Instant Readings Book 2

Academic English UK **Instant Readings**

1. **Health & Medicine:** *COVID-19: can it be controlled?*
2. **Business / Environment:** *The zero waste movement.*
3. **Retail / business / environment:** *Fast fashion: the pros & cons.*
4. **Finance / technology:** *Fintech: how technology is changing financial services.*
5. **Sociology / psychology:** *Mental health: a brief overview.*

Level ********* [B1/B2/C1]

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Reading content

1. Health & Medicine: *COVID-19: can it be controlled?*

The 400-word text defines COVID 19 and highlights the key symptoms associated with the virus. It discusses the possible origins of the virus as zoonotic and a possible conspiracy theory of a laboratory leak. It describes how countries responded to the pandemic using lockdowns and finishes by discussing the key vaccines being used to control the virus. The reading test includes: headings / T,F,NG / vocabulary.

2. Business / Environment: The *zero waste movement.*

The 400-word text discusses the issue with landfill sites and explains that some people are eliminating waste from their lives. It provides information about the zero waste movement and the strategies that people can use to make the change. It finishes with examples of large companies who have reduced their waste significantly and small companies who are completely zero waste. The reading test includes: headings / T,F,NG / vocabulary.

3. Retail / business / environment: *Fast fashion: the pros & cons.*

The 400-word text discusses what is fast fashion and what kind of shoppers it attracts (self and social consumers). It provides information about the production of clothing lines and how quickly a clothing store can turn around a new product from design to shop floor. It finishes by examining the darker side to the industry through unethical labour practices, the pollution to the environment and consumer waste. The reading test includes: headings / T,F,NG / vocabulary.

4. Finance / technology: *Fintech***:** *Fintech: how technology is changing financial services.*

The 400-word text defines Fintech and explains how Fintech is changing the financial landscape. It illustrates some of the Fintech services and finishes with illustrating the drawbacks for the people with no access to the technology that Fintech relies on. The reading test includes: headings / T,F,NG / vocabulary.

5.Sociology / psychology: *Mental health: a brief overview.*

The 400-word text starts by explaining the changes to mental health over the last 70 years. It then provides information about the two most common types of mental disorders and includes some important statistics on how many people suffer from each type of illness. It finishes with an explanation of the different treatments on offer. The reading test includes: headings / T,F,NG / vocabulary.

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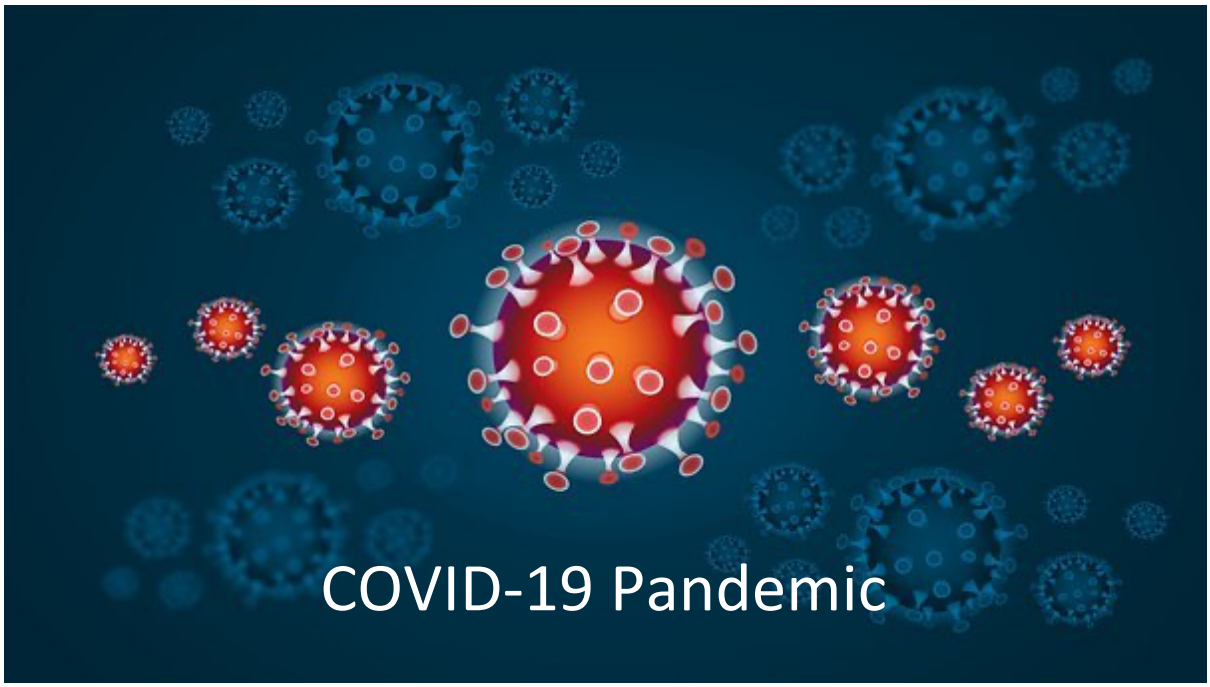
COVID-19



Instant Reading Lesson

EXAMPLE

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Lesson Plan: COVID-19 EXAMPLE

Lesson: Reading + comprehension questions.
Time: 30-minutes (+ 30 minutes post reading activities).
Level: ******** [B1/ B2/C1].

Lesson Aim:

To focus on one key topic and develop a range of key academic skills based on this topic.

Introduction [5 minutes]

- Introduce the topic 'COVID-19.
- What is COVID-19?
- How does COVID-19 affect the body?
- What are the main symptoms of COVID-19?

Reading: Test-Type Questions [20-30 minutes]

- Students read the text. Check words & meanings with a dictionary.
- Answer the questions.
- Feedback: distribute or project ANSWERS

Post lecture extra ideas

- Write a 100-word summary of the reading text.
- Apply critical thinking strategies to the reading text. Use this critical thinking question document: https://www.academic-englishuk.com/wp-content/uploads/2020/03/Critical-Questions-a-linear-model-AEUK.pdf (writing, presentation or seminar).
- Research the COVID-19 vaccines (presentation or seminar).
- Research the positives and negatives that COVID-19 has had on a country (presentation or seminar).

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Reading Text Worksheet

Task 1: Lead in.

1. What is COVID-19?
2. How [redacted]
3. What are the main symptoms of COVID-19?
4. Look at the title of the reading text – what do you think it is about?

Task 2: Reading text: COVID-19: can it be controlled?

by D. Johnson (2021)

Covid-19 is a disease caused by Coronavirus, a group of viruses that includes Severe Acute Respiratory [redacted] (MERS). Symptoms of these diseases range from relatively mild; including loss of smell and taste, dry cough, fever, and headaches, to more [redacted] and even death (Menni et al., 2020). Covid-19 seems to affect people differently depending on their age, ethnicity [redacted] who contract Covid-19 are asymptomatic is one of the key contributing factors to its [redacted].

It was in Wuhan, in central China, that the virus emerged in December 2019, unleashing the greatest infectious [redacted] As of January 2021, there have been over 100 million COVID-19 cases and over 2 million COVID-19 related deaths globally. [redacted] origins are "zoonotic", and the virus was transmitted "naturally" from bats to humans, possibly from a wet market and the other is a [redacted] from a research laboratory (Bolsen et al., 2020). The W.H.O are investigating the source and have reported [redacted].

Most countries responded to the pandemic by placing their citizens into lockdowns. The term 'lockdown' [redacted] services [redacted], of which mass quarantining is a part (Cyraniski, 2020). This included a travel ban, minimising all social contact [redacted] the movement of the disease can be similarly restricted, leading to reducing infection rates and preventing [redacted]

Many vaccines have also [redacted]: Oxford-AstraZeneca and Pfizer-BioNTech are the two main ones being administrated in the UK at the moment. The aim is to [redacted] with more [redacted]. Everyone in the UK is hoping that the pandemic can be brought under control, the key [redacted]?

References:

[redacted]T. 2020, "[redacted] *Science communication,* vol. 42, no. 5, pp. 562-585.

Cyranoski, D. 2020, "[redacted]", *Nature (London),* vol. 579, no. 7800, pp. 479-480.

[redacted] "Quantifying additional COVID-[redacted] lives", *The Lancet (British edition),* vol. 395, no. 10241, pp. e107-e108.

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Reading Text Questions

Task 3: Headings

Choose a subheading for each paragraph.

1		**A**	What measures were used to minimise infection?
2		**B**	[redacted]?
3		**C**	Where did it come from?
4		**D**	[redacted]

____ / 4

Task 4: True false or not given

Decide if these statements are true (T), false (F) or not given (NG). Highlight the answer in the text.

		T / F / NG
1	COVID-19 is caused by SARS and MERS.	
2	[redacted]	
3	COVID-19 is a much greater outbreak than the 1918-1919 influenza pandemic.	
4	It is [redacted] in China.	
5	Lockdowns have been a successful way to control the disease.	
6	Lockdowns [redacted] economy.	
7	Oxford- [redacted] global vaccines.	
8	The author [redacted] -19.	

____ / 8

Task 5: Vocabulary

Key language – search for a word in the text that means:

Paragraph		***word***
1	A result of a particular action or situation, often one that is bad or not convenient.	
1	To [redacted].	
2	To let [redacted], cannot be controlled.	
2	The activity of secretly planning with other people to do something bad or illegal.	
3	To limit [redacted].	
3	To reduce something to the least possible level or amount.	
4	To control [redacted]	
4	People who are at high risk of becoming infected due to [redacted]	

____ / 8

Total Score ___ /20

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Reading ANSWERS

Task 3: Headings

Choose a subheading for each paragraph.

1	**B**	**A**	What measures were used to minimise infection?
2	**C**	**B**	What is COVID-19?

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Academic English UK

Zero Waste

Instant Reading Lesson

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Lesson Plan: The Zero Waste Movement EXAMPLE

Lesson: Reading + comprehension questions.
Time: 30-minutes (+ 30 minutes post reading activities).
Level: ********* [B1/ B2/C1].

Lesson Aim:

To focus on one key topic and develop a range of key academic skills based on this topic.

Introduction [5 minutes]

- Introduce the topic 'The Zero Waste Movement'**.**
- What does zero waste mean?
- Do you throw away a lot of rubbish?
- Do you ever think carefully about the products you buy in terms of packaging?

Reading: Test-Type Questions [20-30 minutes + feedback]

- Students read the text. Check words & meanings with a dictionary.
- Answer the questions.
- Feedback: distribute or project ANSWERS.

Post lecture extra ideas

- Write a 100-word summary of the reading text.
- Apply critical thinking strategies to the reading text.Use this critical thinking question document: https://www.academic-englishuk.com/wp-content/uploads/2020/03/Critical-Questions-a-linear-model-AEUK.pdf (writing, presentation or seminar).
- Research other ways to reduce waste (presentation or seminar).
- Research the positives and negatives for a society going zero waste (presentation or seminar).

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Reading Text Worksheet

Task 1: Lead in.

1. What does zero waste mean?
2. Do [redacted]?
3. Do you ever think carefully about the products you buy in terms of packaging?
4. Look at [redacted] about?

Task 2: Reading text

The Zero Waste Movement

by A.Watson **(2021)**

We live in a throw-away society and as a consequence we continue to generate more and more waste. Data from the world bank (2018) [redacted] of rubbish in 2016, and 40% of this waste is currently in landfill sites. This mismanagement of waste is adding to climate change due [redacted] and water because of the heavy metals. Not only does this impact human beings, it is destroying [redacted] too [redacted] are doing just this by eliminating waste from their lives.

One such person is Bea Johnson who as early as 2006 started [redacted] fit all her [redacted] a single jar, she started to blog about her experience in 2009. Due to the popularity of the blog, she went on to publish a book in 2013 about how to live zero waste lifestyle in which she [redacted] Reuse, Recycle and Rot. This means refusing single-use disposables, reducing what we buy, reusing by purchasing [redacted], avoiding packaging that cannot be recycled and recycling the packaging that can, and using a [redacted], [redacted] to take a more conscious approach to reducing the amount of rubbish they generate, and so the zero [redacted]

Initially, a grass roots movement, some companies [redacted] benefits of being zero waste and have therefore made this positive change. Subaru has sent nothing to [redacted] by recycling and reusing, and have also committed to making all their packaging recyclable, [redacted] only send 10% of their waste to landfill (Brucker, 2017). Furthermore, as plastic waste is one of the [redacted] a rise in the number of plastic-free companies too: TeaPigs are the first tea company to be plastic free, ZAO, [redacted] and Eco Living offer a range of kitchen cleaning products such as natural latex rubber gloves and [redacted] replaceable brushes that are compostable (the-plastic-free-shop, 2020). All in all, there has never [redacted] [redacted] more aware of the consequences of their shopping habits.

References

Brucker, D. 2017. [redacted]. [online] Available at https://www.rubicon.com/blog/zero-waste [Accessed 19 February 2021].

[redacted]. 2013. *Zero Waste Home:* [redacted]. London: Penquin.

The Plastic Free Shop. 2020. *Product List.* [online] Available at https://www.theplasticfreeshop.co.uk [Accessed 19 February 2021].

[redacted]. *What a waste:* [redacted] [online] Available at https://datatopics.worldbank.org/zero-waste -movement [Accessed 19 February 2020]

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Reading Text Questions

Task 3: Headings

Choose a subheading for each paragraph. One title is not needed.

1		**A**	
2		**B**	The impact of our actions.
3		**C**	
		D	The concepts of zero waste.

____ / 3

Task 4: True false or not given

Decide if these statements are true (T), false (F) or not given (NG). Highlight the answer in the text.

		T / F / NG
1	The UK produced two billion tonnes of waste in 2016.	
2		
3	Bea Johnson made the jar that she stored her family's waste in.	
4		
5	The zero waste movement began in London.	
6		
7	Microsoft reuse or recycle 90% of their waste.	
8		

____ / 8

Task 5: Vocabulary

Key language – search for the word in the text that means:

Paragraph		***word***
1	To produce something.	
1		
2	To collect something.	
2		
2	An idea that a product is capable of disintegrating into natural elements.	
3		
3	A sustainable wood and renewable resource.	
3		

____ / 8

Total Score ___ /19

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Reading ANSWERS

Task 3: Headings

Choose a subheading for each paragraph. One title is not needed.

1	**B**	**A**	The companies leading the way.
2	**D**	**B**	The impact of our actions.

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Fast Fashion

Instant Reading Lesson

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Lesson Plan: Fast Fashion EXAMPLE

Lesson: Reading + comprehension questions.
Time: 30-minutes (+ 30 minutes post reading activities).
Level: ********* [B1/ B2/C1].

Lesson Aim:

To focus on one key topic and develop a range of key academic skills based on this topic.

Introduction [5 minutes]

- Introduce the topic 'Fast Fashion'.
- What does fast fashion mean?
- Do you buy a lot of new clothes?
- Do you ever think carefully about how these clothes are made?

Reading: Test-Type Questions [20-30 minutes + feedback]

- Students read the text. Check words & meanings with a dictionary.
- Answer the questions.
- Feedback: distribute or project ANSWERS.

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Post lecture extra ideas

- Write a 100-word summary of the reading text.
- Apply critical thinking strategies to the reading text. Use this critical thinking question document: https://www.academic-englishuk.com/wp-content/uploads/2020/03/Critical-Questions-a-linear-model-AEUK.pdf (writing, presentation or seminar).
- Research the other detrimental effects of fast fashion (presentation or seminar).
- Research the positives and negatives of clothes made using a circular economy approach (presentation or seminar).

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Reading Text Worksheet

Task 1: Lead in.

1. What does fast fashion mean?
2. Do [redacted]?
3. Do you ever think carefully about how these clothes are made?
4. Look at the title of [redacted] it is about?

Task 2: Reading text

Fast Fashion – the pros and cons

by J. Peterson (2021)

It is impossible to be a consumer in the modern world and not encounter fast fashion: the [redacted] at giant global stores like H&M, Zara and Primark which are meant to be hip, stylish, and disposable. According to McNeill and Moore (2015), fast fashion [redacted]. The 'self' consumers who are people who experience a great deal of pleasure from the act of buying something [redacted] are the '[redacted] invested in how they are viewed by their peers. They need to look fashionable and wear the [redacted] of fast fashion meets their desires.

The internet is accelerating the clothing lines of fast fashion. While the majority of global [redacted] their shops in [redacted] like ASOS can turn around a new product in just two weeks (Weinswig, 2017). This means a 'social' shopper can [redacted] Instagram influencer and be seen wearing the style themselves in weeks. The disposability of fast fashion is also important [redacted] last year's outdated [redacted] afford to have a constant turnover of new garments in their wardrobe.

While these advantages clearly drive the popularity of fast fashion, there are some significant downsides. Firstly, [redacted] engage in unethical labour practices. Workers are paid well below the minimum wage and forced to work long hours in unsafe conditions. Reports [redacted] or worker protections are common in the industry (Forbes, 2019). Secondly, the volume of [redacted] the environment. Polyester, the material used in most fast fashion clothing, releases [redacted] washed. Furthermore, thousands of tonnes of waste are created when consumers throw [redacted] of unsold stock (Forbes, 2019). Unfortunately, addressing these issues would result in an increase [redacted] to make.

References:

McNeill, L & Moore, R. (2015). Sustainable Fashion Consumption and [redacted]. International Journal of Consumer Studies. 39:222

[redacted]). Three Reasons Why Fast Fashion Is Becoming A Problem (and what to do about it). *Forbes.* Retrieved from: https://www.forbes.com/[redacted]

Weinswig, D. (2017). [redacted]. *Fung Global Retail and Technology.* Retrieved from: https://coresight.com/wp-content/uploads/-May-19_2017.pdf

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Reading Text Questions

Task 3: Headings

Choose a subheading for each paragraph. One title is not needed.

1		**A**	Fast fashion popularity
2		**B**	
3		**C**	Fast fashion consumers
		D	

____ / 3

Task 4: True false or not given

Decide if these statements are true (T), false (F) or not given (NG). Highlight the answer in the text.

		T / F / NG
1	Fast fashion clothing is worn a couple of times.	
2	Social consumers shopper.	
3	Social think of them.	
4	Most fast fashion clothing stores can design and sell a clothing line in just five weeks.	
5	Instagram products.	
6	Working conditions .	
7	Fast fashion factories are trying to be more environmentally friendly in their production processes.	
8	Global brands in fast fashion in their factories.	

____ / 8

Task 5: Vocabulary

Key language – search for the word in the text that means:

Paragraph		***word***
1	The act of getting rid of something by throwing it away.	
1	To put time advantage.	
1	The amount of time taken for something to happen after an order for goods arrives at a place.	
2	Someone people behave.	
2	The rate at replaced.	
3	The fact that or supported by many people.	
3	To give up something help others.	

____ / 7

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Reading ANSWERS

Task 3: Headings

Choose a subheading for each paragraph. One title is not needed.

1	**C**	**A**	Fast fashion popularity
2	**D**	**B**	Fast fashion's dark side

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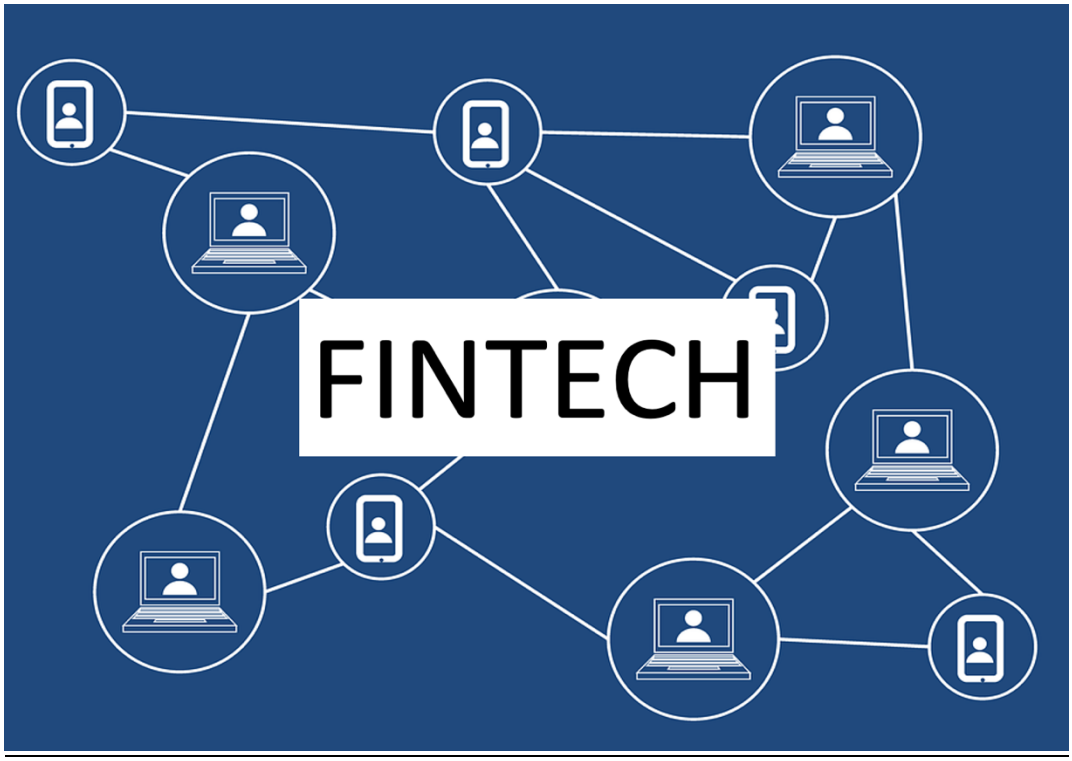
Fintech



Instant Reading Lesson

EXAMPLE

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Lesson Plan: Fintech EXAMPLE

Lesson: Reading + comprehension questions.
Time: 30-minutes (+ 30 minutes post reading activities).
Level: ********* [B1/ B2/C1].

Lesson Aim:

To focus on one key topic and develop a range of key academic skills based on this topic.

Introduction [5 minutes]

- Introduce the topic 'Fintech'.
- What does FinTech mean?
- Do you know of any Fintech services? Which ones?

Reading: Test-Type Questions [20-30 minutes + feedback]

- Students read the text. Check words & meanings with a dictionary.
- Answer the questions.
- Feedback: distribute or project ANSWERS.

Post lecture extra ideas

- Write a 100-word summary of the reading text.
- Apply critical thinking strategies to the reading text. Use this critical thinking question document: https://www.academic-englishuk.com/wp-content/uploads/2020/03/Critical-Questions-a-linear-model-AEUK.pdf (writing, presentation or seminar).
- Research other areas of fintech (presentation or seminar).
- Research the positives and negatives of fintech (presentation or seminar).

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Reading Text Worksheet

Task 1: Lead in.

1. What does FinTech mean?
2. Do [redacted]? Which ones?
3. Look at the title of the reading text – what do you think it is about?

Task 2: Reading text Fintech: how technology is changing financial services

By A. Watson (2021)

The digital revolution is changing the world of finance. In the last decade, Fintech which is defined as "the group of [redacted] and automate the use and delivery of financial services" (Finance online, nd) has become one of the most important aspects of finance. Fintech is changing how people save, [redacted] transactions easier and simpler without the need for a traditional bank (ibid), and as banks operate in ways that [redacted] the 2 billion people across the world who do not have a bank account by making financial services [redacted]

Fintech [redacted] and businesses efficiently manage their financial transactions. As described by Sraders (2020), payment gateways such as PayPal, Stripe, SecurePay and [redacted] for their goods and services online. The gateway encrypts customers' data, and works with the bank to determine if the payment is legitimate. Digital wallets such as Apple Pay, [redacted] that securely store credit and debit cards so that the user can make payments wherever and whenever they [redacted] store personal information and biometric technologies like fingerprint and retina scans to guard against credit card and identity theft. With the global banking sector worth trillions of dollars [redacted] part of the fintech industry with most banks offering their customers digital access, especially since the rise [redacted] work completely on a digital infrastructure, and as they excel in security features they are less [redacted]

Although these services offer more convenience for the [redacted] (2020) is that fintech can contribute to global inequity. This is because it relies on broadband, internet [redacted] considerable number of the world's population have no broadband access or cannot afford to buy a smart phone or pay for internet access, these people will lose out on the economic [redacted] may lose their job as the need for human labour is diminishing in favour of automation. In fact, 47% of employees in this sector [redacted] (Dautovic, 2020).

References

Butler, S. 2020. [redacted]. [online] Available at https://www.technadu.com/pros-and-cons-of-fintech/ [Assessed 4 March 2021].

[redacted] – *The robots are coming.* [online] Available at https://fortunly.com/statistics/automation-job-loss-PDF [Assessed 4 March 2021].

Finance Online. ND. *What is Fintech? Examples of Types, Products & Regulations.* [online] Available at [redacted] [Assessed 4 March 2021].

Sraders, A. 2020. [redacted]. [online] Available at https://www.thestreet.com/technology/what-is-fintech-148 [Assessed March 4 2021].

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Reading Text Questions

Task 3: Headings

Choose a subheading for each paragraph. One title is not needed.

1		**A**	Key players.
2		**B**	
3		**C**	How payment gateways first started.
		D	

____ / 3

Task 4: True false or not given

Decide if these statements are true (T), false (F) or not given (NG). Highlight the answer in the text.

		T / F / NG
1	Fintech is changing how people save, borrow and spend money.	
2	Not	
3	PayPal is an unsecure way to purchase products from the internet.	
4	Tokenisation	
5	Biometric	
6	Neobanks have better physical branches than traditional banks.	
7	People services.	
8	Automation will replace all fintech jobs in the future.	

____ / 8

Task 5: Vocabulary

Key language – search for the word in the text that means:

Paragraph		***word***
1	The activity of buying or selling something.	
1		
2	To avoid being harmed by risk, danger or threat.	
2		
2	Wanting to avoid risks as much as possible.	
3		
3	To reduce in size or importance.	

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Total Score ___ /18

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Reading ANSWERS

Task 3: Headings

Choose a subheading for each paragraph. One title is not needed.

1	**B**	**A**	Key players.
2	**A**	**B**	Changes happening in the world of finance.

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Mental Health

Instant Reading Lesson

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Lesson Plan: Mental Health EXAMPLE

Lesson: Reading + comprehension questions.
Time: 30-minutes (+ 30 minutes post reading activities).
Level: ********* [B1/ B2/C1].

Lesson Aim:

To focus on one key topic and develop a range of key academic skills based on this topic.

Introduction [5 minutes]

- Introduce the topic 'Mental Health'**.**
- Can you explain what mental health means?
- How do people in your country respond to mental health issues?

Reading: Test-Type Questions [20-30 minutes]

- Students read the text. Check words & meanings with a dictionary.
- Answer the questions.
- Feedback: distribute or project ANSWERS

Post lecture extra ideas

- Write a 100-word summary of the reading text.
- Apply critical thinking strategies to the reading text. Use this critical thinking question document: https://www.academic-englishuk.com/wp-content/uploads/2020/03/Critical-Questions-a-linear-model-AEUK.pdf (writing, presentation or seminar).
- Research other types of therapy for mental health disorders (presentation or seminar).
- Research in depth what are the main causes of depression (presentation or seminar).

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Mental Health Reading Text Worksheet

Task 1: Lead in.

1. Can you explain what mental health means?
2. How do [redacted] issues?
3. Look at the title of the reading text – what areas do you think it will cover?

Task 2: Reading text: **Mental health: a brief overview**

Mental health which refers to cognitive, behavioural and emotional well-being (Felman, 2020) has [redacted] Old asylums have closed down in favour of care in the community and talking therapies. Both of which [redacted] the shift in society's attitudes. Tragic news reports and prominent campaigns have led to people becoming [redacted] more supportive of people with mental health issues. As 792 million people around the world are [redacted] (MHFA, 2020), it [redacted] health now has the same equal footing as physical health.

Mental illnesses, stemming from factors such as [redacted] choices, can be categorized into two main types: anxiety and mood. Anxiety disorders include [redacted] common type of mental illness with 8.2 million diagnosed in 2013, panic disorders which affect 1 in [redacted] the population with women twice as likely as men to suffer (ibid). Mood disorders include depression, [redacted] million people worldwide (WHO, 2020), bipolar disorder which affects 1 in every 100 people and usually [redacted] nd), [redacted] which impacts the lives of 3 in every 100 people.

As mental health can affect daily living, relationships [redacted] nowadays have access to a range of support and therapies. Talking therapies like counselling, [redacted] therapy (CBT) aim to either help the individual to overcome challenges in their life or help them change how [redacted] and creative therapies like drama, dance, music and art therapies are treatments that use arts-based [redacted] premise that the individual becomes more expressive and communicative, and complementary [redacted] acupuncture, aromatherapy and homeopathy are used to increase wellbeing, improve relaxation and [redacted] evidence-based research, they have been around for centuries and a considerable number of people believe [redacted]

References

[redacted]. [online] Available at https://mhfaengland.org/mhfa-centre/research-and-evaluation/mental-health/ Assessed 12 March 2021.

NHS. Nd. *Possible causes of poor mental health.* [online] Available at [redacted] Assessed 11 March 2021.

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WHO. 2020. *Mental Health.* [redacted] Assessed 12 March 2021.

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Reading Text Questions

Task 3: Headings

Choose a subheading for each paragraph. One title is not needed.

1		**A**	Most common diagnoses.
2		**B**	
3		**C**	The evolution of mental health.
		D	

____ / 3

Task 4: Open question

Answer the question using words from the text.

1.	What is mental health?	

____ / 1

Task 5: True false or not given

Decide if these statements are true (T), false (F) or not given (NG). Highlight the answer in the text.

		T / F / NG
1	Attitudes towards mental health have changed over the last decade.	
2	Almost each year.	
3	GAD each year.	
4	Panic disorders affect more women than men.	
5	teenagers.	
6	IPT, CBT and counselling are used to encourage the patient to talk.	
7	people.	
8	Complementary and alternative	

____ / 8

Task 6: Vocabulary

Key language – search for a word in the text that means:

Paragraph		***word***
1	The process of changing completely.	
1		
1	Very important.	
2	A parts can develop.	
2	An anxiety disorder involving extreme fear of something.	
2		
3	To succeed in controlling something.	
3	relaxed.	

____ / 8

Total Score ___ /20

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Reading ANSWERS

Task 3: Headings

Choose a subheading for each paragraph.

1	**C**	**A**	Most common diagnoses.
2	**A**	**B**	The causes of mental health disorders.

____ / 3

ALL ANSWERS ARE INCLUDED IN PAID VERSION…

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