

English for Students Majoring in Psychology and Special Education

Кам'янець-Подільський

2024

УДК 811.111(075.8)
ББК 81.432.1–923
І–59

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Допущено до друку вченою радою Кам’янець-Подільського національного університету імені Івана Огієнка (протокол № 6 від 27. 06. 2024 р.)

I–59 English for Students Majoring in Psychology and Special Education : навчально-методичний посібник з англійської мови для студентів соціономічних спеціальностей / Укладачі : А. О. Трофименко, А. А. Крук. – 2-ге вид., допов. – Кам’янець-Подільський : ТОВ “Друкарня “Рута”, 2024. – 136 с.

ISBN 978-617-8323-91-2

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. Матеріал посібника містить одинадцять розділів основного курсу.

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

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ПЕРЕДНЄ СЛОВО

Навчально-методичний посібник з англійської мови “English for Students Majoring in Psychology and Special Education” рекомендований здобувачам вищої освіти, 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 інтеграції 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.

Матеріал посібника забезпечує максимальне охоплення всіх видів мовленнєвої діяльності, сприяє використанню студентами ресурсів як активного, так і пасивного словникового запасу і додає динамічності навчального процесу.

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.

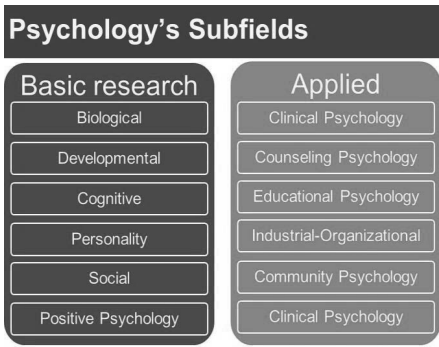
*Environmental psychologists*¹⁶ are specialists in how people are affected by the environment. They act as consultants for new architectural developments, in approaches to *reducing crime*¹⁷ through the design of the city.

*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.



Key-Words

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

4. experimental [eksˌpɛriˈmɛntl]

експериментальний

5. professional [prəˈfɛʃənl] 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 ˈtri:tmənt] фізичний метод лікування,
фізіотерапія

12. developmental [dɪˌvɛləpˈmɛntl] psychologist – психолог розвитку

13. educational [ˌɛdju(:)ˈkeɪʃənl] psychologist – освітній психолог

14. adjustment [əˈdʒʌstmənt] коригування

15. health [helθ] psychology – психологія здоров'я

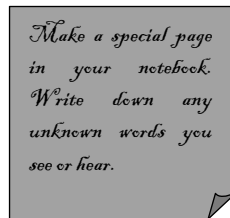
16. environmental [ɪnˌvaɪəŋənˈmɛntl] psychologist – психолог довкілля

17. reducing crime [rɪˈdjuːsɪŋ kraɪm] – зменшення злочинності

18. forensic [fəˈrensɪk] psychologist – судовий психолог

19. sport [spɔ:t] psychologist – спортивний психолог

20. consumer [kənˈsjʊ:mə] psychologist – психолог споживання



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

Psychologists say, once you learn how to be happy you won't tolerate being around people who make you feel anything less.

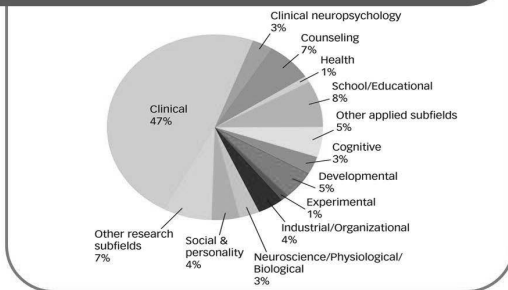


V. Give the English-Ukrainian equivalents.

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

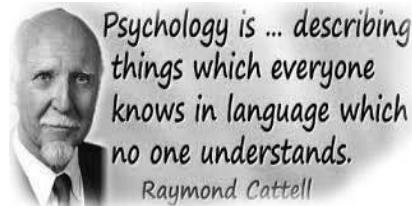


VI. Form the sentences using such words and word-combinations.

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 obsessive."

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.



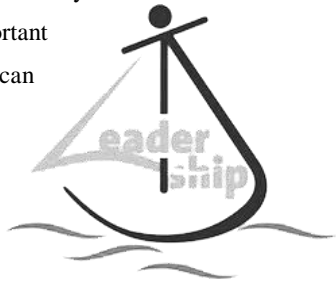
(From "Your Health in Mind")

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”

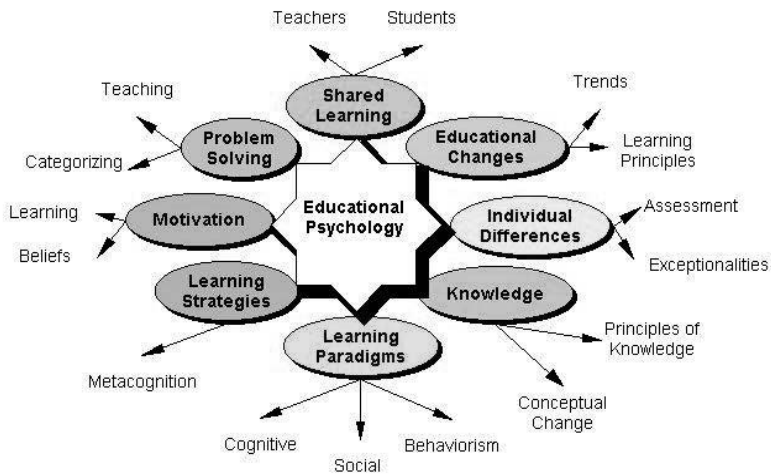
Educational disadvantage

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.

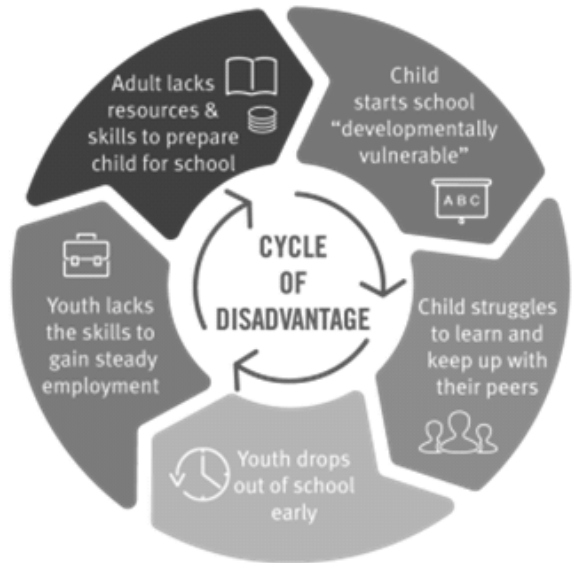
The second characteristic is the *inability*²⁷ to play *spontaneously*²⁸. They do not *engage*²⁹ in play which is about *pretending*³⁰.

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 [ˌɛdju(:)'keɪfənl ˌdɪsəd'vɑ:ntɪdʒ] розумова неспроможність досягти успіху в певному виді навчання
2. extreme [ɪks'tri:m] екстремальний
3. educational psychologist [ˌɛdju(:)'keɪfənl saɪ'kɒlədʒɪst] психолог, який займається проблемами освіти
4. diagnose ['daɪəgnəʊz] ставити діагноз, діагностувати
5. dyslexia [dɪs'leksɪə] дислексія
6. accident ['æksɪdɪnt] аварія, нещасний випадок
7. injury ['ɪndʒəri] травма
8. acquired [ə'kwɑɪəd] dyslexia – набута дислексія
9. surface ['sɜ:fɪs] dyslexia – поверхнева дислексія
10. recognising ['rɛkəgnaɪzɪŋ] 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 ['kɒntrəvɜ:sɪ] дискусія, полеміка, суперечка
16. accurate ['ækjʊrɪt] точний, правильний
17. mean [mi:n] означати
18. permanent ['pɜ:mənənt] 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'fɔ:wəd] прямий
24. disorder [dɪs'ɔ:də] 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 [ˈɔːtɪz(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

- ... help children and adults who are experiencing some kind of educational
- 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 => _____

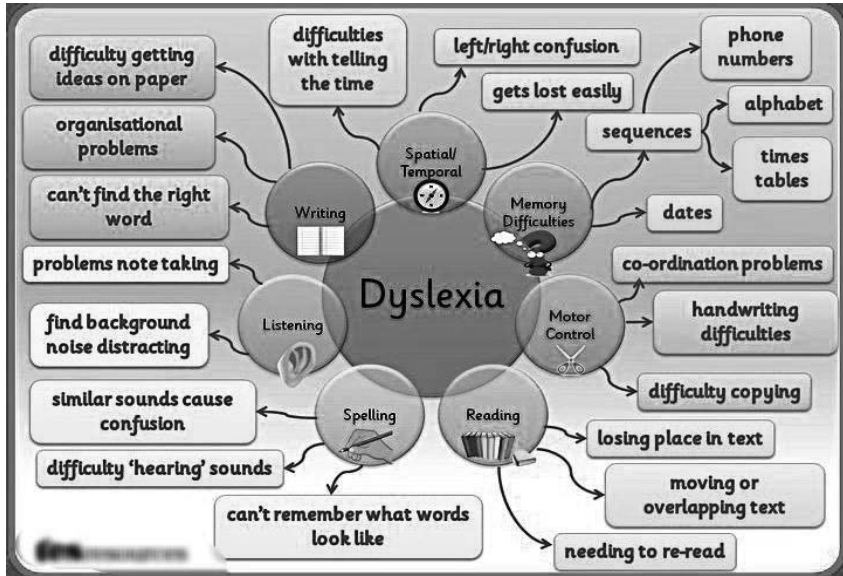
narrow => _____

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)

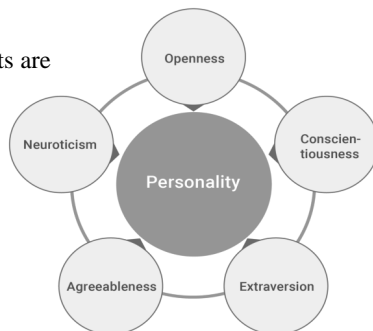
X. Read the text fragment to obtain and discuss the information.

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.

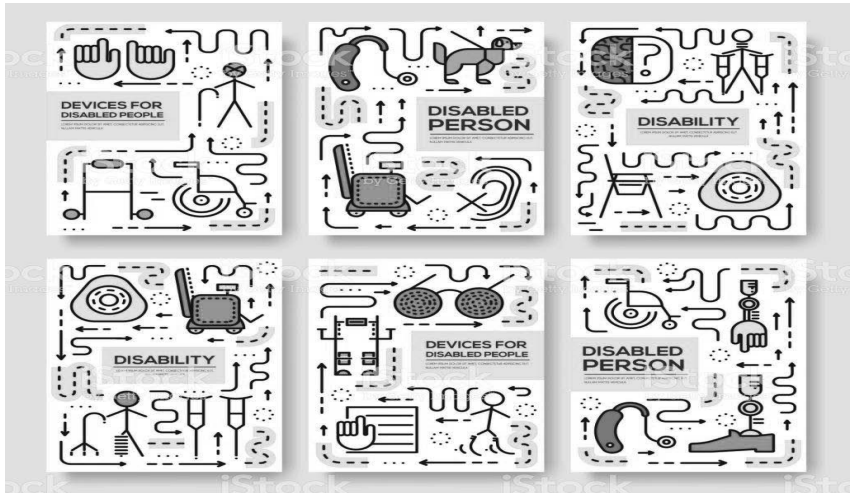
1. Are you a good person to have _____ emergency? I am, I think. I have a very _____ I don't panic easily. The most important thing _____ emergency is stay calm. If you do this, you can think straight and decide what's _____. Also, if you stay calm, other people might stay calm too. The worst _____ is 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 *physical*² *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 [ˈmentl dɪsˈɔːdə] розумовий розлад
2. physical [ˈfɪzɪkəl] фізичний, матеріальний, тілесний
3. deformity [dɪˈfɔːmɪti] каліцтво, деформація
4. civilised [ˈsɪvəlaɪzd] цивілізований
5. disabled [dɪsˈeɪbld ˈpiːpl] непрацездатні люди, інваліди
6. attention [əˈtenʃ(ə)n] увага
7. care [keə] піклування, турбота
8. discrimination [dɪsˌkrɪmɪˈneɪʃ(ə)n] дискримінація
9. disability [ˌdɪsəˈbɪlɪti] фізична неспроможність, безсилля, непрацездатність
10. the handicapped [ˈhændɪkæpt] люди, які мають розумові або фізичні вади, інваліди
11. refuse [rɪˈfjuːz] відмовити
12. right [raɪt] право
13. application [ˌæplɪˈkeɪʃ(ə)n] заява

14. turn down [tɜ:n daʊn] відхилити, відмовити
15. participation [pɑ:ˌtɪsɪˈreɪʃən] участь
16. occasion [əˈkeɪʒən] випадок
17. convenience [kənˈvi:niəns] зручність, вигода
18. society [səˈsaɪəti] суспільство
19. expect [ɪksˈpekt] сподіватися, чекати
20. mercy [mɜ:si] милосердя
21. understanding [ˌʌndəˈstændɪŋ] розуміння
22. acceptance [əkˈseptəns] визнання, сприймання
23. reason [ˈri:zn] причина
24. skill [skɪl] майстерність
25. ability [əˈbɪlɪti] здібність
26. in order [ˈɔ:də] to – для того, щоб
27. get a job [dʒɒb] отримати роботу
28. change [tʃeɪndʒ] змінити
29. attitude [ˈætɪtju:d] відношення, ставлення
30. support [səˈpɔ:t] 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?



~~D~~ISABILITY

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

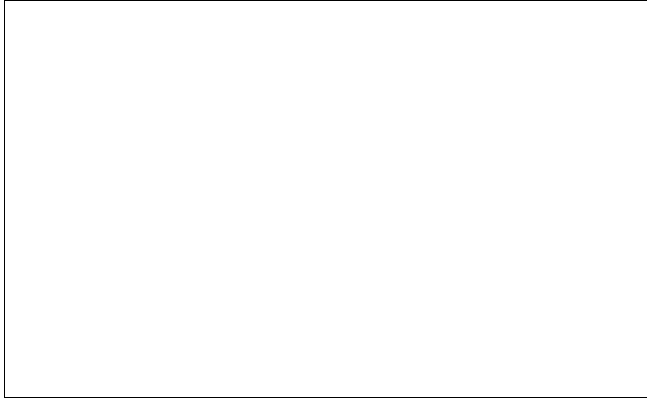


PERSON WITH A CAST

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. Непрацевдатні 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 [ˈpjʊːbəti] статева зрілість
4. maturity [məˈtjʊəriti] зрілість
5. turmoil [ˈtɜːməɪl] 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 [drʌɡ] наркотик
17. alcohol [ˈælkəhɒl] алкоголь
18. image [ˈɪmɪdʒ] імідж, образ
19. troublesome [ˈtrʌblsəm] неспокійний

20. uncooperative [ˌʌŋkəʊˈpərətɪv] 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 [dɪˈsɪsɪv] вирішальний, рішучий
28. self-identity [self aɪˈdɛntɪti] самоідентифікація, самовизначення
29. attitude [ˈætɪtjuːd] ставлення
30. compulsory [kəmˈpʌlsəri] обов'язковий, примусовий
31. authoritarian [ɔːˌθɔrɪˈteəriən] авторитарний
32. avoid [əˈvɔɪd] уникати
33. spoonfeed (spoonfed, spoonfed) [ˈspuːnfɪd; ˈspuːnfɛd] годувати з

ложки

34. ponder [ˈpɒndə] роздумувати, розмірковувати
35. contemplation [ˌkɒntemˈpleɪʃən] 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.

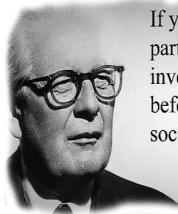
Top Tips for writing:

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

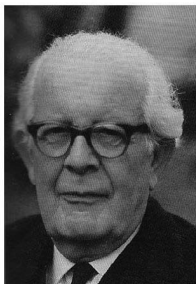
Read the texts carefully, slowly. It will be better to understand. Do not miss any interesting facts. Read almost every text fragment to the very end. Read with interest, thoughtfully.

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

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.

through in the development of intelligence and formal thought processes.

(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 ['sɛrɪbrəl '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'dʒɛstʃən] травлення
9. deafness ['defnɪs] глухота
10. total ['təʊtəl] 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 ['epɪlɜ:psi] епілепсія
15. muscular dystrophy ['mʌskjələ '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.
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.

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")

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 усунути 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 palsy 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.

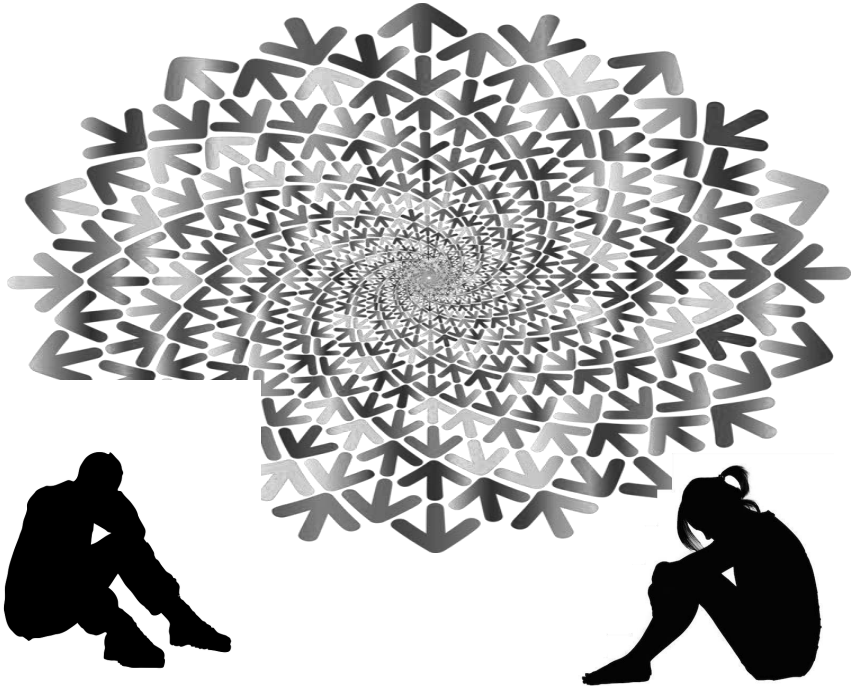
2. Kids who have illnesses, such as epilepsy or diabetes, would have special needs, too. They might need _____ as they go about their day. Kids with sight problems might use special apps, tablets, or _____. Those with hearing or speech problems would have _____. A kid who has

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)

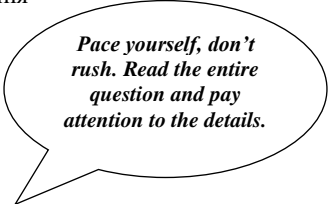
Key-Words

1. omnipresent [ˌɒmniˈprezənt] всеохлопяющий, повсюдный
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 [ˈkwɔrəl] 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 [əˈʊvəˈbʊkt] 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 [prəˈsjuː] переслідувати
 30. acquire [əˈkwɑɪə] 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 [ˌvɪzʊəlaɪ'zeɪʃən] уявлення
41. entertain [ˌentə'teɪn] приймати



Comprehension Check

I. 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.

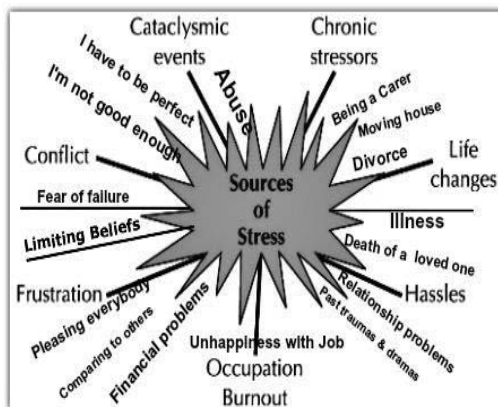


V. Give the English-Ukrainian equivalents.

- | | |
|--------------------|---------------------|
| 1. вразливий _____ | suppress _____ |
| нервовий _____ | disease _____ |
| оцінювати _____ | liable _____ |
| скаржитися _____ | be overlooked _____ |
| заклопотаний _____ | 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.

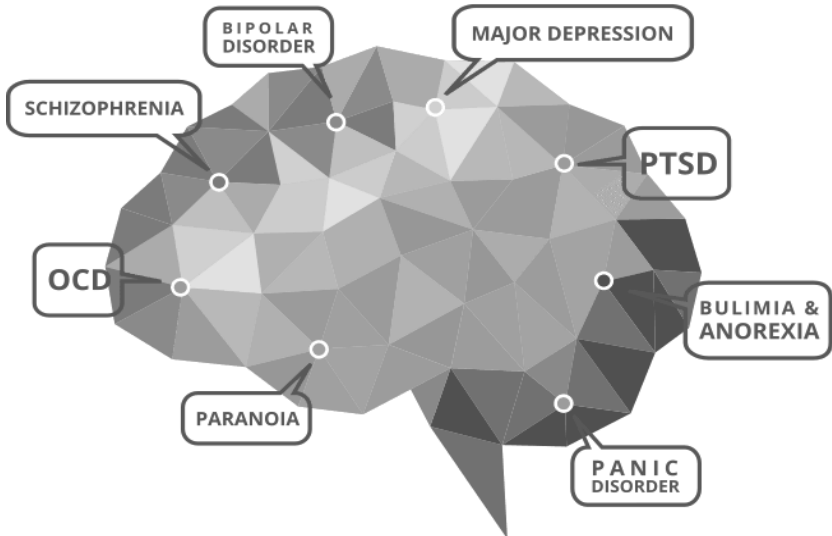
2. An American president _____ only thing you have to fear is fear itself. Can't remember which President, but _____.

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”

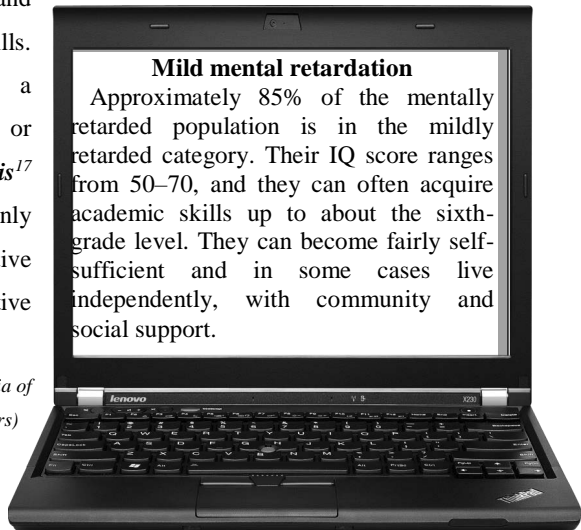
Mental retardation

*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 [,ɪntɪ'lektʃʊəl 'fʌŋkʃənɪŋ] інтелектуальне функціонування
3. well below average [wəl br'leʊ 'ævərɪdʒ] значно нижче середнього
4. significant [sɪg'nɪfɪkənt] значний
5. adaptive functioning [ə'dæptɪv 'fʌŋkʃənɪŋ] адаптивне функціонування
6. persist [prə'sɪst] (*тум*) зберігатись, залишатись
7. diagnosis [ˌdaɪəg'nəʊsɪs] діагностика
8. skill area [skɪl 'eəriə] кваліфікаційна галузь
9. intelligence quotient [ɪn'telɪdʒəns 'kwɒʃənt] 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'lədʒɪk(ə)l] неврологічний
16. encephalitis [ɪnˌsefə'laɪtɪs; ɪnˌkefə'laɪtɪs] енцефаліт
17. meningitis [ˌmenɪn'dʒaɪtɪs] менінгіт
18. impairment [ɪm'peɪmənt] 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.
2. This diagnosis is made if a person has an intellectual functioning level well below average.
3. Adaptive skills refer to skills needed for daily life.
4. Mentally retarded children begin to walk and talk much earlier than other children.
5. Children who suffer from neurological disorder or illness such as encephalitis or meningitis may suddenly show signs of cognitive impairment and adaptive difficulties.

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, ментінгіт, 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.

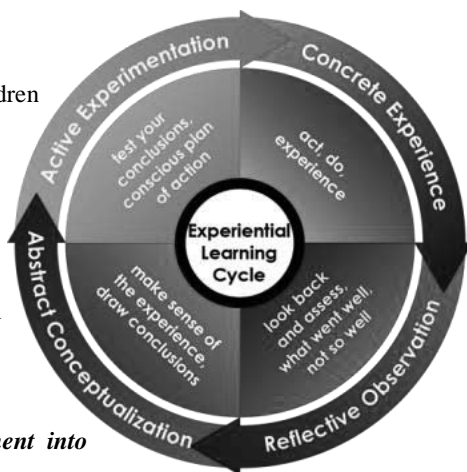
Well below average, intellectual functioning, significant, adaptive functioning, intelligence quotient, suspected, skill areas.

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

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

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.

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

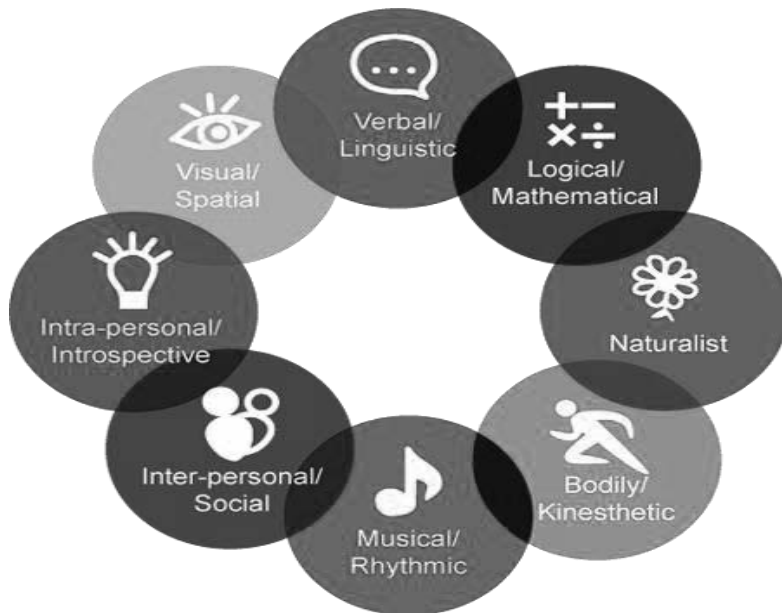
_____ the morning. I can't survive without my morning coffee. I have another _____ when I get to work. And that's it. I never drink coffee after lunchtime. If I do, I can't sleep at night. The _____ drink coffee in the evening _____ to a nice restaurant. Coffee seems a lot more complicated _____. When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

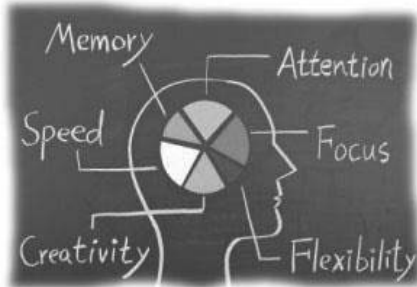
Spatial¹¹. These children are *superb visualizers*¹². Take Kitty. At four she was trying to draw milk cartons in perspective. Now she is 15, she gets top marks for art, and is thinking of becoming a photographer.

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 – багатофакторна теорія
4. multiple Intelligences ['mʌltɪpl ɪn'telɪdʒənsɪz] кілька інтелектуальних засобів
5. logical-mathematical ['lɒdʒɪkəl ,mæθɪ'mæʤɪkəl] логіко-математичний
6. triarchic [traɪ'a:kɪk] theory – триархічна теорія
7. neurology [njʊə'rɒlədʒɪ] неврологія
8. bodily-kinaesthetic ['bɒdɪli kɪnɪs'tetɪk] тілесно-кінестетичний
9. interpersonal [,ɪntə'pɜ:sən(ə)l] міжособистісний
10. intrapersonal [ɪn'træpɜ:sənəl] внутрішньоособистісний
11. spatial ['speɪʃəl] 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.

handle objects	mark	manage movements
skilfully		gracefully
older age	skills	superb visualizers

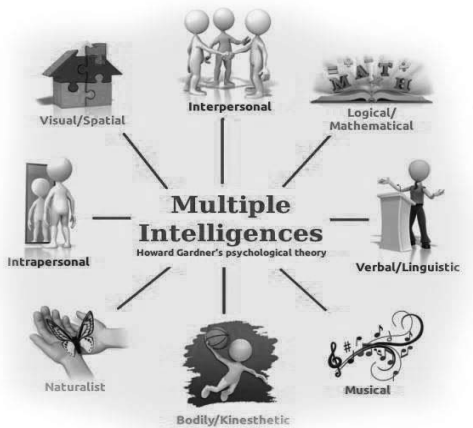
1. Spatial children are ...
2. Bodily-Kinaesthetic intelligence consists of two main skills: how to ... and how to ...
3. Self-intelligent children can be noticed at ...
4. Children make their ... in life by doing what they can do, no by what they can't.
5. Being happy is using your ... productively,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

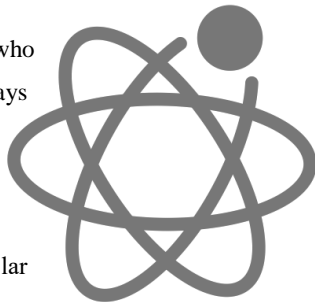
(By Kenna Bourke)

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



Read and answer the section “Comprehension Check”.

Autism

*Autism*¹ existed long before it was described and named by Leo Kanner of the Johns Hopkins Children’s Psychiatric Clinic. Kanner published his landmark paper in 1943 after he had observed 11 children who seemed to him to form a recognizable group. All had in common four traits: *a preference*² for *aloneness*³, an *insistence on sameness*⁴, *a liking*⁵ for *elaborate*⁶ routines and some abilities that seemed *remarkable*⁷ compared with *the deficits*⁸.

Kanner’s first case, Donald, has long served as a prototype for diagnosis. It had been *evident*⁹ early in life that the boy was different from other children. At two years of age, he could *hum*¹⁰ and sing tunes *accurately*¹¹ from memory. Soon he learned to count to 100 and *to recite*¹² both the alphabet and the 25 questions and answers of *the Presbyterian catechism*¹³.

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 "Likelucating Exceptional Children")

Key-Words

1. autism ['ɔ:triz(ə)m] аутизм
2. preference ['prɛfərəns] перевага
3. aloneness [ə'ləʊnəs] самотність
4. insistence on sameness [sɛɪmɪs] наполягання на однаковості
5. liking ['laɪkɪŋ] любов, прихильність
6. elaborate [ɪ'læbərɪt] детально розроблений
7. remarkable [rɪ'mɑ:kəbl] чудовий
8. deficit ['dɛfɪsɪt] дефіцит
9. evident ['eɪvɪdənt] очевидний
10. hum [hʌm] наспівувати, мугикати
11. accurately ['ækjʊrɪtli] точно
12. recite [rɪ'saɪt] прочитати
13. Presbyterian catechism [ˌprɛzbrɪ'tɪərɪən 'kætɪkɪzəm] Пресвітеріанський катехізис

ський катехізис

14. interfere [ˌɪntə'fɪə] втручатися
15. solitary ['sɒlɪtəri] activity – усамітнення
16. impatiently remove [ɪm'peɪʃəntli rɪ'mu:v] нетерпляче відштовхувати
17. attributable [ə'trɪbjʊ:təbl] властивий
18. effort ['ɛfət] зусилля
19. repetitive [rɪ'pɛtɪtɪv] questions – повторювані запитання
20. immediate [ɪ'mi:diət] негайний
21. attempt [ə'tempt] спроба
22. rare [reə] рідкісний
23. apply [ə'plaɪ] застосовувати
24. incidence ['ɪnsɪdəns] частота

захворювання

25. purely ['pjʊəli] чисто
26. organic basis [ɔ:'gæɪnɪk 'beɪsɪs]

органічна основа



27. fox [fɒks] обдурювати
28. psychogenic theories [saɪkəʊ'dʒenɪk 'θɪərɪz] психогенні теорії
29. existentially threatening [ˌɛgzɪ'stɛnʃəli 'θreɪnɪŋ] екзистенційно

загрозливий

30. maternal bonding [mæ'tɜːnl 'bɒndɪŋ] зв'язок з матір'ю
31. disastrous experience [dɪ'zɑːstrəs ɪks'prɪəriəns] катастрофічний

досвід

32. rejection [rɪ'dʒekʃən] відмова
33. withdraw [wɪð'drɔː] відкликати, відхилити
34. penetrate ['penɪtreɪt] проникнути

Comprehension Check



1. 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.

attention	repetitive questions	accurately
count	hum	immediate

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 (риски), 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 psychology¹ 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

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 [ˈtækl] вирішувати
4. responsible [rɪsˈpɒnsəbl] відповідальний
5. versus [ˈvɜːsəs] проти
6. nurture debate [ˈnɜːʃə dɪˈbeɪt] розвиваюча (виховна) дискусія
7. biological theories [ˌbaɪəʊˈlɒdʒɪkəl ˈθiəriːz] біологічні теорії
8. behavioral theorists [bɪˈheɪvjərəl ˈθiəriːsts] поведінкові теоретики

9. observable [əb'zɜ:vəbl] помітний

10. measurable ['meɪzərəbl]

вимірюваний

11. reject [rɪ'dʒekt]

відкидати, відхилити

12. psychodynamic

[saɪkəʊdaɪ'næmɪk]

психодинамічний

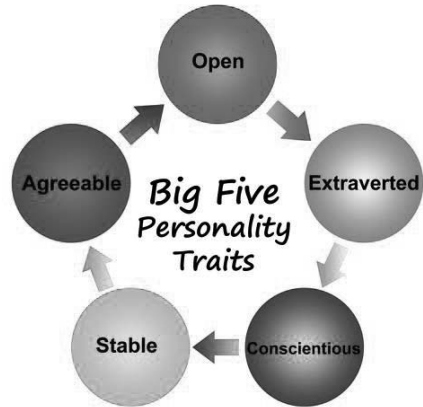
13. id [ɪd] Воно (Ід)

14. ego ['egəʊ] Я (Его)

15. superego [ˌs(j)u:pə'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, Еро, Супер-Еро.
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.

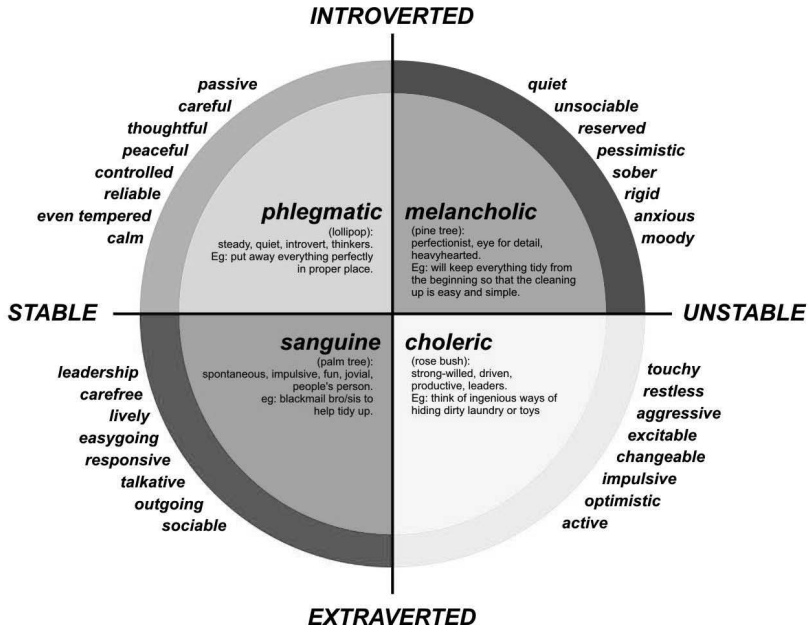
Nurture debate, tackle, emphasize the influence, components of personality, the id, the superego, reality, series of stages.

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.

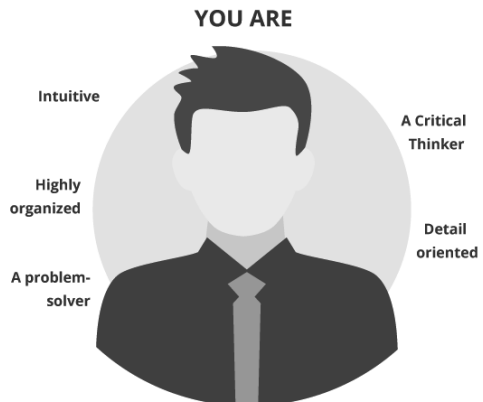
A trait is basically a relatively stable characteristic that causes an individual to behave in certain ways. Some of the best-known trait theories include Eysenck’s three-dimension theory and the five-factor theory of personality.

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.

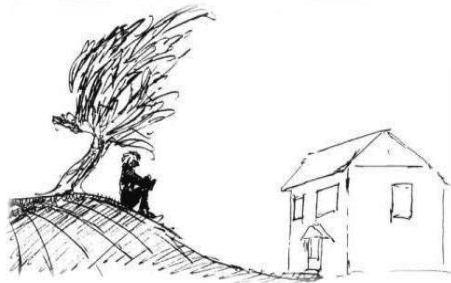
1. The image of the house.

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 ['taɪədnəs] 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 [ˌoʊvə'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 ['stɪmjələnt] 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 ['ʌltɪmətli] 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 працююча 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 шії 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.

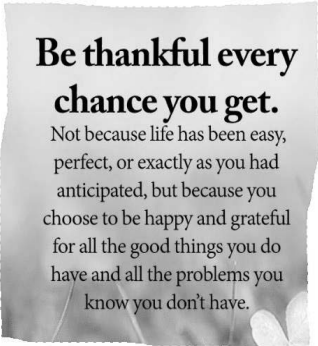
I will never forget the look the old man gave us when we handed his wallet back to him. Happiness shone from his eyes, and a huge smile broke out over his face as he gazed at the picture of his wife.

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.



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”)

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English for Students Majoring in Psychology and Special Education

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Підписано до друку 03.10.2024 р.
Формат 60x84\16
Гарнітура Times New Roman.
Папір офсетний. Ум. друк. ар. 8,02.
Тираж 100 прим. Замовлення № 662.

Віддруковано ТОВ «Друкарня «Рута»
(свід. Серія ДК №4060 від 29.04.2011 р.)
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