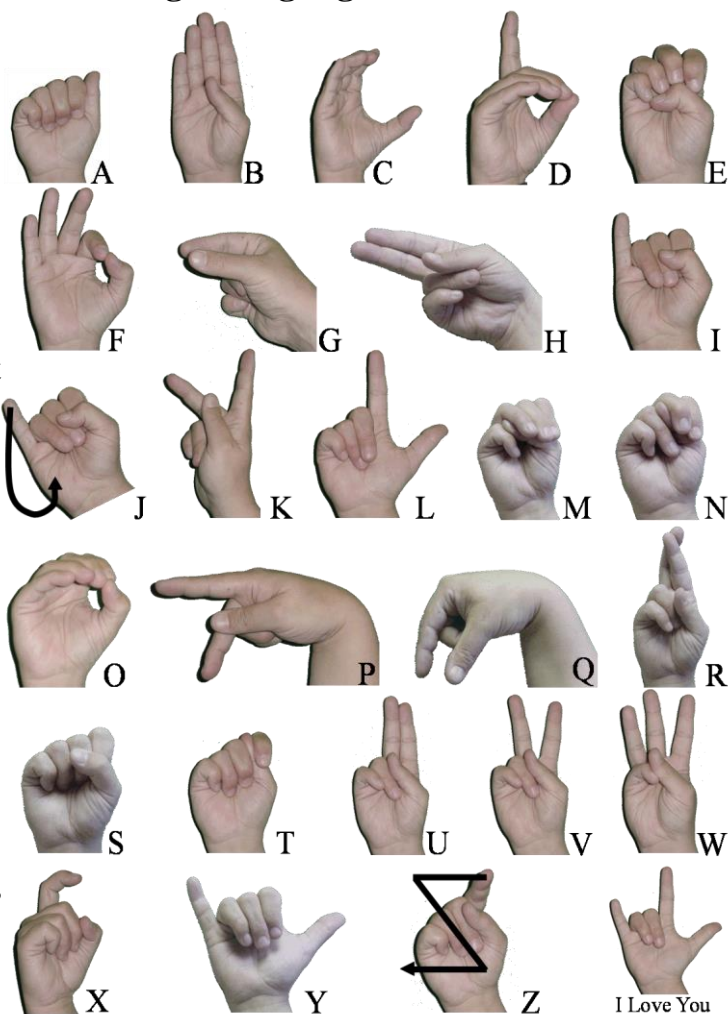
Languages Around the World

Nobody knows exactly how many languages there are, but experts estimate that there are as many as 7,000. These languages are grouped into families. When languages have a common ancestor, they're part of the same language family. The Indo-European language family, for instance, includes Spanish, English, Hindi, and Russian. When a language is no longer used, such as Latin or Ancient Greek, we say that it's "dead." However, even after people have stopped speaking a language, they sometimes continue to create new words from its roots. The word "astronaut" is an example of this. There were no astronauts in Ancient Greece, of course, but modern people have combined the Ancient Greek word for "star" (astron) and "sailor" (naut) to form a brand-new word: astronaut!

Codes and Sign Language

All over the world, people who lack the ability to see use a type of code called Braille. Braille was invented in 1824 by a Frenchman named Louis Braille, who lost his sight when he was young. This system of writing allows people to read words through touch. Raised dots on a surface enable them to feel each letter. Today, entire books are printed in Braille.

Another type of code, which is called Morse code, is used to communicate over long



distances. When the telegraph was invented in 1832, a man named Samuel Morse created this code to send messages using electricity. This system consisted of short signals, called dots, and long signals, called dashes. The code was tapped out, in a series of electrical pulses, and sent over telegraph wires. It was ingenious! The most famous example of Morse code is the distress signal used by sailors and pilots: SOS. In Morse code, it looks like this:

... _ _ _ ...

Unlike Braille and Morse code, sign language is a true language. In fact, there are many different sign languages used around the world, each with its own grammar and vocabulary. Sign language is invaluable to people who can't hear. It allows them to communicate by making signs with their hands.

What Do We Use Language for?

As you've seen, we use language for an important human need: to connect with each other. The message we communicate and the way we transmit it might be as simple as a smile to say, "I'm happy to see you," or as complex as a book on physics. It might even be a secret, like a message in code that's sent between allies. Each of these types of communication lets us tell another person what we know, how we think, or what we feel. Languages are fascinating. They evolve and change, they're born and they die, and we all use them.

(By Kenna Bourke)

1. What is the main idea of the magazine article? What are the supporting details? Fill in the organizer.

Main Idea:

Supporting Detail	Supporting Detail	Supporting Detail
_____	_____	_____

1. Match the sentence halves.

1. Languages with a common ancestor

2. Signs and gestures came before speech,

3. Sign language is invaluable

4. People who lack the ability to see

5. An example of Morse code

a) use a type of code called Braille.

b) is the distress signal SOS.

c) and we still use them today.

d) to people who can't hear.

e) are part of the same language family

Reading Practice Test 6

Read the text about family life. Complete the text with the correct statements (A–F).

A However, it is also true that things are not always easy.

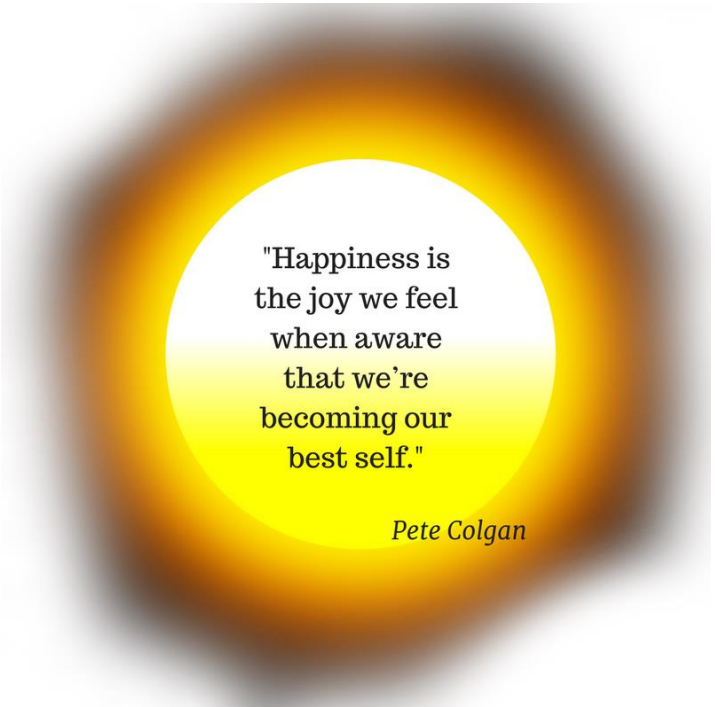
B On balance, how would I respond if I were asked if I wanted to leave home?

C Personally, I would not want to be on my own too soon.

D I would love to be totally independent.

E Many of my friends would love to be independent from their parents as soon as possible.

F It's great to be part of a happy family



"Happiness is the joy we feel when aware that we're becoming our best self."

Pete Colgan

HAPPINESS IS HAVING A LARGE, LOVING, CARING FAMILY

(1) It is fun to be with people who like you. It is good to feel the warmth and the love of the ones who care for you. It is fantastic when you can turn to them when you have problems.

Look!
Share your impressions from reading with groupmates.

(2) Young people want to develop their own personality. Parents often think they know better. They find it difficult to accept that their son or daughter wants to live and to think differently from how they used to think when they were young themselves.

Consequently, young people are often frustrated and believe their parents do not understand them.

(3) They would love to have their own place where they can live the life they imagine must be ideal. They think that not having a parent who tells them to tidy up their room or get up at a certain time must be paradise.



(4) First of all, there is the financial situation. Having your own flat costs a lot of money. Secondly, being completely on your own also means a lot of responsibility. For example, I admit I like to be reminded occasionally of urgent things I have forgotten to do(although I would never admit that to my parents!). And thirdly, if members of a family accept that everybody is an individual and needs a certain amount of freedom, life in a family can be a great fun.

(5) I would say that I am happy living with my family for now and I'll wait.

Reading Practice Test 7

Read the text given below. For questions (1–4), choose the best answer (A, B or C).

As a teenager growing up in a small town in Oregon in the 1950s, I had no desire to finish high school. For one thing, my dad never finished. Also, my big ambition in life was to be a cartoonist, and I was, in fact, already selling some of my cartoons to small magazines. My hero, Walt Disney, had never finished high school, and I felt that if he could quit and succeed, so could I. But my mother would never hear of it, so, I continued to go.

Look!

*Pay attention
to the main
information.*

In about my sophomore year I began to sell cartoons to a small magazine in Thousand Oaks, California. It was called Computer News and was a trade journal about the computers of that time. These were nothing like the laptops we know today ... they were huge Univac computers which filled an entire room. I knew nothing about them, but still somehow managed to come up with cartoons about them.

In my correspondence with the editor, Mr. Jackson Granholm, I mentioned my desire to quit high school and go into cartooning full time. He wrote back urging me to stay in school, spouting off all the reasons why school was important. To convince him I knew better, I told him about how Walt Disney had quit.

A few weeks later, I was standing at the mailbox, waiting to see if any magazines had bought any of the cartoons I had recently submitted. When the mail came I was quite surprised to see one letter addressed to me from Walt Disney studios.

It was from their personnel department, and I was sure it was a job offer. Not so. They told me that Mr. Jackson Granholm had contacted them on my behalf and explained my attitude about finishing high school. They advised me very strongly to stay in high school, pointing out that they never even considered applicants without a high school education and preferred some college.

It took the winds out of my sails, but I guess it taught me two things: I was no Walt Disney, and times had changed. I finished high school, and went on for two years of college. Years later I worked for Walt Disney studios, as well as a couple of other major film studios, plus I have been doing cartooning on a freelance basis for years. To date I have been published in hundreds of publications, so I admit the college education was no deterrent at all.

Choose the right item.

1. Who wanted the author to stay in school?
 - a) his mother
 - b) his father
 - c) Walt Disney

2. Why did the author want to quit high school?
 - a) He didn't like his schoolmates.
 - b) He had received a job offer from Walt Disney studios.
 - c) He felt he was fit for working life.

3. Which statement is TRUE according to the text?
 - a) The author finally quit high school.
 - b) After high school, the author did four years at college.
 - c) The author has worked for several film studios.

4. Which statement is NOT TRUE according to the text?
 - a) The author was strongly recommended to get higher education.
 - b) College education wasn't necessary for the author.
 - c) High school and college education helped the author to get a good job.

Reading Practice Test 8

Read the text given below. For questions (1–4), choose the correct answer (A, B, C or D).

About Britain's Teenagers

School

British teenagers can leave school at sixteen after taking their GCSE exams. They study for exams in as many as ten subjects, so they have to work pretty hard! Today's teens spend more time doing their homework than any teenagers in the past, studying for 2 1/2–3 hours every evening.



Free Time

It's not all work, of course. What do British teenagers do to have fun? They love watching TV, going out, meeting friends in the Internet cafes and listening to music. Researchers found that 99 % of teenagers questioned in a survey said their favourite activity was watching TV, while 98 % also liked listening to music. Some teens like the UK garage music, but others prefer to listen to hip-hop or nu-metal on their portable stereos, personal stereos and CD players. 89 % spend most of their free time online, emailing their 'mates' or making new friends in their favourite chat rooms.

Technology

As well as the Internet, teenagers in Britain use their computers to play games and do their homework. They also love their mobile phones, and spend hours texting their friends and chatting. Today, phones are getting smaller and lighter and you can do a lot more with them than just talk. Text messaging has taken over as the coolest and trendiest way to socialise. More than 90 % of 12 to 16-year-olds have a mobile, and experts say that this trend stops teens from spending their cash on sweets and cigarettes.

The latest craze, mobile phones with built-in video cameras, is taking the country by storm, as these are digital cameras with which you can take photos that can be sent over the Internet.

Choose the right item.

1. What is the writer's main purpose in writing the text?
 - a) to describe the social life of British teenagers
 - b) to give statistical facts about British teenagers
 - c) to describe preferences and trends among British teenagers
 - d) to complain about teenagers in Britain

2. What would a reader learn about communication between British teenagers?
 - a) that technology plays an important role in it
 - b) that they prefer to communicate face to face
 - c) that it is unimportant to most of them
 - d) that they have difficulty in communicating

3. What does the writer suggest about British teenagers' attitudes to technology?
 - a) Mobiles are their favourite items of technology.
 - b) They only use technology to play games and socialise.
 - c) They are enthusiastic about new trends in technology.
 - d) They see technology as cool and fashionable.

4. Which of the following best describes today's British teenagers?
 - a) All they can think about is going out and having fun.
 - b) They spend more time playing with computers than doing their homework.
 - c) They don't meet up with friends any more – they just call, text or email them.
 - d) They seem to have more fun, but in fact they work harder than previous generations of teenagers.

Reading Practice Test 9

Read and make a short summary of these texts.

Search for the gifted begins at age four

Children as young as four are being targeted by schools in a bid to nurture the country's pool of "gifted and talented" pupils. Fourteen research projects, funded by the Department for Education and Skills, have been working on ways to identify and develop the interests of four to seven-year-olds who are regarded as exceptional.

Prof Valsa Koshy, an authority on gifted children from Brunel University, who has overseen the projects, said that there was growing evidence that early work could reap long-term rewards and prevent pupils from switching off through boredom.

"Studies from the US show that early signs of precocity are not just a flash in the pan," she told *The Sunday Telegraph*. "We have to encourage the interest and passions of these children and meet their needs, which often receive scant attention, despite the millions of pounds being spent on early years. If we don't make provision, there will be losses for the children and for society."

Critics fear that early labelling can put too much pressure on infants. Teachers have also been reluctant to identify children as gifted, describing it as "divisive" in a recent Ofsted report.

The small-scale projects supported by Prof Koshy and her team used a range of approaches to spot and develop talent.

Some projects concentrated on advancing children with strengths in curriculum areas such as maths, music, art and writing. Others trained teachers to spot gifted children from deprived backgrounds.

At Tipton St. John's Primary, near Exeter, six children who were "big talkers" were identified by staff who encouraged them to learn about subjects they were passionate about and reflect on the ways in which they thought about them.

Penny Burnside, the headmistress, said: "We have a five-year-old who is interested in Shakespeare and a boy who loves to collect things, usually seasonally,

so will have a pocket full of snails, for instance.”

She added: “It is about giving these children the time and environment to explore these things and to become experts.”

A spokesman for the National Union of Teachers voiced concerns, saying: “Children’s abilities wax and wane as they develop. To assume you can spot the high-flyer or the maths genius at the age of four ignores those children who might not become highflyers or maths geniuses until they are 14.

“We have to be careful because sometimes young children who are perceived as brighter than their classmates can average out by age 11,” she said. “But unless they are given extra support we will not know if this is caused by natural development or by a lack of stimulation.”

(From “The Sunday Telegraph”)

Do you fit the picture?

1. Impressive memory (long-term and short-term);
2. alertness, healthy attention span;
3. early language (although some gifted children don’t speak early) and extensive vocabulary;
4. early questions, early concepts, curiosity;
5. fears similar to those of elder (and possibly more disturbed by them);
6. early appreciation of humour and puns;
7. propensity to draw connections;
8. early passions, wanting to know “everything”;
9. a vivid imagination – telling stories, acting out plays, drawing complicated pictures;
10. complex play patterns that baffle friends of the same age;
11. sleep problems and/or needing little sleep.

Reading Practice Test 10

Read this information.

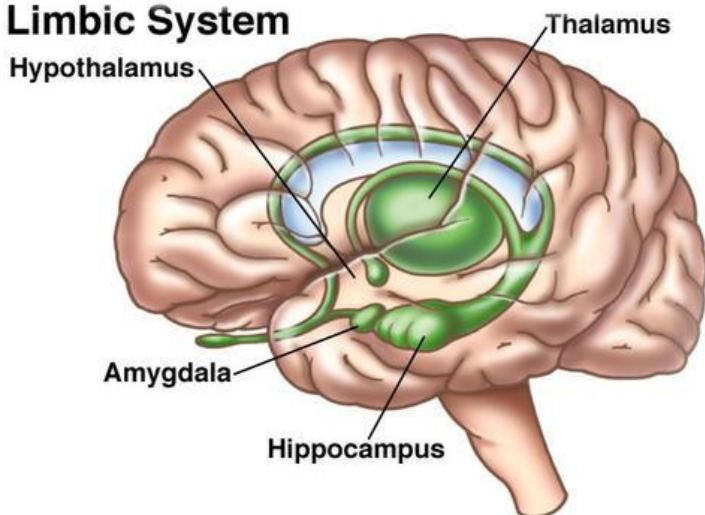
Fear on the Brain

Your heart is racing, your hands feel like ice, and your skin is clammy with sweat. Butterflies swarm in your stomach, and it's impossible to think straight. You're scared. That's obvious. But what makes your body react this way?

It's all your brain's fault. Fear is an emotion, and all emotions, including fear, are made in your brain. Fear is your brain's defensive response to danger. You might be thinking that sweaty hands and a stomachache are not helping much.

But these are all part of your brain getting your body ready for rapid action. You breathe faster to feed more oxygen to busy cells. Your racing heart pumps more blood around your body, so muscles are set for fast action. Down in your middle, your adrenal glands flood your body with adrenaline, a chemical that gives you a burst of strength and energy, makes you extra alert, and even numbs pain. Adrenaline also makes you sweat and can give you an upset stomach. And if you can't think clearly, it's because your brain wants to focus on only one thing: the danger in front of you.

Limbic System



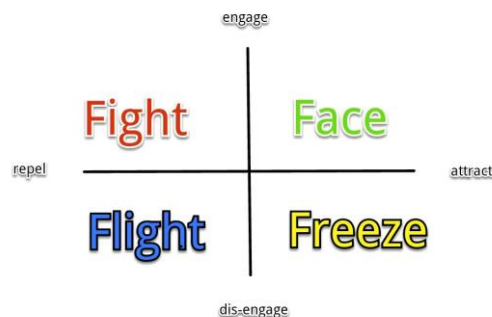
Where Does Fear Come from?

Fear starts in a very old part of the brain called the limbic system. Scientists think the limbic system first evolved in early animal brains about 220 million years ago. Even the dinosaurs probably had a limbic system pretty similar to ours. The limbic system does two things very well. First, it interprets information from your senses – the things you see, hear, and feel – and decides how you should react emotionally to that information. The limbic system also stores memories of danger and whether what you did (say, running away)

helped or made things worse. These memories help the brain make very fast decisions about how to respond to threats.

Fight or Flight

Fear is automatic and happens instantly when your brain sees trouble – you don't have to “decide” to be afraid. And the fear response is very similar in most animals, including humans. First, the animal freezes for a split second, focusing all of its attention on the threat. If it decides the threat is not serious, the animal calms down. If the danger is real, the animal might stay frozen, hoping to hide. Or it makes a quick choice to defend itself or run away, a reflex called “fight or flight.”



You can't get rid of fear entirely – fear is built into your brain and is a basic part of human and animal nature. But you can learn to control what triggers fear, what your brain sees as dangerous. And understanding fear can help you choose to react in other ways besides running or fighting.

Getting Fear under Control

When fear strikes, it can be hard to think clearly and not panic. But with practice, you can tame fear.

Fear on the Brain	
Key Words	Grammar
Text Structure	Text Features



No one is actually fearless. Brave people still feel fear like everyone else – the difference is in how they respond to it. People who work in dangerous jobs, like police officers, firefighters, and airplane pilots, learn to manage their fear by practicing for emergencies so they'll be prepared if the worst happens. They learn to focus on what needs to be done.

Then they practice it over and over so that in a real emergency they can act quickly and without thinking, even if they're really scared. Planning and rehearsing help them learn not to be distracted by fear. They also learn to balance their fear with the knowledge that they can solve the problem. Pilots sometimes call this skill "deliberate calm."

Practicing for scary situations can help even for less dangerous moments. If you are nervous about having to give a speech in front of a class or assembly, rehearsing can keep your fear in check and help you focus on doing a good job. Fear is an automatic reflex, thanks to the brain's limbic system – but the way we deal with it is not. It takes practice to learn to stay calm in scary situations, but it can be done. After all, learning is what the brain does best.

(By Kenna Bourke)

1. Answer the questions:

1. What was the most interesting thing you learned about fear from the informational text?
2. What did you notice in your intensive reading of "Fear on the Brain"?
3. Fill in the organizer and discuss it with your partner.

2. Circle the correct answer.

1. What part of the body does fear come from?
 - a) the stomach
 - b) the hands
 - c) the brain
2. What does the limbic system store?
 - a) memories of danger
 - b) adrenaline
 - c) oxygen

3. What does “fight or flight” mean?

- a) take off or land
- b) defend or run away
- c) react or panic

4. How can you control fear?

- a) by practicing for scary situations
- b) by fighting
- c) by hiding

3. Look at the words. Then use them to complete the sentences.

Obvious

defensive

adrenaline

decisions

instantly

deliberate

1. This job involves making a lot of hard _____ .
2. If you do something on purpose, it's a _____ action.
3. My friend looked upset, so it was _____ that something was wrong.
4. When you get scared, _____ rushes through your body.
5. The player stood in a _____ position, ready to protect the goal.
6. If a rabbit senses danger, it _____ runs away.

Courage is resistance to fear,
mastery of fear,
not absence of fear.

Mark Twain



Reading Practice Test 11

What is the girl afraid of? Think about the main character. How does she feel? How does she act toward other people?

What does she learn in the story?

Fear's Opposite

As Laura was walking to school one morning, a poster on the side of a building caught her eye.

COURAGE IS THE OPPOSITE OF FEAR.

For years, Laura had experienced a peculiar fear of elevators. But seeing this poster made her think she had to overcome her fear, once and for all. At school, she talked to two of her best friends, Omar and Siridej, and asked for their help.

“Of course we’ll help you,” Siridej said.

Later that day, Laura stood in front of the elevator at her dad’s office, shaking uncontrollably.

Omar smiled kindly at her. “Don’t worry, Laura,” he said. “Remember. Courage is all you need.” The three friends waited for the elevator.

It’s just twelve storeys, Laura thought. How long can that take? Maybe a minute? No, probably just thirty seconds. I can survive thirty seconds. I know! I’ll count backward from 30, and it’ll all be over. Yes, that’s what I’ll do.

The light above the elevator lit up, and the doors slid open. “If only Dad worked on the first floor!” thought Laura.

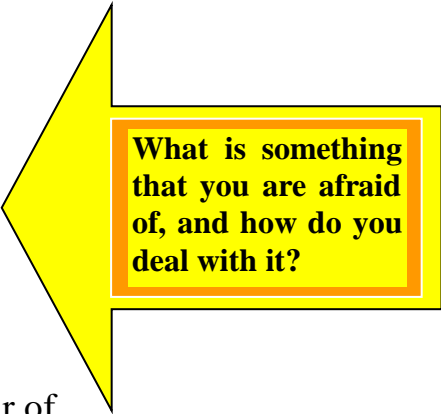
“I can’t do this,” she said miserably. “I should have known I’d get too scared.”

The elevator doors closed and Laura breathed a sigh of relief, but the relief soon turned to disappointment.

“I can do this!” she said loudly, as if trying to persuade herself.

“Yes, you can,” agreed Omar. “Let’s try again!”

“OK,” said Laura, pressing the elevator button once more. A few moments later, the shiny doors slid open. Shutting her eyes, Laura stepped apprehensively



What is something that you are afraid of, and how do you deal with it?

into the elevator. Siridej and Omar smiled at her, and together they said, “You can do it!”

Laura started counting. “Thirty”, twenty-nine, twenty-eight, twenty-seven ...”

“What are you doing?” squeaked a small woman wearing a large, outlandish hat. “Stop that counting at once! I’m trying to think!”

Laura put her back upright against the elevator wall and whispered to herself: “Twenty-six, twenty-five ...” Suddenly, the shiny, metallic doors slid open. Laura threw herself out of the elevators. “You did it!” shouted Siridej. Laura’s father met her at the open doors. “Good job, Laura!” he beamed.

Laura smiled at her father, Siridej, and Omar. “I did it!” she said. Her fear had metamorphosed into courage after she rode the elevator. “And do you know what? I’m going to do it all over again, but with one big difference.” As she pushed the elevator call button, she said, “This time, I’m going to do it alone!”

(By Kenna Bourke)

Think about the character of Laura in “Fear’s Opposite.” Fill in the chart.

How does she feel?	
How does she act toward others?	
What does she learn?	

1. Circle the correct answer.

1. What does Laura see on her way to school?
 - a) a lady in a hat
 - b) Omar
 - c) her father
 - d) a poster that inspires her
2. What does Laura do in the elevator?
 - a) She talks to the lady.
 - b) She breathes deeply,
 - c) She calls her dad.
 - d) She counts backward.
3. How do Omar and Siridej help Laura?
 - a) by calling the elevator
 - b) by telling her she can do it
 - c) by showing her a poster
 - d) by explaining elevators to her
4. What does the lady tell Laura to do?
 - a) shut her eyes
 - b) hold on to the rail
 - c) press the button
 - d) stop counting

5. When did Laura's fear turn to courage?

- a) when Omar spoke to her
- b) when she saw her father
- c) after she rode in the elevator
- d) when she saw the lady's outlandish hat

6. Which statement is true?

- a) Everyone is a little bit scared of elevators.
- b) Only girls are scared of elevators.
- c) People cannot get over a fear they have.
- d) Sometimes you can overcome fear.

2. Match the two sentence halves. Write the letter.

- 1. I really enjoy
- 2. Did you ever see a spider
- 3. The waitresses are removing
- 4. The kids were gripped
- 5. The staff on the plane
- 6. My teacher wanted to talk
- a) by fear when they saw the snake.
- b) to me briefly.
- c) the plates from the table.
- d) are responsible for looking after passengers.
- e) weaving its web?
- f) chattering to my friends.

Reading Practice Test 12

Read the text below.

Dublin

Low-slung, grey and solid, Ireland's premier city can look surprisingly dark and gloomy at first glance. Its appearance – the result of its 19th-century architecture of Irish stone and granite – is deceptive. The town itself is anything but gloomy, and it's not the stodgy, old-fashioned city of the late 20th century. Behind all those sturdy columns and beneath all that grey is the real, modern, Euro-Dublin – an affluent place filled with trendy coffee shops, organic juice bars, pricey five-star restaurants and expensive designer boutiques. The European

money that has flooded in over the last decade changed many things in Ireland, but it altered Dublin most of all, catapulting this historic town from the early 20th century, where it now revels in its own success.

Gone are the days when many visitors to Ireland chose to skip Dublin altogether. Nowadays, a weekend in Dublin is one of the hottest city breaks in Europe, as people pile into its old pubs and modern bars, shop in its thriving markets and malls, and relax in its trendy cafes. Because of all of this, Dublin's population has swollen to 1.5 million; more than a third of the Irish population lives in this city, which, while good news for the economy, has residual side effects of overcrowding, high property prices, and gridlocked traffic. It has also helped make Dublin one of the world's most youthful cities, with an estimated 50% of the population under 25 years old.

It is a contrary, amusing, complex small city, and my advice to those who haven't been here in a while, or who have never been here is this: the first thing you should do is leave your preconceptions behind. Then you can see this historic, modern, flawed, charming, and entertaining city for what it really is.

Choose the right item.

1. Dublin's physical appearance is misleading because it makes the city ...
 - a) seem poorer than it really is.
 - b) seem colder than it really is.
 - c) seem less lively and up-to-date than it really is.
 - d) look grander and wealthier than it really is.

2. What has been the effect of European funding on Dublin?
 - a) The city has become very expensive.
 - b) The city has changed faster than the rest of Ireland.
 - c) The city no longer has a strong sense of history.
 - d) The city has rebuilt many of its derelict buildings.

3. The fact that Dublin's population has grown rapidly ...

- a) is good news for people under 25.
- b) has had positive and negative consequences.
- c) has damaged the economy of other regions.
- d) has meant some people can't find housing.

4. The writer advises visitors to Dublin to ...

- a) see both the old and the new parts of the city.
- b) ignore whatever they previously thought about the city.
- c) ignore the city's bad points.
- d) find out about the history of the city before they arrive.

Reading Practice Test 13

Read the text given below.

My Brilliant Brain

Geniuses amaze us, impress us, and make us all a little jealous. How do they differ from an average person? Scientists are working hard to figure out that answer. Tune in to the *National Geographic Channel* to find out about the discoveries they're making in the series *My Brilliant Brain*.

When Marc Yu was only two years old, he began to play the piano. After a year, he started learning pieces by Beethoven. Now he's a world-renowned concert pianist at the age of eight. He learns newer and more difficult pieces with ease and can identify any note he hears. He seems to be specially designed for music. In *Born Genius*, *National Geographic* looks at the science behind child prodigies to explain why some children seem to be born without limits.

Genius didn't come naturally to Tommy McHugh. His extraordinary abilities came only after he nearly died from bleeding in his brain. After recovering, McHugh's head was filled with new thoughts and pictures. So, he began to express them in the form of poetry and art. Now, he's a seemingly unstoppable creative machine. Sufferers of autism and brain injury have shown that great mental ability can sometimes come from damage or disease. *Accidental Genius* explores this puzzling relationship.

Can normal people be trained to be geniuses? Susan Polger has shown no signs of extraordinary intelligence. Yet, during her childhood, she studied thousands of chess patterns and learned to recognize them immediately. As a result, she was able to beat skilled adult players by the age of 10 and can now play up to five games at the same time without even seeing the boards. *Make Me a Genius* examines what it takes to turn an ordinary brain into that of a genius.

If becoming a genius were easy, we'd all be one. Yet, there is much more to super intelligence than simply being born lucky. Learn more about amazing brains this month on *National Geographic's My Brilliant Brain*.

Choose the answer which you think fits best according to the text.

1. What is the main idea of the article?
 - a) There's no such thing as a true genius.
 - b) People can only be born as geniuses.
 - c) Scientists completely understand the brain.
 - d) There are many factors in being a genius.

2. An example of a child prodigy is
 - a) a person who can do complex math at a young age.
 - b) a kid who works really hard to do well at school.
 - c) a student who practises an instrument a lot.
 - d) a child who is eager to learn new things.

3. Which of the following is NOT true according to the article?
 - a) People are usually smarter when they recover from brain injury.
 - b) New things about the brain are still being discovered.
 - c) Some people naturally have more active brains.
 - d) People without natural abilities can learn to do things very well.

4. What would be the best way to describe Susan Polger's special abilities?

- a) Native c) Developed
b) Standard d) Restricted

Reading Practice Test 14

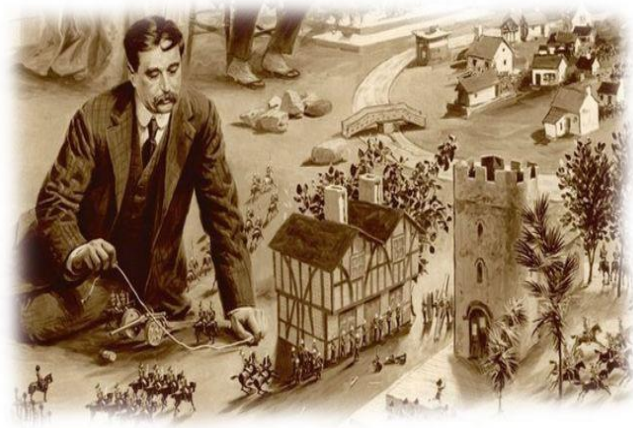
Read the text given below.

H.G. Wells was born in 1866 in Bromley. He claimed to have a very ordinary brain, but in fact he predicted air attacks and atomic bombs long before they existed.

He took no pleasure in being right though. Instead it just added to his growing feeling of pessimism. His last book was *Mind at the End of its Tether*, a work full of despair. In his final year he spent his time painting a mural in his home which showed the process of evolution, ending with the figure of Man. Beneath this figure he wrote "Time to Go".

Wells' parents were, at various times, shopkeepers and servants. Wells was destined to become a shop assistant, but after suffering an accident as a child he was forced to spend a long time in bed. This period of inactivity gave him a love of reading which developed his imagination. After leaving school he first worked in a curtain shop, then trained as a teacher and biologist, but after this decided to write books for a living. At the age of 27, working by candlelight in a room in Kent (his landlady complained he used too many candles), he wrote the book that made his name, *The Time Machine*. It is the story of an unnamed time traveller who meets strange people in the future and witnesses the end of the world. It was a great success with Victorian readers.





Wells went on to produce “scientific romances” and short stories which were serialized in publications like the Strand Magazine. Many science fiction themes – aliens coming to earth, planetary disasters and so on – were

dealt with in these early stories. Wells’ ability to create such original work was amazing. He turned everyday events into incredible fantasies: a conversation about colonialism became *The War of the Worlds* and a walk round London was turned into *The Invisible Man*. Some of the predictions made in his books included the use of aeroplanes and tanks in war, the rise of the middle class, the liberation of women and the need for a world state.

Choose the answer which you think fits best according to the text.

1. What made Wells become displeased in later life?
 - a) having an ordinary brain
 - b) making wrong predictions
 - c) being right about the future
 - d) being a pessimist
2. What type of work was Wells originally destined to do?
 - a) administration
 - b) writing
 - c) cleaning
 - d) sales
3. What helped his imagination to grow?
 - a) reading
 - b) listening to his parents
 - c) making predictions
 - d) writing books

4. Wells' first book
- a) was based on his own experience.
 - b) was written in London.
 - c) did not interest readers.
 - d) gained him popularity.

5. What sort of stories did Wells write at first?

- a) romantic
- b) futuristic
- c) war
- d) mystery

6. Wells' "incredible fantasies" were developed from

- a) alien invasions of earth.
- b) exploring planets.
- c) ordinary incidents.
- d) scientific predictions.

Reading Practice Test 15

Read the text and sum up the main information.

Self-Defence

Picture the scene: a young woman is walking to her car in a multistorey car park late at night. Suddenly, a man jumps out at her from behind a column. She performs some fancy moves, kicks him where it hurts and while he's on the floor she jumps into her car and drives away unharmed.

Well, that's how they do it in films. Unfortunately, the reality might be something quite different. When the girl tries to kick the bad guy, he grabs her and pulls her off balance and now she's on the floor, defenceless, with nowhere to run. This little scenario should serve to teach you three very important things: real life is nothing like in films; never walk alone at night, whether you are a man or a woman: and, most importantly, use your brain and not your body to defend yourself against an attacker.

Staying safe is all about not putting yourself in a potentially dangerous situation. Avoid a potential attack before it happens by using your common sense. This means don't go out alone at night, stay in well-lit areas, make sure someone always knows where you are, be aware of your surroundings at all times, walk with confidence and carry a mobile phone with you at all times. Basically, don't make yourself a target. Attackers look for people who are vulnerable.

If you do find yourself in a dangerous situation where you are being threatened, try and diffuse it. That is, try not to make the situation worse by getting angry or trying to fight. The best defence is to remove yourself completely from the situation. Calmly walk away if you can, but if you feel you have to run away, then that's what you should do, as fast as you can. If all else fails and physical force is your only choice, then you must fight back. However, the only way to do this effectively is to use the moves you have learnt at a self-defence class. A good self-defence instructor will teach you how to escape an attacker's grasp and how to disable or distract him long enough for you to escape.



Choose the answer which you think fits best according to the text.

1. What is the writer's purpose in writing the text?

- a) to describe something that happened
- b) to say why people are attacked
- c) to teach people how to fight
- d) to explain how to defend yourself

2. What would a reader learn about films from the text?

- a) They don't give a realistic message about self-defence.
- b) They can make some people very violent.
- c) They can be a useful way to learn about self-defence.
- d) You shouldn't watch them on your own.

3. What does the writer say about attackers?
 - a) They like to attack people with mobile phones.
 - b) They prefer to attack confident people.
 - c) They are aware of their surroundings.
 - d) They look for easy targets.
4. What does the writer say about physical force?
 - a) You should use it only if you are very angry.
 - b) You should use it as fast as you can.
 - c) You must always fight back.
 - d) You should learn how to use it beforehand.

Reading Practice Test 16

Read the article.

Some people say that the best defense is a good offense; an octopus, however, would disagree.

In addition to being one of the strangest and most beautiful creatures in nature, the octopus has some of the most inventive and effective defense mechanisms imaginable.

While other animals have teeth, horns, or claws to help defend them from predators, the octopus concentrates its energy on hiding from and confusing its attackers. When it wants to get away, the octopus has an impressive arsenal of tricks at its disposal.

The most well-known of the octopus' defense mechanisms is its ability to squirt clouds of ink into the water. Some octopi use this cloud of ink as camouflage; after squirting the ink, the octopus retreats into the ink cloud where the predator cannot see it. Other octopi use the ink cloud as a decoy. If a large, intelligent predator such as a shark knows that octopi use ink clouds for camouflage, it might simply attack the ink cloud blindly, hoping to make contact with the octopus inside. However, some sneaky octopi will release the ink cloud in one direction and scurry away in another direction, leaving the predator with

nothing but a mouthful of ink. In addition to confusing predators' sense of sight, these ink clouds also confuse their sense of smell. The ink is composed primarily of melanin (the same chemical that gives human skin its colour), which can shut down a predator's sense of smell. If an octopus cannot be seen or smelled, it has a much higher chance of escaping an attack.

Another defense mechanism possessed by many octopi is the ability to change colour, much like a chameleon. While most animals are always the same colour, some species of octopi can control the amount of



each colour pigment in their skin cells, allowing them to change colour. Some poisonous octopi, when provoked, will change their skin to a bright, eye-catching colour to warn predators that they are dangerous and ready to strike.

Other octopi use this ability to change their skin to the colour and texture of seaweed or coral, allowing them to blend in with their environment. The body of an octopus is highly flexible, and some species can combine this flexibility with their colour-changing skills to make themselves resemble more dangerous animals such as sea snakes or eels.

Yet another defense mechanism possessed by some octopi is the ability to perform an autotomy, or self-amputation, of one of their limbs and regrow it later. Many species of skink and lizard also possess this ability, which allows them to shed their tails when caught by a predator and therefore get away. When a predator catches a tentacle the octopus can amputate this tentacle, thereby unfettering itself, and regrow the tentacle later.

While the octopus may not be the most vicious creature in the ocean, its numerous and clever defense mechanisms help it to survive in the dangerous undersea world.

Choose the best answer for the sentences.

1. Which of the following sentences from the passage best expresses the main idea?

a) The most well-known of the octopus' defense mechanisms is its ability to squirt clouds of ink into the water.

b) Some people say that the best defense is a good offense; an octopus, however, would disagree.

c) Another defense mechanism possessed by many octopi is the ability to change colour, much like a chameleon.

d) When it wants to get away, the octopus has an impressive arsenal of tricks at its disposal.

2. The author claims in paragraph 1 that an octopus would disagree with the statement "the best defense is a good offense" because ...

a) octopi employ more defensive than offensive capabilities.

b) octopi possess good defensive and offensive capabilities.

c) octopi can protect themselves from teeth, horns, and claws.

d) not all octopi possess the same defense mechanisms.

3. As used in paragraph 4, which of the following is the best synonym for *unfettering*?

a) freeing b) regrowing c) amputating d) sacrificing

4. The final paragraph can best be described as a ...

a) prediction conclusion, in which the author looks toward the future.

b) full circle conclusion, in which the author incorporates and builds on a word or theme from the introduction.

c) solution conclusion, in which the author proposes a solution to a problem posed earlier in the passage.

d) summary conclusion, in which the author restates the passage's main idea.

Reading Practice Test 17

What is Jeff Corwin's job? This time, read intensively. Pay close attention to the text's key words, grammar, and structure.

Jeff Corwin: The Man Who Doesn't Know Fear!

Who Is Jeff Corwin?

Meet Jeff Corwin. He's the star of many TV shows.

He's a traveler, an educator, a writer, a dad, and a funny man, but above all, he's a naturalist, someone who studies living things and their habitats. Most naturalists are also conservationists. They want to protect animals and prevent them from becoming endangered. Jeff Corwin also wants to educate people around the world, to teach them to respect and admire animals in the wild, not just the animals that we tame.

An Early Love of Animals

Jeff Corwin is well known for never appearing to be afraid. He says that he's never been scared of animals, even when he was a very young boy. In fact, one of the amazing things about him is that he picked up a huge snake when he was just

Jeff Corwin is a man who has no fear of wild animals. What dangerous thing are you not afraid of? Why? Write your reasons.

six years old. It was hiding in a pile of logs in his grandmother's yard, so he took it to show his grandmother. She was scared, but Jeff wasn't!

Who knows? If Jeff hadn't picked up that snake in the yard, maybe his love of animals wouldn't have begun.

If you ever see Jeff on TV, you'll probably laugh because he often plays tricks on his film crew, even when they're filming for real and not just rehearsing! He pretends to be very afraid, but really, he's just acting.

From College to Stardom Jeff went to college to study animals. At first, he thought he might want to be a teacher, but then he got a job with a friend in Belize (a small country in Central America) studying animals in the rainforest. Jeff's

friend, who had a job at a television station, showed some of Jeff's work on his TV show.

That was the start of Jeff Corwin's dream to become a TV-show host. Since then, Jeff's rise has been a rapid one: He's the star of many different TV series, including *Corwin's Quest* and *Going Wild with Jeff Corwin*. Through these programs, Jeff can reach a very large audience and teach people about animals as varied as elephants and great white sharks.

While filming his TV shows, Jeff has had encounters with animals that didn't particularly like him! He was bitten by a bat in Australia and had to go to the doctor to get a shot to numb the pain and protect him against disease. He was bitten so badly by a poisonous coral snake that he almost died. An elephant that he was playing with once also hurt his arm. But is he afraid? No, he's not! Even if these things happen to him, Jeff keeps going. His love of animals seems to overcome any fears that he might have. One thing is certain: Jeff is a man who's alert, not distracted. He knows that wild animals can be dangerous, and he always treats them with respect.

(By Kenna Bourke)

Circle True or False.

1. Jeff Corwin is a naturalist. T F
2. Jeff wants to be the star of a show about snakes. T F
3. Jeff says he's always been afraid of snakes. T F
4. Jeff was six when he found a snake in a pile of logs. T F
5. Jeff's dream job started in Belize. T F
6. Jeff has been on one TV show so far. T F
7. Jeff has been bitten by bats and snakes, but he's not scared of them. T F
8. Everyone is afraid of wild animals. T F

Reading Practice Test 18

How to Overcome Your Fear of Spiders!

Think about why you're afraid of spiders. Did something happen when you were younger?

Were you bitten by a spider? Did you read a scary story about a spider? Try to analyze where your fear comes from. Even if you can't remember, you may find that something can be less scary when you really start to think about it.

Look at pictures of spiders in books and on the Internet. Instead of thinking about how scary they are, try to admire the way they look and move. Remember that a picture can't hurt you! Watch a video of a spider weaving its web. You might find that it's fascinating, not scary.

The next time you see a spider, look at it close up (unless it's a poisonous one!). Remember how much bigger you are than the spider. Also remember that the spider doesn't want to hurt you. It's just going about its business and doesn't really care about you at all.

Spiders like being alone. They don't usually go around in gangs!

Talk to a friend about your fear of spiders. Don't be embarrassed.

Most people are afraid of something. Sharing your fears with a friend often makes them seem less important.

Think about the good things spiders do. They keep your home free of other pesky bugs! Maybe if you can remember that, you'll learn to appreciate these insects more.

(By Kenna Bourke)

Answer the questions.

1. Does the author use a title? How does the title explain the content of the instructional text?
2. How does the author organize the tips for overcoming a fear of spiders?
3. Who is the author addressing?

Reading Practice Test 19

One Man's Self-Expression:

The Mysterious Underwater World of Jason deCaires Taylor

Humans never cease to find innovative ways of expressing themselves. From the early cave paintings that our ancestors drew to the present day, there are millions of examples of self-expression, ranging from music to painting, poetry to dance. They express our feelings as we explore what it means to be human.

Which of Taylor's exhibitions did you find most interesting? Discuss them with your partner.

Imagine swimming in the sea and suddenly, beneath you, seeing a sculpture of a man sitting at a desk with a typewriter! If you went to Grenada, in the West Indies, that's exactly what you'd see. It's just one of the remarkable ideas that has come out of the mind of Jason deCaires Taylor.



Taylor is a sculptor, but a sculptor with a difference. Instead of putting his sculptures in a park or an art gallery, he puts them underwater and creates “living” sculptures. Taylor chooses areas of the world where there is clear, shallow water. His underwater exhibitions can be seen in Mexico, Grenada, and the United



Kingdom. Scuba divers, snorkelers, swimmers, and tourists in glass-bottomed boats can all see this mysterious world that Taylor has created. Underwater, everything is magnified (it looks bigger) and colors

change because the only light underwater is from the surface.

One of Taylor's most ambitious exhibitions is *The Silent Evolution*, a permanent artificial reef in Mexico that occupies an underwater space of 420 square meters. It's made up of 400 life-size sculptures of people.

The amazing thing about Taylor's work is that, over time, his sculptures become "living." Algae, a type of ocean plant, begins to grow on the figures, as does coral. Fish swim in between the sculptures; starfish cling to them. The surface of the sculptures changes.

At first they look smooth, but later they look bumpy and rough. Different colors emerge as the marine plants settle on their new, man-made habitat. Effectively, the exhibition turns into artificial coral reef.

So, what is Taylor's self-expression? His work looks at humans and nature, loss, and hope. Human activity has destroyed



some of the largest, most beautiful coral reefs in the world. In just a few decades, 40 percent of them have disappeared, and scientists predict that 80 percent have vanished by 2050. By creating artificial reefs, Taylor hopes to draw people away from the natural ones and save them.

Taylor also feels that modern technology has meant we have lost things that will never return, like the typewriter, which no one uses anymore because we have computers. His *Lost Correspondent exhibit* expresses this loss.

In his exhibition *The Anthropocene*, which lies on the seabed at a depth of eight meters, Taylor used materials to attract crustaceans such as lobsters, crabs, and shrimp. A life-size copy of a Volkswagen Beetle car



encloses a “lobster city.” The holes in the bottom part of the car act as doors for the lobsters to swim through, while the holes in the windows are suitable for small fish species to enter the car to hide and to breed. Inside the car, there are living spaces for lobsters.

And so, this innovative example of human art turns into something that is positive and beneficial to marine life.

1. Write answers to the questions and discuss.

1. What form of art does Jason deCaires Taylor use to express himself?

2. Why does Taylor put his exhibitions underwater?

3. What happens to the sculptures over time?

4. How do the sculptures benefit marine life?

5. Is Taylor’s art innovative or old-fashioned?

6. Do you like Taylor’s sculptures? Explain why or why not.

7. What do you think Taylor is expressing?

2. Match each word to its definition.

1. cease

a) enlarged

2. magnified

b) a type of plant that grows in wet conditions

Use the chart to make notes about “One Man’s Self-Expression.”

Then compare your notes with your partner’s.

Who: _____

What: _____

When: _____

Where: _____

- | | |
|----------------|--|
| 3. algae | c) gives |
| 4. applies | d) marine animals, like shrimp and crabs |
| 5. provides | e) stop |
| 6. crustaceans | f) puts something onto something else |

Reading Practice Test 20

Read the text given below. For questions (1–4), choose the answer (A, B, C or D) which you think fits best according to the text.



“Happiness is not having what you want but wanting what you have,” according to James Stewart. Although scientists now understand the roots of depression more clearly than they used to,

happiness still remains a mystery. Recently, however, some interesting discoveries have been made.

Those who say they are happy, for example, tend to be less self-centred, less hostile and abusive, and are less prone to disease and general ill health. Interestingly, the affluent are not notably happier than their less-well-off counterparts, and seemingly, no particular time of life is significantly happier than any other. Even though some people see life as a tragedy, when questioned, most people said they were generally happy – painting a much rosier picture regarding people’s general moods and dispositions.

Research has shown that people have two basic reward centres in their brains that are stimulated by two different chemicals which cause happiness. The first, dopamine, is triggered by activities like exercise, relaxation and the quieter pleasures. The second comprises a set of adrenaline-type chemicals which are triggered by exciting or frightening activities. Dopamine provokes a response of passive happiness, while the second set of chemicals provokes a high-energy state

of happiness, the feeling one might get from public speaking or mountain climbing.

While understanding the chemical process behind happiness is important, it does not explain why only some people are consistently happy. The answer may lie in people's perceptions of happiness.

One of the reasons we have such a problem with happiness is that many confuse it with a life untouched by anxiety, rage, doubt and sadness. The belief that happiness means that nothing ever goes wrong is naive; in order to be happy, we must know not how to avoid disturbing events, but how to deal with them.

People tend to think about all the things they want and haven't got rather than how good their life is. It seems the key to happiness lies in having an active and challenging lifestyle.

The scientific study of happiness will help us understand how to build a world that improves human well-being and self-esteem, and how to get the most satisfaction from their goals and circumstances.

1. Studies have shown that happiness

- a) is positively influenced by wealth.
- b) is not influenced by wealth.
- c) is negatively influenced by wealth.
- d) does not influence wealth.

2. A common misconception about happiness is that

- a) rich people are happier.
- b) happy people perceive things differently.
- c) happiness implies never having problems.
- d) happiness stems from being naive.

3. In reality, consistent happiness lies in

- a) not feeling anxious.
- b) being able to handle problems.
- c) not having problems.
- d) not confusing our feelings.

4. According to the writer, what is the key to happiness?

- a) to be more positive about life events
- b) to learn to cope with life's unpleasant aspects
- c) to have the things you want
- d) to fill your life with new experiences



General Training

Speaking

Speaking Practice Test 1.

Speak on the topic “The importance of learning foreign languages”. Include the following points:

- Why is learning a foreign language important nowadays?
- How can learning a foreign language change you and your life completely?
- How can your knowledge of a foreign language affect your future career and increase your job prospects?

Speaking Practice Test 2.

Alexander the Great said “I am indebted to my father for living, but to my teacher for living well.” Speak on relationships with your teachers. Please, identify the most important teacher in your life and explain the characteristics which make this person an excellent teacher.

Speaking Practice Test 3.

1. Speak on the topic “Living with tourism”, including the following:

- What ‘positive’ or ‘negative’ touristic things are there for people who live there?

- Does tourism really help local people with their jobs? What benefits from tourism do they have?

2. Many people are fond of travelling nowadays.

- What benefits do people take from travelling?
- Is there a place where you’ve never been that you’d like to visit? Why?



Speaking Practice Test 4.

1. “Life is short, art is long,” the saying goes.

- What is art to you?
- Do you appreciate some forms of art over others? In what ways?
- What is your favourite piece of art?

2. Pablo Picasso wrote “Art washes away from the soul the dust of everyday life.” Talk about forms of art you like. What forms of art have you ever tried? What forms appeal to you? What type of art would you like to create? Why do people make art in general?



Speaking Practice Test 5.

Everyone has fears. People are afraid of spiders, the dark, heights, etc. Talk about fears. What are you afraid of?

Speaking Practice Test 6.

Speak on a balanced diet. What does the word ‘diet’ mean? What food do you usually eat? What food can make well-balanced and healthy diet?



Speaking Practice Test 7.

Why do we record history?
Why do people often use audio to record history instead of writing it down? How do we know what happened long ago?

Speaking Practice Test 8.

People often say that the way we decorate our rooms usually says something about our personality. Can you make a brief description of your room? What does your room say about your personality?



Speaking Practice Test 9.

1. Many people play sports (football, basketball, tennis, baseball, golf) because they are fun and help us keep fit. What can we learn from playing sports in a team or individually? What life lessons

can we learn from playing sports?

2. The Olympic Games are the holiday of sport and talents. Speak on summer and winter Olympic Games. How do they differ from other sporting events? Tell some information about the famous Ukrainian sportsmen. What people should do to become the Olympic champions. Can they play some sport games and have fun?

Speaking Practice Test 10.

Why do people move to new places? Speak on people's feelings when they're moving somewhere? Is it good to move to a new place? Why? Discuss some reasons.

Speaking Practice Test 11.

Talk about friendship in your life. How do you choose friends? Can you describe the appearance and character of your best friend? Is it important to be a friend to others?

Speaking Practice Test 12.

Speak on the topic “Following rules”. Teenagers follow rules every day. There are rules for things they do at home, at the University, and in a lot of other places. What are your responsibilities at home and University? Are there any advantages and disadvantages of working hard at home?

Speaking Practice Test 13.

1. Speak on the topic “The Internet: a blessing or a curse?” What are the advantages and disadvantages of the Internet? What ways has the Internet changed modern society in? Science has greatly affected our lives in the last two hundred years. How are things different now from long ago? How did forms of communication, ways of travel and getting news change from ages past? Talk about technological advances in communication, entertainment, transport, housing, work and medicine.

2. With the advent of the Internet and super technological phones texting has replaced calling; emails have replaced letter-writing. What are the benefits and disadvantages of texting and email? How do they affect speaking and writing skills?

Speaking Practice Test 14.

There are a lot of stereotypes about different countries. What stereotypes do people have about Ukraine? Are they true or not? What can we do to change them?

Speaking Practice Test 15.

1. Many people follow the fashion. Share your opinion on the following.
 - What is more important: being fashionable or being comfortable?
 - Does the way we dress say something about our lifestyles?
 - Can we predict things about people based on the way they dress?

2. People say that clothes make the man. What do you consider appropriate clothes in different environments such as in the University, at work, in church, at home? Do you think the actual appearance or the brand name of clothes is more important and why? Speak on the styles of clothes teenagers wear. What is your attitude to fashion? What styles of clothes do you prefer? Where do you usually buy clothes?

Speaking Practice Test 16.

Holidays are the great time to spend with your friends and family. Speak on your favourite holiday? What family reunions do you celebrate?

Speaking Practice Test 17.

Many teenagers want to get a job during summer holidays. What are the best kinds of summer jobs for teenagers? Will this experience have positive effect on their future career? What job would you like to do during your summer holidays?

Speaking Practice Test 18.

Young people play computer games now more than ever. Some people say that computer games can be harmful for a child's development. What are the advantages and disadvantages of playing computer games? Do you think parents should control the time their children play on the computer?

Speaking Practice Test 19.

Why should we take care of the Earth? What do you usually do with trash? What do you think about the reusing and reducing of litter? Should people put more rubbish bins in the streets, remove cars from the pavements, plant more trees and flowers? Discuss these points.

Speaking Practice Test 20.

1. How does music make us feel? People usually play music that reflects their mood. What feelings do people have when they listen to different musical rhythms? What do they imagine when they hear fast or slow music? What genre of music do you usually listen to? What type of music do you listen to in different emotional states? Does music allow you to deal with your emotions?

2. Music is ‘a universal language of the planet’.

- What styles of music do you know? Which of them are you interested in?
- What concert would you like to attend?

Speaking Practice Test 21.

Nowadays many teenagers don't like reading books. What about you? Do you like reading? What kinds of books do you like most? What situations do you usually read in? What book have you read recently? (title and the author, type of the book, setting, who and what it is about, personal opinion).

Speaking Practice Test 22.

Why do people explore? What do they explore in the world today? Why is exploration important? How is exploring underwater different from exploring on land?

Speaking Practice Test 23.

Would you like to be a space traveler?
Where would you like to go? What would you like to see?



Speaking Practice Test 24

You should collect some materials for Ukrainian travel guide. What cities would you recommend, and what attractions should people see in these cities?

Speaking Practice Test 25.

1. Fast food restaurants offer customers affordable convenience.
 - What are advantages and disadvantages of fast food restaurants?
 - If you were to open a fast food restaurant, what type of food would you serve?
 - How do you think fast food affects the society?
2. People agree that eating junk food such as chips, cookies, and candies is not healthy, yet almost everyone eats these things anyway. What about you? Do you eat junk food? Why? Which are your favourites? What other eating habits have a negative effect on the people's health? What kinds of food are good for your health? Discuss some reasons.
3. You have just had a class discussion about GM (genetically modified) foods. Some students are for others are against GM foods. Express your opinion.
4. Talk about the presented ideas, include the following:
 - GM foods help to feed the world;
 - GM foods improve our lives;
 - GM foods will be harmful to human health;
 - More research is needed before GM foods can be called safe.

Speaking Practice Test 26.

A lot of tourists visit your country every year. Many people say that tourism ruins everything that it touches. Do you agree or disagree? What do you know about tourism today? What is the future of tourism?

Speaking Practice Test 27.

Living in a city, town or in the country? What do you like most? What do cities have that small towns or villages don't have?

Speaking Practice Test 28.

Some people say “Timing is everything” meaning that events can only occur when one is ready for them. Others say “Time is money.”

- In your opinion, how valuable is ‘time’? In what ways may ‘time’ be likened to ‘money’?
- Do you believe there is enough time in the day to accomplish everything?

Speaking Practice Test 29.

How do our bodies work? Did you ever have influenza or a common cold? What happened to your body? How did you feel?

Speaking Practice Test 30.

For many people it is important to have free time. What do you do in your free time?

- Who do you spend your free time with?
- What sort of music do you enjoy listening to?
- Do you use the Internet? What for?
- What effects can violent computer games have on children?

Speaking Practice Test 31.

Talk about your favourite genre of literature.

- What are some of examples of works you like from this genre?
- Who are your favourite authors?
- Which book would you recommend to your friends to read and why?

Speaking Practice Test 32.

Camping holidays are becoming more and more popular. Why do you think this is happening? Talk about cost, exploring unspoilt countryside and enjoying nature.

Speaking Practice Test 33.

Nowadays young people can't live without their favourite gadgets (mobile phones, MP3 players and computers). Talk about them. Include the following:

- What they are used for on a daily basis.
- How these inventions changed the life of young people.
- What would the life without these gadgets be like?

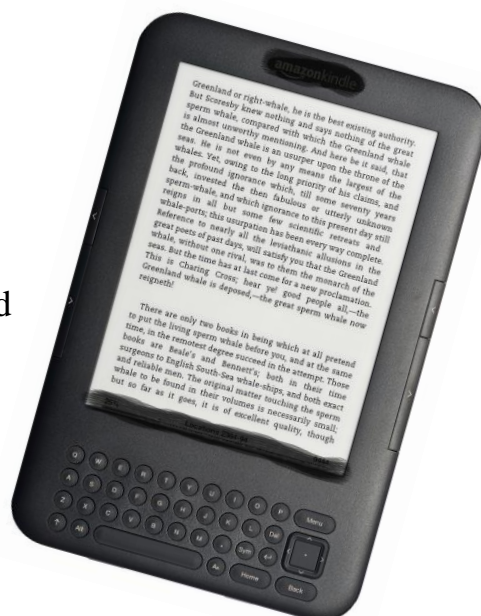
Speaking Practice Test 34.

Scientists have determined that a number of human activities are contributing to global warming. Talk about your attitude towards the issue. Include the following:

- the reasons of global warming;
- the ways to cope with the problem.

Speaking Practice Test 35.

Technology is changing the way people read and access books. Today most books can be read in a digital format. What are the advantages and disadvantages of electronic books? Do you prefer reading electronic or printed books? Explain.



Speaking Practice Test 36.

Talk about the importance of exercise for our health.

- Why are physical exercises useful for people?
- What are your favourite sports activities?
- Would you like to start playing sport one day? Which one would you choose?



Speaking Practice Test 37.

Talk about food around the world.

- Why do eating habits and food differ in different countries?



- Which cuisines have become popular recently?
- Why do you think dishes like *pizza* and *sushi* have become international?

Speaking Practice Test 38.

Talk about the most / least important factors for a good quality of life in your native country. Include the following:

- clean streets with no litter, green spaces (trees, parks);
- work and jobs, low crime rate;
- good range of leisure and entertainment facilities;
- good public transport system, no traffic jams.

Speaking Practice Test 39.

Healthy lifestyles depend on people's personal ideas of a healthy way of life. Most people agree that taking vitamins and minerals, eating fruit and vegetables, doing exercises have a positive effect on their health.

Talk about the following:



- Taking vitamins and minerals regularly.
- Eating fruit and vegetables. Starting an exercise programme.
- Vitamin supplements are less valuable than eating a variety of healthy foods.



Speaking Practice Test 40.

“Music is to the soul what food is to the body, and knowledge is to our minds”. Talk about role of music in our life.

- Do you agree with the statement?
- What does music mean to you?
- In what ways does it influence you?



Use of language

Writing Practice Test 1

Fill in with Past Perfect or Past Perfect Continuous.

When Sara entered the house something smelled awful. Someone 1) ... (cook) and 2) ... (burn) the meal. She 3) ... (visit) the house once before and 4) ... (meet) the family but she didn't know what 5) ... (happen) since then. The house was a mess. The children 6) ... (play) in the room and 7) ... (leave) their toys all over the floor. Someone 8) ... (leave) all the windows open. It 9) ... (rain) for hours and all the curtains 10) ... (get) wet and dirty. Sara decided to help them to put everything away and clean up.

Writing Practice Test 2

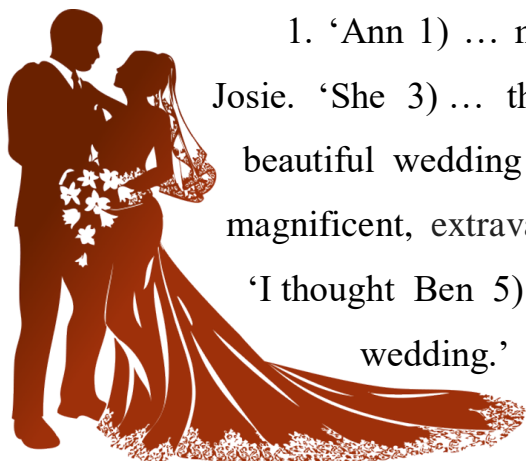
Choose the correct answer.

When Jake 1) ... the door, he knew someone 2) ... in the house. Things were different. Earlier that morning, he 3) ... a man standing outside, and now he wondered if this man 4) ... for him to leave the house. Jake went into the kitchen. The window was open. He was sure he 5) ... it earlier. Next, he went into the garden. Jake knew something very strange 6) ... on. He went back into the house. He had just got to the top of the stairs 7) ... he heard a noise coming from the bedroom. Slowly, he opened the door and there, lying in the middle of the bed, was his sister! She 8) ... ! Jake was very relieved.

1.	a) has opened	b) opens	c) opened
2.	a) had been	b) is	c) has been
3.	a) was seeing	b) had seen	c) has seen
4.	a) is	b) waited	c) had been waiting
5.	a) had closed	b) was closing	c) had been closing
6.	a) was going	b) went	c) have been going
7.	a) after	b) when	c) while
8.	a) was sleeping	b) slept	c) had slept

Writing Practice Test 3

Fill in the gaps with say or tell in the correct tense.



1. ‘Ann 1) ... me that she and Ben are getting married,’ 2) ... Josie. ‘She 3) ... that they’re going to have a big impressively beautiful wedding with lots of guests.’ ‘That will be gorgeous, magnificent, extravagant and striking but expensive,’ 4) ... Kim. ‘I thought Ben 5) ... that they couldn’t afford a big luxurious wedding.’ ‘Well, that’s what Ann 6) ... me, 7) ... Josie. ‘I don’t think she would 8) ... a lie.’

Writing Practice Test 4

Put the verbs in brackets into the past simple or the past continuous.

The sun 1) ... (shine) and the birds 2) ... (sing) as Kyle 3) ... (drive) down the country lane. Kyle 4) ... (smile), because he 5) ... (look forward) to the journey ahead. He 6) ... (enjoy) driving, especially when he 7) ... (go) somewhere new. Then, suddenly, the engine 8) ... (begin) to make a strange noise and the car 9) ... (stop) dead in the middle of the road. Mike 10) ... (try) to start it, but nothing 11) ... (happen). He 12) ... (sigh), then 13) ... (get out) of the car. As he 14) ... (push) the car to the side of the road, he 15) ... (start) to wish he had stayed at home.

Writing Practice Test 5

Complete the fable with the correct form of the verbs in brackets.

Sometimes two answers are possible. Justify your choices.

One day a hare 1) ... (run) along a path when he 2) ... (come) across a tortoise. The hare 3) ... (follow) the same route every day and 4) ... (never come) across a tortoise before. The tortoise 5) ... (walk) slowly and the hare 6) ... (begin) to laugh at her. Irritated by the hare, the tortoise 7) ... (challenge) him to a race. The hare 8) ... (never have) any doubt that he was the fastest animal around, so he 9) ... (accept) the challenge. After the hare 10) ... (run) for a while, he realised that

he 11) ... (leave) the tortoise far behind, and 12) ... (sit) down under a tree to relax for a while. It wasn't long before he 13) ... (fall) asleep. Although the tortoise 14) ... (not hurry), she overtook the hare. When the hare 15) ... (wake up), he 16) ... (realise) that the tortoise 17) ... (beat) him to the finishing line. The hare 18) ... (remember) this experience for the rest of his life.

(From "The Hare and the Tortoise" by T. Falla and P. A Davies)

Writing Practice Test 6

Choose the correct answer.

Last Sunday, Emma 1) ... through the countryside when she heard a strange noise and the car engine stopped. She tried again and again, but it 2) ... start, so she decided 3) ... and look for help. As she was walking, it 4) ... to rain. She was getting wetter and 5) Suddenly, Emma saw what she had been looking 6) It was a small house, and she could see light 7) ... out from one of its windows. She walked towards it and, 8) ... she reached the door and rang the bell. A woman answered the door and Emma explained her problem to her. The woman invited her. They were sitting and drinking tea. Then Emma took a nap.

1.	a) drove	b) was driving	c) had driving
2.	a) wouldn't	b) couldn't	c) wasn't able to
3.	a) getting out	b) to get out	c) get out
4.	a) was starting	b) had started	c) started
5.	a) wet	b) wettest	c) wetter
6.	a) for	b) after	c) at
7.	a) shine	b) shining	c) to shine
8.	a) when	b) while	c) before
9.	a) would come	b) had come	c) came
10.	a) driving	b) drive	c) to drive
11.	a) will go back	b) would go back	c) went back
12.	a) tomorrow	b) next morning	c) the next morning

Writing Practice Test 7

Choose the correct item.

The time in which the dinosaurs existed 1) ... by scientists as the Mesozoic Era. It 2) ... into three periods: the Triassic Period, the Jurassic Period and the Cretaceous Period. Although some people 3) ... the dinosaurs 4) ... very quickly, they ruled the world for much of the Mesozoic Era. Man has only existed for about 40 000 years so far, and the dinosaurs 5) ... for over 150 million years!

1.	a) are known	b) is known	c) has known
2.	a) devides	b) is dividing	c) is divided
3.	a) think	b) is thunk	c) are thought
4.	a) die out	b) died out	c) dyes out
5.	a) lived	b) live	c) to live

Writing Practice Test 8

Choose the right item.

A new form of football originated in England during the 19th century, taking its name from the place where it 1) ... : Rugby School. In the early 1800s, football 2) ... throughout England but there 3) ... no standard rules, and in most versions of the game, the ball could be caught as well as kicked.

However, running with the ball 4) Legend has it that in 1823, a student at Rugby School called William Webb Ellis picked up the ball during a football match and 5) ... with it towards the opposing goal line. This illegal action caused a permanent change in the rules of the game, or so the story goes, and from that day onwards, Rugby School 6) ... its own version of football which became known as Rugby Football.

(From "A public school product" by T. Falla and P. A Davies)

1.	a) was invented	b) invented	c) invent
2.	a) play	b) is playing	c) was played
3.	a) were	b) was	c) is

4.	a) ran	b) run	c) ren
5.	a) outlaw	b) was outlawed	c) is outlawed
6.	a) was played	b) plays	c) played

Writing Practice Test 9

Fill in a, an or the where necessary.

Mary is at 1) ... university, studying 2) ... art. In 3) ... morning, she goes to lectures and in 4) ... afternoon, she spends 5) ... hour or two painting or drawing. She painted 6) ... picture of 7) ... horse yesterday.

She is going to give it to her friend as 8) ... present. Mary hopes to be 9) ... famous artist one day, so she practises all 10) ... time, even on 11) ... Saturdays and 12) ... Sundays.

Writing Practice Test 10

Choose the correct item.

Why do some people back down when faced with a threat, while others stand up to it? When given a difficult task, why do some people see it through, while others give up? It all 1) ... to personality. But where does that come from? Some scientists believe that most traits 2) Others take the opposite view: personality, they say, is formed by our environment and parents do not pass it on to their children.

The truth is probably somewhere in between. Some traits are clearly determined by your environment: whatever your genetic background, if you grow up in Sweden, you 3) ... probably speak Swedish. On the other hand, when it 4) ... to traits like the colour of your eyes or your blood type, it is clear that genetics alone accounts for them. 5) ... also traits which are partly inherited but partly shaped by environment: your weight, and even your height and skin colour, are examples.

(From "What makes you you?" by T. Falla and P. A Davies)

1.	a) comes down	b) come down	c) came down
2.	a) is inherited	b) inherited	c) are inherited
3.	a) is	b) will	c) would
4.	a) comes	b) come	c) came
5.	a) there is	b) there are	c) there will be

Writing Practice Test 11

Put the verbs in brackets into Past Simple or Past Perfect.

Last Monday Simon 1) ... (got up) as usual, 2) ... (wash) his face, 3) ... (brush) his teeth and 4) ... (go) to the kitchen to have a breakfast. But when he 5) ... (open) the fridge, he 6) ... (find) that his flatmate Mira 7) ... (drink) all the milk – not a good start to the day! So he 8) ... (have) a quick cup of black tea, 9) ... (put on) his clothes and 10) ... (go out) to the car. There he 11) ... (find) that he 12) ... (forget) to put the cover on the car the night before and there 13) ... (be) thick frost all over the windscreen. Everything pointed out that the day would be difficult.

Writing Practice Test 12

Fill in each gap with either the infinitive or -ing form of the verbs in brackets.

I have always enjoyed 1) ... (go) skiing, so when I saw some people 2) ... (snowboard), I decided 3) ... (give) it a try.

It was more difficult 4) ... (do) than I had expected. At first I found that I could not 5) ... (keep) my balance on a board as easily as on skis, and it was almost impossible for me 6) ... (go) any distance without 7) ... (fall). I hate 8) ... (fail) at any sport, so I continued 9) ... (try) and I finally managed 10) ... (go) all the way down a slope without an accident. It was then that I realised what a great sport it is, and now I'd rather 11) ... (go) snowboarding than skiing any day.

Writing Practice Test 13

Put the verbs in brackets into the right tense forms.

There 1) ... (be) once a fox that used to wander far and wide to find food. He would sometimes walk for days in order find a nice meal. One day, he 2) ... (come) across a vine branch from which were hanging bunches of ripe, black grapes which no one 3) ... (pick) yet. The fox 4) ... (search) for food for many days and was almost dying of hunger. He 5) ... (stay) on tip-toe and 6) ... (stretch) as high as he 7) ... (can), but he couldn't reach the grapes. He tried jumping but still without success. The fox had thought that it would be easy 8) ... (reach) the grapes, and 9) ... (hide) his disappointment he said to himself, 'What a fool I am! The grapes are sour. I 10) ... (be going) to eat them, but I've changed my mind.' And with that, he walked off.

(From "The Fox and the Grapes" by T. Falla and P. A Davies)

Writing Practice Test 14

Fill in the gaps with the correct past tense forms of the verb.

One night after everyone else 1) ... (already, go) to bed, Eric and Ilsa 2) ... (quietly, sit) and talking.

"What have you 3) ... (miss) most about Berlin?" Ilsa wanted to know.

Eric 4) ... (pause), then answered, "Mostly, I miss living in a city with such wonderful landmarks. The kids and I 5) ... (look) at some books about Berlin and Germany for a while before you and your family 6) ... (arrive). We 7) ... (discuss) the Brandenburg Gate when Franz interrupted to ask why its image 8) ... (use) as a design on some of the coins back when Germany had converted its money to euros."

"What 9) ... (do) you tell him?" Ilsa asked.

"I 10) ... (say), it was because the gate 11) ... (become) a symbol for Germany, like the Statue of Liberty had emerged as a symbol for the United States," answered Eric.

Writing Practice Test 15

Complete this newspaper report. Write the verbs in brackets in the correct form, present simple or present continuous.

It's summer. A man is out for a quiet walk. He's walking along a country road and he (1) ... (mind) his own business when he (2) ... (be knocked down) and seriously injured by a minivan. The man, a writer of thrillers and horror fiction, (3) ... (survive) but he (4) ... (become) obsessed with the vehicle that maimed him. He doesn't bear a grudge against the driver. Instead, he (5) ... (buy) the minivan and (6) ... (hide) it.

This sounds like the plot of a Stephen King thriller, but it is in fact the latest chapter in the writer's real life. King has bought the van and he (7) ... (intend) to take a sledgehammer to it. At present King (8) ... (recover) from his injuries at home, where he (9) ... (suffer from) a broken hip, a fractured leg and a collapsed lung. The story is uncannily like the plot of his novel *Thinner* (written several years previously), in which the victim's family (10) ... (put) a curse on the driver. King, however, (11) ... (demand) only the withdrawal of the driver's licence. As for the minivan, we (12) ... (not know) if King will actually carry out his revenge or if he is simply hatching the plot for a new novel!

(From "Advanced Learners' Grammar" by M. Foley and D. Hall)

Writing Practice Test 16

Put the verbs in brackets into the correct form: infinitive or gerund.

Scotland was the perfect place 1) ... (grow up). My parents had spent years 2) ... (save up) because they wanted 3) ... (buy) a small farmhouse in the Scottish Highlands. Shortly after I was born, their dream came true and our new life in the country began. I was probably too young 4) ... (appreciate) the fresh air and breathtaking



views, but as I grew up, I began 5) ... (enjoy) exploring the unspoilt countryside. I soon got used to 6) ... (have) to walk miles to the shops, and since it was too far 7) ... (travel) to the nearest primary school, my parents did their best 8) ... (educate) me at home.

Writing Practice Test 17

Put the right pronoun.



Sally is 1) ... cousin. 2) ... is eleven years old. 3) ... lives with 4) ... family in a farmhouse in the country. 5) ... house is old and very big. Her father is farmer. 6) ... job is very tiring. 8) ... is very happy living on the farm. Sally loves horses very much. 7) ... favourite horse is "Rocky". 9) ... are best friends.

Writing Practice Test 18

Put the verbs in brackets into the correct future forms.

1. Janet has just bought an old house, and for the next year or so she 1) ... (fix) it up. The first thing she 2) ... (do) is have the roof repaired, and then she hopes she 3) ... (be able) to live there. She is afraid she 4) ... (not / finish) by next Christmas, but she 5) ... (plan) to invite her friends to come and celebrate with her anyway.



2. By the end of the year Sally 6) ... (work) for the same company for thirty years. She hopes that she 7) ... (be able) to retire after two more years. After she retires, she imagines that she 8) ... (travel) most of the time, and she believes she 9) ... (visit) at least fifty countries by the time she is seventy years old.

Writing Practice Test 19

Fill in the gaps with the correct future forms of the verb.

Thomas: Before I go sightseeing in London, I 1) ... (visit) the town of Edenbridge, where my cousins live.



Joan: Great!

That 2) ... (be) fun.

It 3) ... (not, be) hard to get to Edenbridge. It is southeast of London. From the airport, you 4) ... (ride) a British Rail train to Victoria Station. Another train 5) ... (take) you to Edenbridge.

Thomas: That sounds easy. I looked at the town's website. Edenbridge is called "The Garden of Kent." I 6) ... (stay) in an old manor house which has been made into an inn. The gardens there are beautiful, and there is a pool.



Writing Practice Test 20

Fill in the correct form of the verbs in brackets.

Jason's uncle, who was a sailor, 1) ... (travel) around the world for years. On his return, he 2) ... (come) to the house

with presents for everyone. To Jason, he gave an old lamp which he 3) ... (buy) in Saudi Arabia.

Jason tried 4) ... (hide) his disappointment at such a dirty old gift, but thanked his uncle for 5) ... (bring) it anyway.





When his uncle 6) ... (go), Jason's mother wanted 7) ... (take) the lamp to an antique shop and 8) ... (it clean). "That's OK," said Jason. "I 9) ... (do) it myself." So he took it away and started 10) ... (polish) it.

As he 11) ... (rub) away the dirt some smoke 12) ... (come) out of it and, out of the smoke, appeared a large, rather frightening man.



Writing Tasks

Discursive Essays

A discursive essay is a piece of formal writing which discusses a particular issue, situation or problem.

There are three main types of discursive essays.

I. For and against essays present both sides of an issue, discussing points in favour of a particular topic as well as those against, or the advantages and disadvantages of a particular question. Each point should be supported, by justifications, examples, and / or reasons. The writer's own opinion should be presented only in the final paragraph.

II. Opinion essays present the writer's personal opinion concerning the topic, clearly stated and supported by reasons and/or examples. The opposing viewpoint and reason should be included in a separate paragraph before the closing one, together with an argument that shows it is an unconvincing viewpoint. The writer's opinion should be included in the introduction, and summarised/restated in the conclusion.

III. Essays suggesting solutions to problems, in which the problem(s) associated with a particular issue or situation are analysed and possible solutions are put forward, together with any expected results/consequences. The writer's opinion may be mentioned, directly or indirectly, in the introduction and/or conclusion.

A good discursive essay should consist of:

a) **an introductory paragraph** in which you clearly state the topic to be discussed;

b) **a main body**, in which points are clearly stated in separate paragraphs and exemplified or justified; and

c) **a closing paragraph** summarising the main points, of the essay, in which you state/restate your opinion, and/or give a balanced consideration of the topic.

Points to consider

Present each point in a separate paragraph. A well-developed paragraph contains a clear topic sentence, which summarises the contents of the paragraph, as well as a clear justification, explanation or example in support of the point presented.

Well-known quotations (*e.g. As writer Somerset Maugham once said, "It is bad enough to know the past; it would be intolerable to know the future."*), rhetorical questions (*e.g. If people today are not concerned enough about tomorrow, will the future still be there for man?*) or thought-provoking statements (*e.g. The fact is that one's future is what one makes it. There is no such thing as chance.*) are useful devices to make your composition more interesting.

Before you begin writing, you should always make a list of the points you will present.

Do not use informal style (*e.g. contracted forms, colloquial language, etc*) or very strong language (*e.g. I know, I am sure...*)

Use appropriate linking words / phrases to show the links between paragraphs, as well as to link sentences within paragraphs.

Topic Sentence

Many people, however, prefer living in flats because they feel safer.

Justification

With increasing crime rates, people are afraid to live in a house, as they feel more vulnerable to burglars and other criminals. Therefore, they prefer the feeling of security that the proximity of neighbouring flats offers them.

Look at the essay plans below for the three types of discursive essays, then say what features the plans have in common and how each plan differs from the others.

For and Against	Opinion	Solutions to Problems
<p>Introduction Paragraph 1 state topic (without stating your opinion)</p> <p>Main Body Paragraphs 2-3 arguments for & justifications, examples or reasons Paragraphs 4-5 arguments against & justifications, examples or reasons</p> <p>Conclusion Final Paragraph balanced consideration or opinion</p>	<p>Introduction Paragraph 1 state the topic and your opinion</p> <p>Main Body Paragraphs 2-4 viewpoints and reasons/ examples Paragraph 5 opposing viewpoint and reason/example</p> <p>Conclusion Final Paragraph summarise / restate your opinion</p>	<p>Introduction Paragraph 1 state the problem and its cause(s)/effect(s)</p> <p>Main Body Paragraphs 2-5 suggestions & results</p> <p>Conclusion Final Paragraph summarise your opinion</p>

Look at the essay topics below, and say whether each topic asks for a “for and against” essay, an opinion essay or an essay suggesting solutions to problems. Then, choose two of the topics and make a list of the points you would include in an essay on each topic.

1. “Animals should be treated with the same respect as humans.” Do you agree with this view?
2. “The generation gap is one which cannot be bridged.” Discuss.
3. Do you believe that equality for women means that women should also do such things as military service?
4. “One language spoken worldwide would lead to better international relations.” Discuss.
5. Genetic engineering poses a number of worrying problems, both moral and practical. Discuss some of these problems and suggest what could be done to overcome them.

6. "Celebrities should be allowed to keep their private lives private, without the invasion of the media." Discuss.

7. Fear and ignorance are the root causes of racial hatred." Discuss this statement and offer some possible solutions to the problem of racial prejudice.

8. "The motion picture industry is threatening to destroy culture and tradition." Do you agree?

9. "Too much money is spent on sport when it could be used to help the poor." What are your views on this issue?

10. What are the advantages and disadvantages of our ever-increasing use of computer technology?

For and Against Essays

1. What is genetic engineering? In what fields is it used today? What achievements do you know of that have been made in genetic engineering?

2. You will hear part of a TV discussion programme about genetics. Look at the points in favour of and against genetic engineering, then listen to the cassette and tick the points which the speakers mention.

FOR

AGAINST

- | | | | |
|--------------------------------------|-----|--------------------------------------|-----|
| 1. choosing sex of our children | ___ | 6. morally wrong to alter humans | ___ |
| 2. creating ideal people for any job | ___ | 7. dividing world into rich and poor | ___ |
| 3. curing diseases | ___ | 8. loss of national characteristics | ___ |
| 4. providing food for everyone | ___ | 9. unpredictable consequences | ___ |
| 5. new species of plants created | ___ | 10. creating too large a population | ___ |

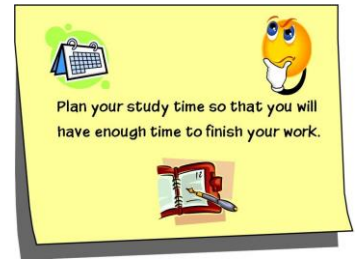
Now read the theory and the plan below and listen to the cassette again. Then, using the linking words and phrases below as well as your notes give a one-minute talk on the advantages and disadvantages of genetic engineering.

One major advantage of, A further advantage of, In addition, On the other hand, Moreover, Finally

A “for and against” essay is a formal piece of writing in which a topic is considered from opposing points of view. You should present both sides in a fair way by discussing them objectively and in equal detail.

A good essay of this type should consist of:

- a) an **introductory paragraph** in which you clearly state the topic to be discussed, without giving your opinion;
- b) a **main body** in which the points for and against along with your justifications, examples or reasons are presented in separate paragraphs; and
- d) a **closing paragraph** in which you state your opinion or give a balanced consideration of the topic.



Note: Opinion words (I think, I believe, In my opinion, etc.) can only be used in the closing paragraph where you give your opinion on the topic.

Points to consider

- ✓ Before you start writing your essay you should make a list of the points for and against.
- ✓ Each paragraph should start with a topic sentence which summarises the topic of the paragraph.
e.g. In addition, many people feel reading is a relaxing and worthwhile activity.
- ✓ *Do not use informal style* (e.g. short forms, colloquial language, etc.) *or strong language to express your opinion* (e.g. I know..., etc.). *Express your opinion in a non-emotional way* (e.g. It seems that, I therefore feel, ..., etc.).

Introduction

Paragraph 1
state topic (summary of the topic **without** giving your opinion)

Main Body

Paragraphs 2 & 3
arguments for & justifications, examples, and/or reasons
Paragraphs 4 & 5
arguments against & justification, examples, and/or reasons

Conclusion

Final Paragraph
balanced consideration / your opinion directly or indirectly

- ✓ Well-known quotations relevant to the topic you are writing about will make your composition more interesting. For example, if you are writing an essay on education, a quotation you may include is: ***“Education is a progressive discovery of our own ignorance.” (Will Durant)***

Note: Although these are “balanced” arguments, if you feel that either the for or against side is stronger and should be supported, this side should be presented in paragraphs 4 & 5, thus leading the reader to your conclusion.

✓ Introduction Summary of the topic
✓ Main Body _____ _____ _____ _____ _____ _____
✓ Conclusion _____ _____ _____ _____ _____ _____

Read the model below and write down the topic of each paragraph in the outline plan on the right. Underline the linking words.

“Censorship is necessary in modern society.” Discuss.

Censorship is an issue which frequently generates a great deal of heated debate, with supporters maintaining that it is vital in order to protect society, whilst opponents claim that it is an unjustifiable restriction of public access to information.

Firstly, all countries have secrets which must be safeguarded for reasons of national security. For instance, if an enemy country were to acquire such highly sensitive information, the effects could be catastrophic. Consequently, governments have to have the power to restrict access to information concerning areas such as the armed forces or particular aspects of foreign policy.

Secondly, it is often argued that censorship is necessary to prevent the broadcast and publication of obscene material which is considered offensive or

harmful to public morals. Many people feel that, without censorship the public would be constantly subjected to material that the majority would find offensive. For this reason, the government has a duty to impose certain restrictions on the mass media by censoring films and texts which contain explicit scenes of sex, violence or foul language.

In contrast, opponents of censorship point out that when it is abused by governments, censorship becomes an instrument used to misinform society and maintain power. In order to control the flow of information which reaches the public, repressive regimes try to put constraints on the media, thus denying citizens the right to information owing to the fact that governments believe it may lead them to seek greater freedom.

Furthermore, it is generally felt that mature adults are able to make informed choices about what they watch, read and listen to and should, therefore, be permitted to make their own decisions. For example, some comedians make use of offensive language taboo subjects in their performances. Critics of censorship argue that the only people who will watch or listen to such material are adults who have made a conscious decision to do so. Thus, it is claimed, it is unjust to censor material like this since it is not forced upon people who may subsequently be offended by it.

All things considered, it can be concluded that a certain degree of censorship is always necessary. The best course of action would be to attempt to achieve a balance between the requirements of the country and the public on the one hand, and individuals' rights on the other.

Opinion Essays

What are your views on the question, "Should people convicted of minor crimes do community service rather than go to prison?"

Read the viewpoints and reasons mentioned in the table below, then listen and match each of the viewpoints with the appropriate reason. Finally, using the notes, give a one-minute talk on the subject, using words from the following list.

I firmly believe *For example* *For instance* *Finally*
 The reason for this Furthermore
 In addition Because

VIEWPOINTS	REASONS
1. Community service saves taxpayers' money.	a) Punishment includes providing care for the aged, maintaining parks, etc.
2. Benefits other members of the community directly.	b) They keep their jobs, live at home with their families, etc.
3. Prison turns minor offenders into hardened criminals.	c) Prisons are expensive to run, while community service costs little.
4. Minor offenders doing community service remain part of normal society.	d) To service prison life, they must become like other prisoners.

An opinion essay is a formal piece of writing. It requires your opinion on a topic, which must be stated clearly, giving various viewpoints on the topic supported by reasons and/or examples. You should also include the opposing viewpoint in another paragraph.

A successful opinion essay should have:

a) **an introductory paragraph** in which you state the topic and your opinion.

b) **a main body** which consists of several paragraphs, each presenting a separate viewpoint supported by reasons. You also include a paragraph presenting the opposing viewpoint and reason why you think it is an unconvincing viewpoint; and

c) **a conclusion** in which you restate your opinion using different words.

Introduction
Paragraph 1 state the topic and your opinion clearly
Main Body
Paragraph 2 viewpoint 1 & reason/example
Paragraph 3 viewpoint 2 & reason/example
Paragraph 4 viewpoint 3 & reason/example
Paragraph 5 opposing viewpoint & reason/example
Conclusion
Final Paragraph summarise / restate opinion
<ul style="list-style-type: none"> ▪ You may include more viewpoints, and thus more paragraphs in the main body.

Points to consider

- ✓ Decide whether you agree or disagree with the subject of the topic, then make a list of your viewpoints and reasons.
- ✓ Write well-developed paragraphs, joining the sentences with appropriate linking words and phrases. Do not forget to start each paragraph with a topic sentence which summarises what the paragraph is about.
- ✓ Linking words and phrases should also be used to join one paragraph with the other.
- ✓ Apply presented techniques to begin and end your essay.

Read the model below and complete the paragraph plan below, identifying the topic of each paragraph. Has the opposing viewpoint been included, and if so, in which paragraph? Then, replace the linking words or phrases in bold type with other synonymous ones.

Throughout this century, the role of women within society has changed, and the majority of people feel that the change is for the better. More women work than ever before, and it is accepted in Western culture that many women now have careers. Nonetheless, **in my opinion** there is still a great deal of sexual discrimination against women within society, and the belief that sexual equality has been achieved is not altogether accurate.

To begin with, many women find it very difficult to return to work after having children.

The main reason for this is that there are rarely any provisions made for childcare in the workplace and, in these cases, women are forced to find someone to look after the children while they are at work. Obviously, this can prove to be a time-

✓ **Introduction**
summary of the topic –
clear statement of opinion

✓ **Main Body**

✓ **Conclusion**

consuming and expensive process, yet it must be done if mothers are to be able to resume their careers.

Secondly, the traditional views of the position of women within society are so deeply ingrained that they have not really changed. **For instance**, not only is the view that women should stay at home and look after their family still widely held, but it is reinforced through images seen on television programmes and

“Although the position of women in society today has improved, there is still a great deal of sexual discrimination.” Do you agree?

advertisements. **An example of this** is that few men are ever seen doing housework on television, since this is traditionally thought of as “a woman's job”.

Thirdly, since families often need two incomes in order to enjoy a good standard of living, a woman finds herself doing two jobs: one at home and one at the office. So, it could be said that a woman's position has, in fact, deteriorated rather than improved, with the result that women carry the burdens of equality but get none of the benefits.

In contrast, there are some people who claim that the problem of sexual discrimination no longer exists. They point out that women do, after all, have legal rights intended to protect them from discrimination. **In addition**, a few women are now beginning to reach top positions as judges, business leaders and politicians, while a number of other previously all-male professions are opening their ranks to women. Nonetheless, these examples are not the norm and discrimination is still very much with us.

Taking these points into consideration, I would say that the position of women has improved only slightly. **While** rules and laws have changed, it is the deep-rooted opinions of people within society which are taking a longer time to evolve. **Needless to say**, attitudes have changed, sexual discrimination will remain a problem which we all need to face and fight against.

C. Essays Suggesting Solutions to Problems

You will hear two people discussing the problem of stress and what can be done about it. Look at the table below and match the suggestions with the results; then listen and check your answers. Finally, use the linking expressions listed below to explain each suggestion and its result in your own words.

SUGGESTIONS	RESULTS
1. take to friends	a) feel more relaxed
2. take more exercise	b) clear your mind
3. find an hour a day for yourself	c) see things differently
4. make a list of your worries	d) deal with problems individually

A useful suggestion ... would be to ... This would help you to ...

Another solution is to... The effect of this would be...

The problem could be solved by ... As a result, you would ...

If you were to... You would be able to ...

e.g. A **USEFUL SUGGESTION** for anyone suffering from stress **WOULD BE TO** talk to friends about their problems. This would **HELP** them to see things differently.

An essay discussing problems and suggesting solutions is a formal piece of writing. You should state the problem and its causes clearly, then present your suggestions and the expected results or consequences these might have.

A successful essay of this type should consist of:

a) an introductory paragraph in which you clearly state the problem, what has caused it, and the consequences.

b) a main body in which you present several suggested solutions, each in a separate paragraph together with its consequences/results and

c) a conclusion in which you summarise your opinion.

Points to consider

- Each paragraph should start with a topic sentence which summarises what the paragraph is about.
- Appropriate linking words and phrases should be used to show the connection between paragraphs as well as to link sentences within a paragraph.

Useful Language

To express cause: since/because, in view of/because of/owing to / due to (the fact that)..., The reason that ... / why ... / for ... is that ...

To express effect:
thus / therefore / so / consequently,
as a result / consequence, the result of ... would be ..., ... would result in ...

To express purpose: so that..., so as / in order (not) to ..., with the purpose of / intention of (+ing)

To express possibility / probability: It can / could / may / might..., It is possible / probable / (un)likely / foreseeable / certain that..., ... is (un) likely to/bound to / certain to / possible / probable ..., The likelihood / possibility / probability of (-ing/noun) is...

Introduction

Paragraph 1
state the problem and its cause(s) / consequence(s)

Main Body

Paragraph 2
suggestion 1 & result
Paragraph 3
suggestion 2 & result
Paragraph 4
suggestion 3 & result
Paragraph 5
suggestion 4 & result

Conclusion

Final Paragraph
summarise your opinion

- You may include more suggestions, and thus more paragraphs in the main body.

Read the model below and complete the paragraph plan on the right. Then identify which aspects of the Discussion Clock have been mentioned. Finally, underline the linking words/phrases and replace them with synonymous ones.

What could be done to improve the lives of the elderly?

✓ Introduction state problem, reason and consequences
✓ Main Body _____ _____ _____ _____ _____ _____
✓ Conclusion _____ _____

For many elderly people the latter part of their life is not a time to relax and enjoy retirement, but rather a difficult and unhappy period, owing to financial worries, failing health and loneliness. As life expectancy increases, the average person lives well beyond the age of retirement. As a result, the elderly make up an ever-increasing percentage of society, which makes it more important than ever for a real effort to be made in improving the lives of senior citizens.

One way to deal with the situation would be to ensure that the elderly have enough money on which to live. Obviously, when a person stops working, they still require a source of income to cover their basic needs such as food, accommodation and heating. A clear solution to the problem is for the government to make sure that the state pension is adequate for these needs. Furthermore, free financial advice should be made available to retired people so that the stress of worrying about money could be reduced as far as possible.

Steps should also be taken to overcome problems the elderly face as a result of deteriorating health due to old age, and inadequate health-care provisions. Again, the responsibility should fall to the



government to provide access to the best health care available, which may necessitate paying for residential homes where the elderly can have round-the-clock nursing, or, at the very least, providing medication free of charge to all people over a certain age. As a result, old people would enjoy not only better health, but also peace of mind from the knowledge that they need not fear falling ill and being unable to pay for treatment.

The lives of old people could also be improved if attempts were made to address the problem of social isolation which so many of them face. If we organised trips for the elderly to community centres, visits from social workers or free bus passes to allow pensioners greater mobility, the effect would be to alleviate the problem of loneliness which marks the lives of so many old people living alone and far from their families.

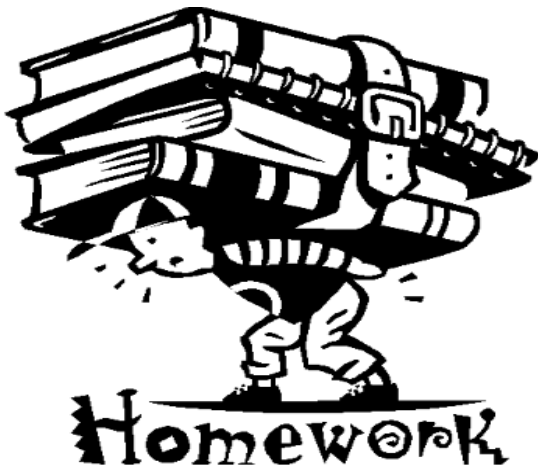
One final suggestion, which would help enormously, is to change the attitude of the community towards its older members, who are all too often seen as a burden on society and dismissed as having little to do with modern life. We need to be taught from an early age to respect the views of old people, and appreciate their broader experience of life. This would help society as a whole, and encourage appreciation of the role that old people can still play today.

To sum up, there are several measures which could be taken to improve the lives of old people. If the government and individuals alike were to help, it would make retirement and old age a time to look forward to, rather than dread.



1. Do you agree or disagree with the following statement? Technology has made the world a better place to live. Use specific reasons and examples to support your opinion.





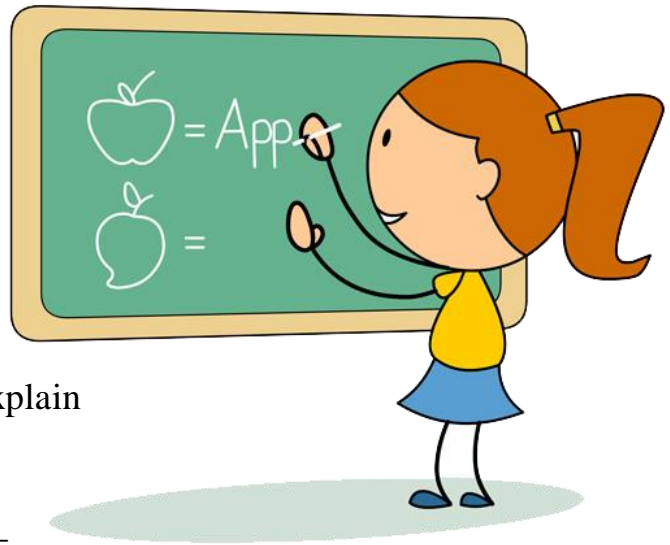
2. Many teachers assign homework to students every day. Do you think that daily homework is necessary for students? Use specific reasons and details to support your answer.



3. Do you agree or disagree with the following statements? Parents are the best teachers. Use specific reasons and examples to support your answer.

4. Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with?

Use specific reasons and details to explain your answer.



7. Do you agree or disagree with the following statement? Face-to-face communication is better than other types of communication, such as letters, e-mail, or telephone calls. Use specific



reasons and details to support your answer.

8. Do you agree or disagree with the following statement? Classmates are a more important influence than parents on a child's success in school. Use specific reasons and examples to support your answer.



9. Do you agree or disagree with the following statement? Children should begin learning a foreign language as soon as they start school. Use specific reasons and examples to support your answer.





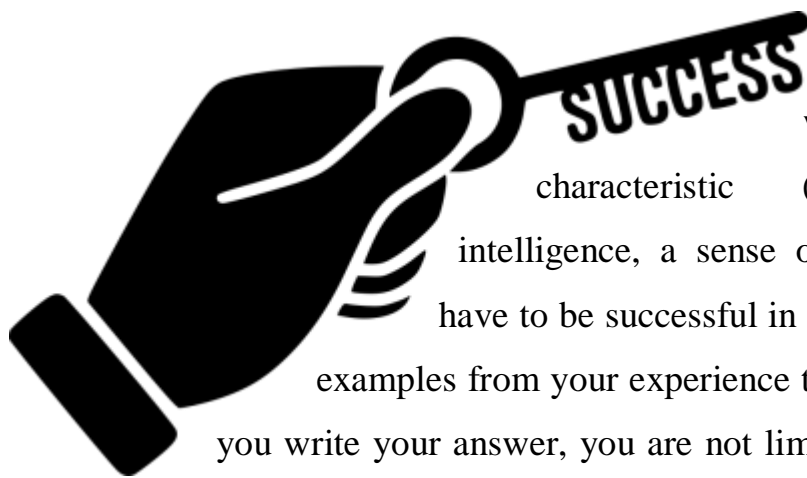
10. Some people say that the Internet provides people with a lot of valuable information. Others think access to so much information creates problems. Which view do you agree with?

Use specific reasons and examples to support your choice.



11. Schools should ask students to evaluate their teachers. Do you agree or disagree? Use specific reasons and examples to support your answer.





12. In your opinion, what is the most important characteristic (for example, honesty, intelligence, a sense of humor) that a person can have to be successful in life? Use specific reasons and examples from your experience to explain your answer. When you write your answer, you are not limited to the examples listed in the question.

Glossary

Glossary 1

1.	special psychology	спеціальна психологія
2.	state of mind	душевний стан, психіка
3.	consciousness	свідомість
4.	comprehension	розуміння
5.	mental operation	розумова дія
6.	skill	майстерність
7.	mutual trust	взаємна довіра
8.	feedback	двосторонній зв'язок
9.	questionnaire	анкета
10.	consequence	наслідок
11.	sober-minded	урівноважений
12.	psychiatrist	психіатр
13.	counselling	професійна порада
14.	diagnosing	діагностувати
15.	sample	зразок
16.	educational disadvantage	розумова неспроможність досягти успіху в певному виді навчання
17.	dyslexia	дислексія
18.	disorder	порушення
19.	autism	аутизм
20.	the handicapped	люди, які мають розумові або фізичні вади, інваліди
21.	adolescence	підлітковий період, юність
22.	adults	дорослі, повнолітні люди
23.	puberty	статева зрілість
24.	maturity	зрілість

25.	adolescent	підліток, юнак, дівчина
26.	peer	ровесник
27.	self-esteem	самооцінка
28.	compassionate	співчутливий
29.	devotion	відданість
30.	tolerance	толерантність
31.	vulnerable	вразливий
32.	interfere	втручатися, заважати, впливати
33.	appraise	оцінювати
34.	exhausted	виснажений, дуже стомлений
35.	desire	бажання
36.	frustrated	засмучений, прикро вражений
37.	encourage	надати підтримку, заохотити, підбадьорити
38.	impact	вплив
39.	cognitive	пізнавальний
40.	awareness	свідомість, усвідомлення чогось
41.	banned	заборонений
42.	influence	впливати
43.	affect	мати вплив на
44.	arousal	стан збудження
45.	irritable	дратівливий
46.	edgy	нервовий
47.	fatigue	втома
48.	addicted	залежний від когось / чогось
49.	tranquilliser	транквілізатор, заспокійливе
50.	sensitivity	чутливість, вразливість
51.	distortion	перекручення
52.	disturbed	душевнохворий, занепокоєний

53.	furtive behaviour	нервова або підозріла поведінка
54.	hostility	ворожість
55.	encourage	заохочувати
56.	confident	впевнений, самовпевнений
57.	tense	напружений, нервовий
58.	conviction	впевненість
59.	proof	доказ
60.	violence	жорстокість
61.	instant	дуже швидкий
62.	access	доступ
63.	full-time practice	повна зайнятість
64.	non-standard decision	нестандартне рішення
65.	behaviour	поведінка
66.	up-to-date	сучасний
67.	co-operation	співробітництво
68.	drawback	недолік
69.	communication strategy	стратегія комунікації
70.	thinking	мислення
71.	procedure	поведінка
72.	biopsychology	біопсихологія
73.	attention	увага
74.	diagnostic test	діагностичний тест
75.	open book test	тест у роботі з підручником
76.	speed test	тести на швидкість
77.	vocational test	тест на професійні здібності
78.	word-association test	тест на слова-асоціації
79.	word-sample test	шаблонний тест
80.	vitaly important problem	життєво-важлива проблема
81.	concept	поняття

82.	soul	душа
83.	mind	розум
84.	education aims	виховні цілі
85.	sociology test	соціологічні опитування
86.	condition	умова
87.	clinical psychology	клінічна психологія
88.	concern	питання
89.	confusion	безладдя
90.	counselling psychology	консультативна психологія
91.	daily life	повсякденне життя
92.	depressed	депресивний
93.	developmental psychology	психологія розвитку
94.	drained	виснажений
95.	emotion	емоція
96.	enhance quality of life	покращувати якість життя
97.	experimental psychology	експериментальна психологія
98.	explain	поянювати
99.	fear	страх
100.	thought-process	процес мислення

Glossary 2

1.	speech therapist	логопед
2.	speech therapy / logopedics	логопедія
3.	speech defect / logopathy	логопатія
4.	logopaedic correction	логопедична корекція
5.	aphasia/dysphasia	розлад мови, спричинений локальним ураженням мовних центрів
6.	dyslalia	порушення звуковимови
7.	dysarthria	органічне порушення звуковимови
8.	alalia	важке порушення мови, відсутність мови
9.	dyslexia	порушення читання
10.	dysgraphia	порушення письма
11.	praxis	предметні дії
12.	language delay / delay speech	затримка мови
13.	mental retardation	розумова затримка
14.	intellectual disability	розумова неспроможність
15.	physical disability	фізична неспроможність
16.	stroke	удар, параліч
17.	cerebral palsy	церебральний параліч
18.	paresis	напівпараліч
19.	tremor	дрожання
20.	pathology	патологія
21.	autism	аутизм
22.	intellect	інтелект
23.	impediment in one's speech	затримка мовного розвитку

24.	stammering / stuttering	заїкання
25.	difficulties in producing sounds	труднощі при створенні звуків
26.	sound analysis	звуковий аналіз
27.	staging of sound	постановка звука
28.	sound development and clarity of speech	звуковий розвиток і чистота мовлення
29.	cognitive development	пізнавальний розвиток
30.	dynamical exercises	динамічні вправи
31.	statical exercises	статичні вправи
32.	exercises for the lips, tongue, fingers	вправи для губ, язика, пальців
33.	fine motor development	розвиток дрібної моторики
34.	dictionary work	словникова робота
35.	articulate gymnastic	артикуляційна гімнастика
36.	articulation therapy	артикуляційна терапія
37.	acupressure tongue	точковий масаж язика
38.	connected speech	зв'язне мовлення
39.	incoherence of speech	незв'язність мови
40.	speech loss / loss of speech	утрата мови
41.	expressive language	виразна, емоційна мова
42.	receptive language	розуміння, сприйняття мови
43.	colloquial speech	розмовна мова
44.	speech perception	мовне сприйняття
45.	speech organs	мовні органи
46.	motor speech organs	моторика мовних органів
47.	speech disorder	мовний розлад
48.	speech / language center	мовний центр
49.	voice disorders	голосові розлади

	voice therapy	голосова терапія
50.	intonation	інтонація
51.	voice	голос
52.	fluency of speech	плавність мови
53.	attention	увага
54.	memory	пам'ять
55.	comprehension	розуміння
56.	tongue	язик
57.	facial expression	вираз обличчя
58.	posture	постава
59.	gesture	жест
60.	hearing impairments	погіршення слуху
61.	training auditory attention	тренування слухової уваги
62.	hearing-aid	слуховий апарат
63.	weak oral muscles	слабкі мовні м'язи
64.	birth defects	вроджені дефекти
65.	cleft lip	розщеплення губи
66.	cleft palate	піднебінна щілина
67.	respiratory problems (breathing disorders)	проблеми з диханням (дихальні розлади)
68.	swallowing disorders	ковтальні розлади
69.	head injury / traumatic brain injury	травматичне мозкове пошкодження
70.	cranial nerve damage	черепне нерве пошкодження
71.	craniofacial anomalies	черепно-лицьові аномалії
72.	defects of bite	дефекти прикусу
73.	height of sound	висота звуку
74.	perception	сприйняття
75.	recreation	відтворення

76.	nasality	гну́савіть
77.	dispersion	ро́зсіяніть
78.	rehabilitation	реабілітація
79.	palinlalia	багаторазове повторення одного й того ж слова
80.	speech correction	мовна корекція
81.	vocal tract	голосовий тракт
82.	deafness	глухота
83.	language acquisition	вироблення мови
84.	agnosia	порушення процесів предметного сприймання
85.	dysphonia	грубий, здавлений голос
86.	aphonia	повна відсутність голосу
87.	rhotacism	порушення вимови звуку –р-
88.	lambdacism	порушення вимови звуку –л-
89.	sigmatism	порушення звуковимови свистячих і шиплячих звуків
90.	mental operation	розумова дія
91.	good communication skills	гарні навички спілкування
92.	review	огляд
93.	consequence	наслідок
94.	counselling	професійна порада
95.	diagnosing	діагностування
96.	the handicapped	інваліди
97.	word-association	слова-асоціації
98.	influence	впливати
99.	ability	зді́бність
100.	self-image	я-концепція

Glossary 3

1.	social work	соціальна робота
2.	social pedagogy	соціальна педагогіка
3.	social pedagogue	соціальний педагог
4.	socialization	соціалізація
5.	career	професійна діяльність
6.	perception	сприймання
7.	self-realization	самореалізація
8.	self-correction	самокорекція
9.	self-affirmation	самоствердження
10.	social worker	соціальний працівник
11.	sociometry	соціометрія
12.	socio-psychological test	соціально-психологічний тест
13.	parents' authority	авторитет батьків
14.	adaptation	адаптація
15.	oppression	пригнічення
16.	altruism	альтруїзм
17.	questionnaire	анкета
18.	humanization of education	гуманізація освіти
19.	deviant behavior	девіантна поведінка
20.	deviation	відхилення
21.	social group	соціальна група
22.	social norms	соціальні норми
23.	community	суспільство
24.	smoking	тютюнопаління
25.	addiction	наркоманія
26.	alcoholism	алкоголізм

27.	substance abuse	токсикоманія
28.	suicidal behavior	суїцидальна поведінка
29.	addictive behavior	адиктивна поведінка
30.	depression	депресія
31.	grief	скорбота
32.	despair	відчай
33.	mental illness	психічне захворювання
34.	retardation of movement, speech	загальмованість рухів, мови
35.	unjustified fears	немотивовані страхи
36.	spiritual values	духовні цінності
37.	spirituality	духовність
38.	self-determination	самовизначення
39.	surroundings	навколишній світ
40.	process of self	процес становлення особистості
41.	responsibility	відповідальність
42.	methods and techniques of correction work	методи і прийоми корекційної роботи
43.	love	любов
44.	marginals	маргінали
45.	adherence	прихильність
46.	sociocultural norms	соціокультурні норми
47.	insane	душевнохворий
48.	violence	насильство
49.	paris (neglected, deprived of their rights person)	парія (занедбана, безправна людина)
50.	social need	соціальна потреба
51.	prompting to action	спонукання до дій
52.	vital activity of social objects	життєдіяльність соціального об'єкта

53.	social group	соціальна група
54.	community	суспільство
55.	social relations	соціальні стосунки
56.	social necessity	соціальна необхідність
57.	preventive education	превентивне виховання
58.	negative impacts	негативні впливи
59.	help	допомога
60.	perfect	прекрасне
61.	unselfish nature	безкорисливий характер
62.	social problem	соціальна проблема
63.	contradiction	протиріччя
64.	social management	соціальне управління
65.	social institutions	соціальні інститути
66.	problem situation	проблемна ситуація
67.	target	досягнення мети
68.	relaxation	релаксація
69.	mental stress	психічне напруження
70.	communication	спілкування
71.	tolerance	толерантність
72.	happiness	щастя
73.	social phenomenon	соціальне явище
74.	relationships	стосунки
75.	feeling	почуття
76.	communication ethics	етика спілкування
77.	disabled person	інвалід
78.	mental retardation	розумова відсталість
79.	social relations	соціально-міжособистісні стосунки
80.	psychological adaptation	психологічна адаптація
81.	ability to listen	вміння слухати

82.	emotion	емоції
83.	courtesy	ввічливість
84.	openness	відвертість
85.	benevolence	доброзичливість
86.	resolution of problems	розв'язання проблем
87.	social assistance	соціальна допомога
88.	speech etiquette	мовний етикет
89.	technology of social and educational work	технології соціально-педагогічної роботи
90.	ward	опіка
91.	social security	соціальне забезпечення
92.	charity	благодійність
93.	social support	соціальна підтримка
94.	care	піклування
95.	insomnia	безсоння
96.	intense pain	сильний біль
97.	leading to healing	той, що веде до зцілення
98.	lifespan	тривалість життя
99.	post traumatic stress disorder	посттравматичні психічні розлади
100.	self-help	саморегуляція

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