***Reading Comprehension:***

How many bald, six-foot-six, 250-pound volunteer fire fighters are there in New Jersey who have droopy mustaches and aviator-style eyeglasses and wear key rings on the right side of their belts?

The answer is: two. Gerald Levey and Mark Newman are twins, separated at birth, who did not even know the other existed until they were reunited – in a fire station – by a fellow fire fighter who knew Newman and was startled to see Levey at a fire fighters’ convention.

Their lives, although separate, took remarkably similar paths. Levey went to college, studying forestry; Newman planned to study forestry in college but instead took a job trimming trees. Both had jobs in supermarkets. One has a job installing sprinkler systems; the other installed fire alarms.

The similarities we see in twins Gerald Levey and Mark Newman vividly raise one of the fundamental questions posed by developmental psychologists: How can we distinguish between the causes of behavior that are environmental (the influence of parents, siblings, family, friends, schooling, nutrition, and all the other experiences to which a child is exposed) and those causes that are hereditary (those based on the genetic makeup of an individual that influence growth and development throughout life)? In this context, nature refers to inherited factors and nurture to environmental influences.

The nature-nurture issue has philosophical roots. English philosopher John Locke argued in the 1600s that a newborn was, in effect, a blank slate, a *tabula rasa*, on which the story of his or her individual experience could be written. In other words, he believed that the environment acted as the sole influence on development. In contrast, the French philosopher Jean Jacques Rousseau suggested a very different conception of development in the 1700s. He believed that people’s “natural” characteristics (namely, genetic factors) were most influential, although subject to what Rousseau considered to be the corrupting influence of the environment.

Although the question was first posed as the *nature-versus-nurture* question, developmental psychologists today agree that *both* nature and nurture interact to produce specific developmental patterns and outcomes. No one grows up without being influenced by the environment, nor does anyone develop without being affected by his or her inherited genetic makeup. However, the debate over the relative influence of the two factors remains an ongoing one, with different approaches and theories of development emphasizing the environment or heredity to a greater or lesser degree.

For example, some developmental theories stress the role of learning in producing changes in behavior in the developing child relying on the basic principles of learning. In contrast, other approaches emphasize the influence of one’s physiological makeup and functioning on development. Such theories stress the role of heredity and maturation. Maturation can be seen, for instance, in the development of sex characteristics (such as breasts or body hair) that occurs at the start of adolescence.

***Vocabulary search:***

***\*foot –*** a unit for measuring length (about 30 centimetres)

***\*pound –*** a unit for measuring weight, equal to 0,454 kilograms

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_**– the education and care that you are given as a child and a way it affects your later development and attitudes
2. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*– relating to the most basic and important parts of something;
3. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*– relating to the development of someone or something;
4. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*– having little or no hair on your head;
5. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* – hanging or bending down;
6. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*–hair that grows on a man’s upper lip;
7. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*– a man; people that you work with, study with, or who are in the same situation as you;
8. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* – to make someone suddenly surprised or slightly shocked;
9. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*– the science or skill of looking after large areas of trees;
10. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* – to make something look neater by cutting small pieces off it; reduce;
11. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*– a piece of equipment on a ceiling that scatters water if there is a fire
12. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* – to ask a question, especially one that needs to be carefully thought about
13. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*– the process by which mental and physical qualities are passed from a parent to a child before the child is born
14. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* – a brother or sister;
15. \_\_\_\_\_\_\_\_\_\_\_\_\_\_– the qualities that a person has, which form their character;
16. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*– a child that has just been born;
17. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*– a small black board used for writing on in the past;
18. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* – not shared with anyone else;
19. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* – if someone or something is ~ to something, especially something bad, it is possible or likely that they will be affected by it;
20. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*– the regular way something happens, develops or is done; a regularly repeated arrangement of shapes, colours, or lines on a surface, usually as a decoration;
21. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*– the final result of a meeting, discussion, war etc.
22. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*– to do something that produces an effect or change in something or in someone’s situation;
23. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*– the period during which something grows and develops;
24. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*– the time, usually between the ages of twelve and eighteen, when a young person is developing into an adult.

***KEY***

***\*foot –*** a unit for measuring length (about 30 centimetres)

***\*pound –*** a unit for measuring weight, equal to 0,454 kilograms

1. ***nurture***– the education and care that you are given as a child and a way it affects your later development and attitudes
2. ***fundamental*** – relating to the most basic and important parts of something;
3. ***developmental*** – relating to the development of someone or something;
4. ***bald*** – having little or no hair on your head;
5. ***droopy*** – hanging or bending down;
6. ***mustache*** AE (moustache BE)–hair that grows on a man’s upper lip;
7. ***fellow*** – a man; people that you work with, study with, or who are in the same situation as you
8. ***startle*** – to make someone suddenly surprised or slightly shocked;
9. ***forestry*** – the science or skill of looking after large areas of trees;
10. ***trim*** – to make something look neater by cutting small pieces off it; reduce
11. ***sprinkler*** –a piece of equipment on a ceiling that scatters water if there is a fire
12. ***pose*** – to ask a question, especially one that needs to be carefully thought about
13. ***heredity*** – the process by which mental and physical qualities are passed from a parent to a child before the child is born
14. ***sibling*** – a brother or sister;
15. **makeup** – the qualities that a person has, which form their character;
16. ***newborn*** – a child that has just been born;
17. ***slate*** – a small black board used for writing on in the past;
18. ***sole*** – not shared with anyone else;
19. ***subject*** – if someone or something is ~ to something, especially something bad, it is possible or likely that they will be affected by it;
20. ***pattern*** – the regular way something happens, develops or is done; a regularly repeated arrangement of shapes, colours, or lines on a surface, usually as a decoration;
21. ***outcome*** – the final result of a meeting, discussion, war etc.
22. ***affect*** – to do something that produces an effect or change in something or in someone’s situation;
23. ***maturation*** – the period during which something grows and develops;
24. ***adolescence*** – the time, usually between the ages of twelve and eighteen, when a young person is developing into an adult;

***New Headway Upper-Intermediate (p. 45)***

*EVERYDAY ENGLISH*:

*Over the phone*

Ex. 2: A caller is trying to get through to Customer Service in a credit card company. Complete the text with lines ***a – e***:

|  |
| --- |
| 1. All our lines are now closed
2. We are currently experiencing unusually heavy call volumes
3. and you will be connected to an operator
4. Please continue to hold
5. to report a lost or stolen card
 |

 **KEY**

 **↓**

Thank you for calling Fast Response Credit. Our priorities are service, quality, and customer satisfaction. To help us deal with your call more efficiently, please select one of the following options. To update your account details, press 1; to check your balance, press 2; **to report a lost or stolen card**, press 3; to request a statement, press 4; to leave a voice message, press 5. For all other enquiries, please hold **and you will be connected to an operator**.

**We are currently experiencing unusually heavy call volumes**. You may experience a delay of up to five minutes. Please hold and you’ll be connected to an operator shortly.

Your call is important to us. **Please continue to hold**. Alternatively, please submit your query through [www.fastrsponse.com](http://www.fastrsponse.com).

Thank you for calling Fast Response Customer Services Department. **All our lines are now closed.** To speak to an operator, please call Monday to Friday, 8.30 a. m. to 4.30 p. m.

* *Check the tapescript (T 5.12), p. 128*