

Министерство образования Республики Беларусь
Учреждение образования «Витебский государственный
университет имени П.М. Машерова»
Кафедра иностранных языков

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СТУДЕНТОВ ПЕДАГОГИЧЕСКОГО ФАКУЛЬТЕТА

Методические рекомендации

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Составитель: преподаватель кафедры иностранных языков ВГУ имени П.М. Машерова **В.В. Халючкова**

Рецензент:
доцент кафедры английской филологии ВГУ имени П.М. Машерова,
кандидат педагогических наук *Л.И. Бобылева*

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Основная цель учебного издания – совершенствование навыков и умений в различных видах чтения, а также обучение устным формам общения по научной тематике.

Методические рекомендации состоят из трех разделов, содержащих профессионально-ориентированный текстовый материал и объединенных общей тематикой.

Предназначены для студентов дневного и заочного отделений педагогического факультета, обучающихся по специальности «Олигофренопедагогика».

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ВВЕДЕНИЕ

Образовательный подход к овладению языками предполагает не только формирование необходимых узких навыков активного и пассивного владения устной и письменной речью, но и важность разработки навыков глубокого проникновения в содержание аутентичных текстов. Это соединяется с необходимостью расширения лексического запаса изучающих язык, а также с развитием навыков угадывания не известных ранее значений отдельных слов и их сочетаний.

Данное учебное издание предназначено для студентов педагогического факультета высших учебных заведений дневной и заочной форм обучения по специальности «Олигофренопедагогика».

Цель методических рекомендаций – сформировать у обучающихся навыки и умения различных видов чтения и говорения, развить способности извлекать и интерпретировать информацию, содержащуюся в оригинальных профессиональных текстах, а также осуществлять речевое взаимодействие для получения и обмена информацией. Соответственно, основное внимание в учебном издании уделяется работе с текстом как носителем информации и единицей деловой коммуникации, а также вербальному обеспечению речевого взаимодействия в профессиональной сфере. Это предполагает не только адекватное понимание, но и расширение активного и пассивного словарного запаса студентов.

Учебное издание состоит из трех тематических разделов (Unit), содержащих профессионально-ориентированный текстовый материал и объединенных общей тематикой. Целенаправленный подбор текстов, основанный на принципе максимальной доступности в смысловом и языковом отношении, призван сформировать у обучаемых систему образов и понятий, относящихся к базовым профессиональным знаниям. Это активизирует познавательную деятельность студентов и будет способствовать приобщению к профессиональной концептуальной системе и развитию навыков профессионального сотрудничества на иностранном языке.

Разнообразный познавательный и информативный материал учебного издания ориентирован как на аудиторную, так и на самостоятельную работу студентов с иноязычными аутентичными текстами. Организация материала предполагает также развитие творческой активности обучающихся.

UNIT 1. SPECIAL EDUCATION

Text 1. Special Education

1. Brainstorming. Remember what information you have already known about special education and give the definition to it in Russian, try to translate it into English; remember the aims of special education.

2. Pay attention to the following terms:

- to deviate [ˈdiːviət] – иметь отклонения от нормы, отличаться;
- to make use of smth – использовать ч.-л.;
- specialized methods [ˈspeʃəlaɪzd ˈmeθədz] – специальные методы;
- to include [ɪnˈkluːd] – включать в себя;
- handicapped children [ˈhændɪkæpt ˈtʃɪldrən] – дети с физическими или умственными недостатками;
- the crippled [ˈkrɪpld] – инвалиды;
- blind [blaɪnd] and the partially sighted [ˈpɑːʃəlɪ ˈsaɪtɪd] – слепые и слабовидящие;
- deaf [deɪf] and the hard of hearing – глухие и слабослышащие;
- the deafened [ˈdefnd] – оглохшие;
- the speech defectives [spiːtʃ dɪˈfektɪvz] (logopaths) – логопаты, дети с дефектами речи;
- the emotionally disturbed [ɪˈməʊʃnəlɪ dɪsˈtəːbd] – эмоционально не устойчивые дети;
- the mentally retarded [ˈmentlɪ rɪˈtɑːdɪd] – умственно отсталые дети;
- the mentally gifted [ˈmentlɪ ˈɡɪftɪd] – одаренные, талантливые дети;
- behavior problems [bɪˈheɪvjə ˈprɒbləmz] – проблемы поведения;
- universal compulsory education [juːnɪˈvɜːsl kəmˈpʌlsəri ɛdʒuˈkeɪʃən] – общее обязательное образование;
- to imply [ɪmˈplaɪ] – значить, включать в себя;
- to adjust [əˈdʒʌst] – приспособлять, адаптировать;
- to apply [əˈplaɪ] – применять;
- exceptional children [ɪkˈsepʃənl] – аномальные дети, дети с особыми потребностями в обучении;
- to profit [ˈprɒfɪt] – добиваться успеха;
- educational service [edʒuˈkeɪʃənəl ˈsɜːvɪs] – обучение и воспитание;
- curriculum [kəˈrɪkjʊləm] – учебный план;
- to found [faʊnd] – основывать

3. Find English equivalents to the following Russian words and word combinations. Use a dictionary if necessary.

Образование и воспитание; дети с особыми потребностями в обучении; оборудование, специальные приспособления; добиваться успеха; потребности; обстоятельное, тщательное изучение; уделять время; учиться, успевать по обычной школьной программе; устранять недостатки; специальные школы; интернаты; санатории; обязательное образование; благотворительные организации; находиться в ведении ч.-л.; по всей стране; проводить подготовку специалистов; с целью что-либо сделать.

4. Prove the definition to special education and add new information if there is any.

5. Which word on the list is odd?

a) learning difficulties, special education, special habits and abilities, normal training course;

- b) the blind and the partially sighted, the deaf and the hard of hearing, the deafened, the speech defectives (logopaths), the mentally gifted;
- c) pupils, the children with special educational needs, ordinary school work, universal compulsory education, a healthy well adjusted personality;
- d) handicapped children, children with special educational needs, the children presenting serious behavior problems, a healthy well adjusted personality.

6. Mark the sentences in the text in which word combinations listed above are used.

7. Read the text and say whether the following statements are true or false:

- a) The system of special education is independent from the state.
- b) SE deals with average children.
- c) The children with SEN may attend ordinary schools.
- d) Nowadays SE is a part of state educational system.
- e) The system of SE doesn't exist in other countries.
- f) The faculty of defectology is the only place where the training of the specialists for the work with subnormal children is carried out.
- g) The main target of defectology is to make children get ready to go to school.
- h) All the children with SEN are educated to the same programme.
- i) There are no investigations of the conditions which may influence the development of a healthy well adjusted personality.
- j) The children with SEN must work only on the elimination of their handicaps.
- k) The crippled are not treated as the children with SEN.

Special Education

In every school system there are pupils who deviate markedly from so called 'normal children'. Today all 'special' children are called the children with special educational needs. That term includes the various types of physically handicapped children such as: the crippled, the blind and the partially sighted, the deaf and the hard of hearing, the deafened, the speech defectives (logopaths), the children with special health problems, the emotionally disturbed and the mentally retarded. There are two more groups in the American classification – the mentally gifted and the children presenting serious behavior problems.

The education of the children with special educational needs in Russia is a part of the State Educational System. A few months after the Revolution of 1917 the State took upon itself the care of the children with special educational needs, which in pre – revolutionary Russia had been chiefly the domain of private or philanthropic establishments. With universal compulsory education, special education became a necessity. Since then retarded children have been cared for and educated in the so-called auxiliary schools, while blind, deaf and physically handicapped children have attended corresponding special schools; children with nervous and mental disorders have been cared for in sanatoria-schools, convalescent schools and other special establishments of the Ministry of Health. This network of special establishments has been under constant improvement.

Special education presents a wide variety of medical, vocational and administrative problems for education. It is applied to each type of exceptional children who are handicapped physically, mentally or socially because such children cannot follow the regular school programme but they can profit by a restricted or adjusted one. It implies the development of a healthy well adjusted personality who can adapt to a society successfully.

The training of specialists for special education began in 1920 in Russia, when the faculty of Defectology was founded in Moscow State Pedagogical Institute. Later on such faculties were founded in many other cities throughout the country. Nowadays the training of defectologists

is carried out in four specialties: oligofrenopedagogics, surdopedagogics, speech therapy and special psychology.

The primary function of special education is to provide treatment, training and instruction for handicapped children.

The children with special educational needs must be placed in special schools and classes, where they can get additional services and special instruction. In such schools children are taught, special habits and abilities are given according to the normal training course but the applied methods are specialized.

Special education is planned to make use of highly specialized methods in order to provide all children with special educational needs with the specific type of educational service they need. These special services may include a radical modification of the curriculum, special methods of instruction as well as special equipment.

Each kind of children with special educational needs presents learning difficulties, their sensory and motor impairments require careful study in order to adjust instruction successfully as they cannot adapt to the ordinary school programme.

The best system of training is one in which the child follows the normal training course designed for ordinary school work, but in addition devotes some time to special work designed to eliminate the respective defects. In practice special education has been carried out in residential schools and institutions, segregating children from society, community and family. Many have been deemed inadequate. The benefit of special education for children with disabilities is still a matter for debate in international circles.

8. Give synonyms from the text to the following words:

- handicap;
- programme;
- education;
- to profit;
- to use;
- to get rid of smth.;
- an aim;
- to adapt;
- defectologist;
- logoped.

9. Find in the text all the cases of Passive Voice.

10. Make up the plan of the text. Here are the topics\ paragraphs in the wrong order.

Make it correct:

- the history of special education;
- the aims of special education;
- the classification of the children with special educational needs;
- special school work;
- Moscow State Pedagogical Institute;
- the applied methods.

11. Answer the questions:

- a) What is special education?
- b) What are the aims of special education?
- c) Where is special education held?
- d) When did special education begin in Russia?

12. Fill the blanks with the suitable words. Make one sentence with each word and word combination you used.

1. Speech therapists ... of special methods. 2. Children ... may attend regular schools. 3. Special ... is available in special... 4. The main target of ... is to bring up a healthy ... 5. In pre-revolutionary Russia ... didn't exist. 6. Children with ... are ... for in sanatoria- schools. 7. ... deals with the children with mental disorders. 8. ... deals with the ... and ... of hearing children. 9. The best school system is planned to ... of highly ... 10. Handicapped children ... to the normal ... , but in addition ... some time to eliminate the respective ...

13. Make up five types of questions on the text. Works in groups – ask your questions to your partner.

14. Translate the text into English:

Дети с особыми образовательными потребностями существуют во всех странах. Их обучение представляет огромную проблему как для общества в целом, так и для их родителей в частности. Качество предоставляемых таким детям образовательных услуг и медицинского обслуживания находятся в ведении государственных органов социального обеспечения и являются проверкой внутренней силы и мощи государства.

В дореволюционной России обучением аномальных детей занимались в частных больницах и благотворительных организациях. Впервые специальные образовательные учреждения появились в России после революции 1917 г., когда была проведена реформа образования, и оно стало обязательным, а для детей с особыми потребностями в обучении были организованы специальные школы, интернаты и санатории. Подготовка специалистов для работы с такими детьми была поручена факультету дефектологии, образованному в 1920г. Позднее такие факультеты появились и в других городах страны. В наши дни обучение специалистов для работы с детьми с особыми образовательными потребностями проводится по четырем направлениям: олигофренопедагогика, сурдопедагогика, логопедия и специальная психология.

Обучение детей с особыми образовательными потребностями осуществляется в специальных школах и интернатах, где большое внимание уделяется не только обучению, но и лечению детей, а так же устранению существующих проблем поведения и недостатков развития. Основной целью специальных образовательных учреждений является формирование полноценной всесторонне развитой личности, которая способна адаптироваться в современном обществе.

15. Make a report about the systems of special education in Belarus.

16. Read the article about the International project Inclusion Week and speak out your point of view.

The international project Inclusion Week 2008 is a celebration of human diversity. It takes place in the week of 29th September – 5th October 2008 in all over Europe and further.

The main idea of Inclusion Week 2008 is to underline the importance of creating inclusive environments in our schools, to acknowledge diversity and to look for ways to overcome barriers to learning and participation in all school communities.

Pre-schools, schools, colleges and universities, non-government organizations (NGOs), arts bodies, government, commerce and other organizations in all countries are encouraged to join the Week and put on their events as part of this international celebration.

Together we want to support the move towards greater inclusion in educational settings as well as in our societies in general according to social policies that recognise, accommodate and celebrate human diversity.

Those interested in participating at the Inclusion Week can register and their activities will be added to the calendar of events if they embrace the spirit of the Week.

Wide use of the press and media to highlight effective practice in all countries will be a key part of the Week.

Text 2. Special Educational Needs

1. Brainstorming. Judging by the title what do you think the text is about?

2. Pay attention to the following abbreviations used in the text:

SEN – Special Educational Needs;

LEA – Local Educational Authorities;

FE – Further Education;

HE – Higher Education.

3. Pay attention to the following active words and word combinations used in the text:

- significant [sig' nɪfɪkənt] – важный, достойный;
- to amend [ə' mend] – вносить поправки, исправлять, улучшать;
- appropriate [ə' prəʊpriət] – соответствующий, свойственный, присущий;
- exclude [ɪk' sklu:d] – исключать, не допускать возможности;
- caveat [ˈkæviæt] – ограничивающее предупреждение;
- a scope [skəʊp] – кругозор, сфера деятельности, компетенция;
- incompatible [ˌɪnkəm' pætɪbəl] – несовместимый;
- to enhance [ɪn' hæ:ns] – добавлять, менять к лучшему;
- self-esteem [ˌselfɪ' sti:m] – самостоятельность, реализация амбиций;
- a peer [piə] – ровня;
- a goal [gəʊl] – цель;
- to set out a duty [set aʊt ə' dju:ti] – устанавливать обязанность;
- statutory assessment [ˈstætjətəri ə' sesmənt] – установленная законом сумма обложения;
- to tighten up [ˈtaɪtən ʌp] – тесно связывать;
- to impose a fine [ɪm' pəʊz ə faɪn] – накладывать штраф;
- to appeal [ə' pi:l] – подавать исковое заявление в суд;
- to praise [preɪz] – хвалить;
- implementation [ɪmplɪmen' teɪʃn] – использование орудий, инструментов и принадлежностей;
- to extend [ɪk' stend] – расширять, распространять влияние;
- a remit [rɪ' mɪt] – прощение или смягчение приговора, передача дела в др. инстанцию, перенос рассмотрения дела на более поздний срок;
- substantial disadvantage [səb' stænʃəl ,dɪsəd' va:ntɪdʒ] – существенный недостаток, вред, убыток;
- an access [ˈækses] – доступ, подход;
- a proprietor [prə' praiətə] – владелец, собственник, хозяин;
- justification [ˌdʒʌstɪfɪ' keɪʃən] – оправдание, реабилитация;
- an extent [ɪks' tent] – протяжение, пространство, степень;
- to negate [nɪ' geɪt] – отрицать, отвергать;
- an impact [ˈɪmpækt] – смысл, внутреннее содержание;

- to come into force [fɔ:s] – вступать в силу, начинать действовать;
- to make links – соединять;
- to issue ['ɪʃu:] – издавать, приносить новшества;
- a conciliation service [kən,sɪl'i'eɪʃən 'sɜ:vɪs] – примирение, замирение, умиротворение;
- a draft [dra:ft] – план, проект, набросок;
- dexterity [deks'terɪti] – ловкость, проворство, сноровка;
- continence ['kɒntɪnəns] – сдержанность, целомудрие, воздержание;
- disfigurement [dis'fɪgəmənt] – уродство, искажение.

4. Find English equivalents to the following Russian expressions. Use a dictionary if necessary.

Дети с особыми образовательными потребностями; дети с ограниченными возможностями; иметь влияние на ч.-л.; предложения по правовому урегулированию; отвечать запросам и нуждам; вопреки желаниям; издавать установленные законом руководства к действию; ограничивать использование; труднообучаемые дети; более способные дети; ставить разумные задачи при планировании урока; личные успехи; стиль обучения; родительский совет; разрешать конфликт; устанавливать временные рамки; незаконный; относиться предвзято к детям с ограниченными возможностями; обеспечивать дополнительной поддержкой; необходимость проведения занятий; финансовые возможности; затраты; интересы др. студентов; нейтралитет; одинаковые возможности; осознание инстинкта самосохранения; социальная составляющая определения.

5. Which word on the list is odd?

- a) mobility, physical co-ordination, an owner, perception of risk or physical danger.
- b) to improve, to amend, to enhance, to change, to praise.
- c) slow learning children, children with SEN, disabled children, mainstream school children.
- d) to ignore, to discriminate, to praise, to abuse.
- e) mainstream schools, LEAs, the Ministry of Education, the proprietors, the schools of special education.
- f) to percept a risk or physical danger, to support disabled children, to impose a fine.
- g) a conciliation service, to remit, to impose a fine, to enhance.

6. Find the sentences in the text where the words listed above are used.

7. Read the text and say whether the following statements are true or false:

- a) This act makes all the disabled persons equal in their right for education.
- b) There are no restrictions in the field of education for disabled pupils and students in this act.
- c) Parents and LEAs have the right to control the progress of disabled children and students, to decide either they can attend mainstream schools, colleges or universities or to be sent to the special educational establishments.
- d) Children with SEN cannot participate in all kinds of activities at schools, colleges and universities.
- e) Educational Acts like that are updated every decade.
- f) There is a duty not to treat less favorably a disabled student or pupil in admissions, education and associated services and exclusions. The only justification is permitted selection criteria or a substantial reason.

- g) The responsible body has a duty to make reasonable adjustments. In determining a reasonable adjustment the need to maintain academic, musical and sporting activities can be taken into account.
- h) The ability to percept a risk or physical danger is valuable for disabled people and is taken into account in educational placement.
- i) The Act provides extra support for all the children with SEN.
- j) Parents are participating in the process of education of their disabled children or students.
- k) The people with SEN have no opportunities for vocational training.

Special Educational Needs

The SEN and Disability Act 2001 make significant changes to the educational opportunities available to disabled children and students and those with special educational needs. The Act affects LEAs, nurseries (with public funding), schools, including independent and non-maintained special schools, FE colleges, HE and youth services. This summary indicates the main changes that affect the School and Post School stages of education. This part of the Act came into force in January 2002.

1. The Act removed efficient education and an education appropriate to meet the needs of the child. These get-out clauses had been used to exclude disabled children from mainstream schools and send them to special schools against the children's or their parents wishes. The Department for Education and Skills have issued statutory guidance on interpreting the remaining caveat that prevents disabled children being educated in a mainstream school if that is what their parents want. This came into force on 1 January 2001. The guidance limits the scope for using incompatible with the efficient education of other children. It provides examples of the reasonable steps schools might take to include children with various impairments so their inclusion would not be incompatible with the efficient education of other children. The reasonable steps to ensure that the inclusion of a child with learning difficulties is not incompatible with the efficient education over other children may include: a) praising the pupils' strengths and areas of success so that self-esteem is maintained and enhanced; b) using a flexible grouping arrangements including ones where the pupil can work with more able peers; c) providing for all pupils experiences which will be of benefit to most pupils but particularly to the pupil with learning difficulties; e) considering carefully the use of language in the classroom and strategies to promote the learning of need vocabulary; f) setting appropriate targets so that personal progress can be tracked as well as progress towards externally determined goals; g) considering carefully the pupil's learning styles and ensuring that this is reflected in this styles of teaching.

2. Requires schools to inform parents when they make special educational provision because they have identified their child as having SEN;

3. Permits schools to request a statutory assessment in the same way that parents can;

4. Makes changes in the arrangements for amendments to statements;

5. Requires LEAs to provide and advertise parent partnership services;

6. Requires LEAs to make arrangements for resolving disagreements between parents and schools and between parents and the LEA;

7. Tightens up arrangements for appeals to the Tribunal, including setting time limits for the implementation of the decisions of the Tribunal.

Currently the Disability Discrimination Act 1995 covers a range of services but does not include education. In November 1999, the Disability Rights Task Force advised the Government on how they might extend to include education. This part of the Act comes into force in September 2002 and is anticipatory in duty. The Act: a) makes it unlawful to discriminate against disabled pupils and prospective pupils in admissions, in education and associated services and in exclusions; b) sets out a duty on schools not to treat disabled pupils

less favorably than non-disabled pupils; c) provides for remedy through the renamed SEN and Disability Tribunal, which will have an extended remit to hear disability discrimination cases seek apologies and make orders (but not impose fines); d) sets out a duty on schools to plan to increase environmental access, curriculum access and access to printed information for disabled pupils in schools.

The same restrictions are for Further and Higher Education. This Act came into force in September 2002.

For a responsible body which can be a Proprietor of private school, School, College or University: there is a duty not to treat less favorably a disabled student or pupil in admissions, education and associated services and exclusions. The only justification is permitted selection criteria or a substantial reason. The responsible body has a duty has to make reasonable adjustments. In determining a reasonable adjustment the following factors can be taken into account: a) the need to maintain academic, musical, sporting or academic standards; b) the financial resources available to the responsible body; c) the cost of taking the particular step; d) The extent to which it is practical to take the particular step; e) health and safety requirements; f) the interests of other pupils or students and persons who may be admitted to the institution as pupils or students.

Clearly these have the potential to negate the impact of the Act and only the Courts and Tribunals will determine what is reasonable. However two things are clear. The Primary Legislation was made to advance things from the current discriminatory status quo. Secondly Schools and Colleges should operate from a good practice model as institutions committed to equal opportunities. This means reviewing all existing policies & practices for possible disability discrimination and this process should start now.

II

The Special Educational Needs Code of Practice came into force on 1 January 2002. The new Code of Practice is weaker than it should be in making links with the new duties. However, it has new chapters on Parental and Pupil involvement that extends their role and requires that pupils are consulted at all stages about their wishes. The new Code of Practice introduces a more flexible School and School Plus and Early Years and Early Years Plus stages to meet SEN before issuing a statement. At the School Plus/ Early Years Plus stage, pupils can get support and services from beyond the school without having a statement. LEAs have to make clear what they will provide and what the school will provide. This should be used to prevent children being pushed to be stated to access resources.

New powers are to issue Codes of Practice, to carry out investigations into complaints of disability discrimination in all education settings and to provide a conciliation service. There will be a School Code of Practice, and a Post-16 Code of Practice. Drafts have been consulted on and final versions will be issued in May 2002. They come into force in September 2002.

“A person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to-day activities”. “In the Act “disabled person” means a person with a disability.

To fall within the Act, a person must be substantially affected by their disability in one of the following ways: mobility; physical co-ordination; manual dexterity; continence; ability to lift, carry or otherwise move everyday objects; speech, hearing, eyesight; memory or ability to learn, concentrate or understand; perception of risk or physical danger.

For the purposes of definition, ignore the effects of medical or other treatments or aids and appliances. The definition ignores a social model definition of disablement that would recognise that disability is a process by which people with physical, mental or sensory

impairments are excluded from ordinary activities by physical, organizational or attitudinal barriers. Substantial means 'not trivial.'

Some people who do not come within the definition will nevertheless be considered disabled. Those with disfigurement or cancer survivors or others who have had a disability in the past or those people with a progressive condition once the symptoms appear. Those with challenging behavior due to a clinically diagnosed condition are covered while those who may display similar behavior but do not have a clinical diagnosis are not covered. Those with SEN are not the same population as those defined above. There is a big overlap. We recommend that all pupils with SEN be treated as disabled for the purposes of the Act and for equality in addition to all pupils with impairments being treated as disabled under the Act.

8. Give synonyms from the text:

- schoolmates, contemporaries;
- a target;
- an approach;
- an owner;
- slow learning children;
- to translate, to adapt;
- to change for the better, to improve.

9. Find modal verbs in the text. Translate the sentences with modal verbs.

10. Make up the plan of the text. Here are the topics\ paragraphs in the wrong order. Make the order correct. You may add more topics\ paragraphs for the details.

- the conditions of disability;
- the latest changes in the Act;
- the guidance of the interpretation;
- the ignored points;
- FE and HE requirements;
- limitations and adjustments;
- the rights of other pupils and students;
- the role of parents;
- the definition of disability.

11. Answer the questions:

- a) What educational establishments does this Act have to deal with?
- b) What makes this Act different from the previous ones?
- c) What new benefits does this Act give to disabled children and students?
- d) What new duties for parents, schools and LEAs does this Act have?
- e) Which conditions for FE and HE of disabled persons does this Act have?
- f) What new duties for colleges and universities and other responsible bodies does this Act have?
- g) What factors must be taken into account for the education of disabled persons?
- h) Which people are treated as disabled according to this Act? What definition of disability is used and applied? Is it different from the previous ones?
- i) Are there any points ignored in this Act?
- j) What country do you think this Act belongs to? Is it for Russia?

12. Fill in the blanks with the words from the text:

a) The Educational Act ... the system of SE. b) It gives some ... changes to the existing one. c) The main ... is to include the children with SEN into the system of ... schools. d) This Act ... the rights of the children with SEN for education. e) Special ... are used in teaching the children with SEN. f) The children in mainstream schools have ... as their ... g) This Act ... into ... in 2005. h) The ... was to ... between parents, schools, LEAs and the Ministry of Education. i) This Act ... a ... on all the owners of private educational establishments not to treat the children with SEN less favorably than other children. j) The Tribunals cannot ... a ... on Local Educational Establishments for the wrong treatment of the children with SEN.

13. Continue the sentences:

- a) The Educational Act as...
- b) It deals with...
- c) It states that...
- d) It makes... illegal.
- e) But...
- f) As far as Russia is concerned...
- g) The latest reforms are...

14. Make up five types of questions on the text. Work in groups – ask your questions to the partner.

15. Translate the text into English.

Закон о Специальном Образовании прошел последнее чтение и вступил в силу в 2005 году. Он внес значительные изменения в существующую систему образования. Во-первых, дети с особыми потребностями в обучении получили возможность посещать обычные, а не специализированные школы и обучаться вместе с другими детьми. Во-вторых, люди с ограниченными возможностями получили возможность продолжать свое образование в колледжах и университетах, наравне с другими учащимися. Это имеет огромное значение, т.к. ранее люди с ограниченными возможностями не имели доступа ни к обычной школьной программе, ни к высшему образованию.

В законе так же оговариваются права людей с ограниченными возможностями, которые не противоречат основным пунктам Декларации о Правах Людей с Ограниченными Возможностями. Например, люди с особыми образовательными потребностями могут быть зачислены в ВУЗы только при условии прохождения конкурса, установленного для всех абитуриентов, таким образом, права остальных студентов не ущемляются. С другой стороны, в документе говорится о том, что нельзя относиться к людям с ограниченными возможностями предвзято только из-за того, что они не такие, как остальные.

Тем не менее, в законе совсем не упоминается общественная составляющая недееспособности, т.о. социальной реабилитации людей с особыми образовательными потребностями не уделяется должного внимания, хотя это является неотъемлемой частью жизни современного человека.

16. Make a report about educational Acts in Belarus.

17. Read the article about the International Day of Persons with Disabilities and say if we have any similar festivals in Belarus.

This year's International Day of Persons with Disabilities falls just a week before the 60th anniversary of the Universal Declaration of Human Rights. The United Nations is commemorating both under the theme, "Dignity and justice for all of us".

We have much to celebrate this year. The entry into force of the Convention on the Rights of Persons with Disabilities in May was a turning point. When the first Conference of the Parties convened in October, participants immediately began considering how the Convention can serve as a tool to achieve the Millennium Development Goals. This progress has been made possible thanks to the active participation and leadership of persons with disabilities, by ensuring that they have access to – and are included in – all aspects of our work.



The United Nations remains committed to this approach. The renovation of our Headquarters complex through the Capital Master Plan will bring our facilities up to the latest standards of accessibility. These advances are long overdue. The General Assembly has stressed that to achieve the MDGs, we must include persons with disabilities in all processes. With 80 per cent of persons with disabilities – more than 400 million people – living in poor countries, we need to do much more to break the cycle of poverty and disability.

The slogan of the International Disability Alliance is: "Nothing about us without us." A disabled person from Swaziland who has been fighting for the implementation of a disability policy there has said, "We need total integration to do away with the evil of stigmatization". In that same spirit, I urge governments and all stakeholders to ensure that persons with disabilities and their organizations are an integral part of all development processes. In this way, we can promote integration and pave the way for a better future for all people in society.

Text 3. The Declaration of Rights of Disabled Persons

1. Brainstorming. Now you are going to read the Declaration of Rights of Disabled Persons, proclaimed in 1975. What do you think might have changed within the past years? Which style do you think this text can be referred to?

2. Pay attention to the following words and word combinations:

pledge [plɛdʒ] – торжественное обещание, зарок, обязательство;

to take joint [dʒɔɪnt] and separate actions ['sɛprɪt 'ækʃ(ə)nz] – предпринимать общие и частные попытки, действия;

co-operation [kəʊ,prə'reɪʃən] – сотрудничество, взаимопомощь;

to promote [prə'məʊt] – обеспечивать;

to affirm [ə'fɜ:m] – утверждать, подтверждать;

the dignity ['dɪgnɪti] – достоинство, благородство;

to recall [rɪ'kɔ:l] – вспоминать;

to prevent [prɪ'vent] – предотвращать, предвосхищать какие-либо события;

to assure [ə'ʃʊə] – заверять;

to ensure [ɪn'ʃʊə] – обеспечивать, гарантировать, ручаться;

the welfare ['wɛlfə] – система социального обеспечения;

to bear [beə] in mind – помнить, иметь в виду;

to assist [ə'sist] – помогать, сотрудничать;
 an effort ['efət] – попытка, старание;
 congenital [kən'dʒenɪtl] – пренатальные повреждения;
 to set forth [fɔ:θ] – издать, опубликовать;
 suppression [sə'preʃən] – подавление, замалчивание;
 prosthetic [prɒs'thetɪk] and orthotic appliances [ə'plaɪənsɪz] – протезы и ортопедические приспособления;
 counseling ['kaʊns(ə)lɪŋ] – совет;
 to hasten ['heɪsn] – торопить, подгонять, ускорять;
 social integration [ˌsɒʃlɪ'greɪʃən] – вовлечение в жизнь общества;
 a decent ['di:snt] level of living – достойный уровень жизни;
 to retain [rɪ'teɪn] – нанимать за определенную плату;
 remunerative occupation [rɪ'mju:nərətɪv ,ɒkjʊ'reɪʃən] – хорошо оплачиваемая работа;
 foster ['fɒstə] parents – приемные родители;
 to derive [dɪ'reɪv] – устанавливать происхождение, происходить от чего-либо;
 indispensable [ˌɪndɪs'pensəbl] – необходимый, обязательный;
 abusive [ə'bju:sɪv] – бранный, оскорбительный;
 to avail [ə'veɪl] – быть полезным, пригодным;
 to take into account [ə'kaʊnt] – принимать во внимание.

3. Find English equivalents to the following Russian words and word combinations. Use a dictionary if necessary.

Обеспечение высокого уровня жизни; честь и достоинство человека; социальная справедливость; предотвращение физических недостатков; реабилитация людей с физическими недостатками; помощь людям с физическими и умственными недостатками; призывать международное сообщество к действиям; использовать в качестве основы; полностью или частично; дискриминация по половому признаку; политические взгляды; благосостояние; гражданские и политические права; необходимое пребывание в специальном учреждении; защищать от эксплуатации; квалифицированная юридическая помощь; принимать во внимание состояние здоровья; все возможные способы.

4. Which word on the list is odd?

- disabled persons, impairments, handicapped children, defective vision;
- to promote higher standards of living, to promote full employment, to discriminate, to take the condition of health into consideration;
- distinction, discrimination, abuse, counseling;
- human dignity, the worth of life, human rights, fundamental freedom, isolation.

5. Read the text and say whether the following statements are true or false:

- The Declaration of the Rights of the Disabled People deals with all types of handicapped children.
- All the handicapped children are obliged to do the military service to the state as well as other citizens of the country.
- The people with any type of impairments are entitled disabled ones.
- This Declaration of the Rights of Disabled People works on the whole territory of Russian Federation.
- Average people have the same rights as disabled ones.
- The protection of rights of disabled people is in the competence of the Ministry of Health.
- The UN updates this declaration every decade.

- h) The Declaration was designed to promote higher standards of living.
- i) There are special security establishments in our country to prevent the discrimination of disabled people.
- j) Disabled people can go to work if they want.



Declaration on the Rights of Disabled Persons
Proclaimed by General Assembly resolution 3447 (XXX) of 9 December 1975

The General Assembly,

Mindful of the pledge made by Member States, under the Charter of the United Nations to take joint and separate action in co-operation with the Organization to promote higher standards of living, full employment and conditions of economic and social progress and development,

Reaffirming its faith in human rights and fundamental freedoms and in the principles of peace, of the dignity and worth of the human person and of social justice proclaimed in the Charter,

Recalling the principles of the Universal Declaration of Human Rights, the International Covenants on Human Rights, the Declaration of the Rights of the Child and the Declaration on the Rights of Mentally Retarded Persons, as well as the standards already set for social progress in the constitutions, conventions, recommendations and resolutions of the International Labour Organisation, the United Nations Educational, Scientific and Cultural Organization, the World Health Organization, the United Nations Children's Fund and other organizations concerned,

Recalling also Economic and Social Council resolution 1921 (LVIII) of 6 May 1975 on the prevention of disability and the rehabilitation of disabled persons,

Emphasizing that the Declaration on Social Progress and Development has proclaimed the necessity of protecting the rights and assuring the welfare and rehabilitation of the physically and mentally disadvantaged,

Bearing in mind the necessity of preventing physical and mental disabilities and of assisting disabled persons to develop their abilities in the most varied fields of activities and of promoting their integration as far as possible in normal life,

Aware that certain countries, at their present stage of development, can devote only limited efforts to this end,

Proclaims this Declaration on the Rights of Disabled Persons and calls for national and international action to ensure that it will be used as a common basis and frame of reference for the protection of these rights:

1. The term "disabled person" means any person unable to ensure by himself or herself, wholly or partly, the necessities of a normal individual and/or social life, as a result of deficiency, either congenital or not, in his or her physical or mental capabilities.

2. Disabled persons shall enjoy all the rights set forth in this Declaration. These rights shall be granted to all disabled persons without any exception whatsoever and without distinction or discrimination on the basis of race, colour, sex, language, religion, political or other opinions, national or social origin, state of wealth, birth or any other situation applying either to the disabled person himself or herself or to his or her family.

3. Disabled persons have the inherent right to respect for their human dignity. Disabled persons, whatever the origin, nature and seriousness of their handicaps and disabilities, have the same fundamental rights as their fellow-citizens of the same age, which implies first and foremost the right to enjoy a decent life, as normal and full as possible.
4. Disabled persons have the same civil and political rights as other human beings; paragraph 7 of the Declaration on the Rights of Mentally Retarded Persons applies to any possible limitation or suppression of those rights for mentally disabled persons.
5. Disabled persons are entitled to the measures designed to enable them to become as self-reliant as possible.
6. Disabled persons have the right to medical, psychological and functional treatment, including prosthetic and orthotic appliances, to medical and social rehabilitation, education, vocational training and rehabilitation, aid, counseling, placement services and other services which will enable them to develop their capabilities and skills to the maximum and will hasten the processes of their social integration or reintegration.
7. Disabled persons have the right to economic and social security and to a decent level of living. They have the right, according to their capabilities, to secure and retain employment or to engage in a useful, productive and remunerative occupation and to join trade unions.
8. Disabled persons are entitled to have their special needs taken into consideration at all stages of economic and social planning.
9. Disabled persons have the right to live with their families or with foster parents and to participate in all social, creative or recreational activities. No disabled person shall be subjected, as far as his or her residence is concerned, to differential treatment other than that required by his or her condition or by the improvement which he or she may derive therefore. If the stay of a disabled person in a specialized establishment is indispensable, the environment and living conditions therein shall be as close as possible to those of the normal life of a person of his or her age.
10. Disabled persons shall be protected against all exploitation, all regulations and all treatment of a discriminatory, abusive or degrading nature.
11. Disabled persons shall be able to avail themselves of qualified legal aid when such aid proves indispensable for the protection of their persons and property. If judicial proceedings are instituted against them, the legal procedure applied shall take their physical and mental condition fully into account.
12. Organizations of disabled persons may be usefully consulted in all matters regarding the rights of disabled persons.
13. Disabled persons, their families and communities shall be fully informed, by all appropriate means, of the rights contained in this Declaration.

6. Find the synonyms in the text to the following words:

- promise;
- to help;
- handicap;
- social adaptation;
- artificial limbs;
- step parents;
- interesting and well-paid work.

7. Here are the titles to the paragraphs of the text in the wrong order. Make that order correct.

- All the countries are equal;
- The conditions of living and treatment;

Disabled people are...;
 Human rights and fundamental freedoms;
 Judicial proceeding;
 The co-operation of the organizations;
 Economic and social security;
 Welfare and rehabilitation;
 Fellow citizens of the same age;
 Protection against exploitation and discrimination;
 The process of social integration;
 The necessity of preventing physical and mental disabilities;
 The same political and civil rights;
 Productive and remunerative occupation.

8. Answer the questions on the text:

- When was the Declaration of Rights of Disabled Persons proclaimed?
- What does it deal with?
- What are the main purposes of this Declaration?
- Are there any restrictions for this Declaration?
- If you were to deal with the updating of this Declaration what other points would have been included?

9. Refer to your dictionary to analyze the following extract from the dictionary Roget's New Millennium Thesaurus, First Edition (<http://dictionary.reference.com/>).

Main Entry: *Broken*

Part of Speech: adjective

Definition: Destroyed

Synonyms: burst, busted, collapsed, cracked, crippled, crumbled, crushed, damaged, defective, demolished, disintegrated, dismembered, fractured, fragmentary, fragmented, hurt, injured, mangled, mutilated, pulverized, rent, riven, ruptured, separated, severed, shattered, shivered, shredded, slivered, smashed, split

Main Entry: *crippled*

Part of Speech: Adjective

Definition: Disabled

Synonyms: bedridden, broken, damaged, defective, deformed, enfeebled, game, gimp, gimpy, halt, hamstrung, handicapped, harmed, hog-tied, housebound, impaired, incapacitated, laid up, lame, maimed, mangled, marred, mutilated, paralyzed, sidelined

Antonyms: fit, functioning, healthy, sound

Main Entry: *Deficient*

Part of Speech: Adjective

Definition: Inadequate

Synonyms: amiss, bad, damaged, defective, exiguous, faulty, flawed, found wanting, impaired, imperfect, incomplete, inferior, infrequent, injured, insufficient, lacking, marred, meager, not enough, outta gas, rare, scant, scanty, scarce, second fiddle, second string, short, shy, sketchy, skimpy, third string, unassembled, unequal, unfinished, unsatisfactory, wanting, weak

Antonyms: adequate, ample, enough, excessive, flawless, perfect, sufficient

Notes: defective means having a defect or fault, while deficient means inadequate or

lacking in amount or degree

Which of those adjectives were used in the text? Find the sentences they are used in.

10. Fill in the blanks with active words and word combinations:

1. The Declaration of Rights of Disabled Persons deals with all types of
2. The social ... protect disabled people against ..., ..., ... treatment.
3. Disabled people are provided with free ... treatment, social ..., and ... education.
4. The UN believes in the worth of ... and human
5. Disabled people have a right to live with their families or with
6. ... rehabilitation is the main target of social
7. Medical ... provided by the state ... may ... recovery or ... integration.
8. In case of judicial proceeding the condition of ... and ... health must be ... into
9. Disabled people can be ... for ... occupation.
10. Disabled people have the ... right to respect for their human

11. Continue the sentences:

1. Disabled people should be protected from...
2. Disabled people are...
3. The conditions of living of disabled people should be...
4. Disabled people have the inherent right for...
5. The UN proclaimed this Declaration in cooperation with ...
6. The main target of this Declaration is...
7. In case of judicial proceeding against disabled people...
8. Disabled people have the same...
9. Disabled people have the right for...
10. To hasten the process of social rehabilitation...
11. No disabled people should be subjected...

12. Make up one sentence of yours using the words and word combinations of the pre-reading tasks lists.

13. Make up five types of questions on the text.

14. Translate the text into English.

Принимая во внимание права человека и учитывая ценность человеческой жизни, Генеральная Ассамблея ООН приняла Декларацию о правах людей с ограниченными возможностями, которая не изменялась с 1975 года. Основными пунктами этого документа являются положения о равных правах граждан, как с отклонениями, так и без. В одном из пунктов данного документа говорится также о необходимости проведения специальных государственных программ по социальной адаптации людей с ограниченными возможностями, в частности, дети с особыми образовательными потребностями должны иметь право посещать неспециализированные учебные заведения, в то время как взрослые люди с ограниченными возможностями должны иметь право на трудоустройство и гарантированные социальные льготы. В то же время, люди с ограниченными возможностями признаются полноценными членами общества и в случае судебного разбирательства состояние здоровья должно быть принято во внимание. Основной целью государства, принявшего эту Декларацию, является лечение и реабилитация людей с ограниченными возможностями.

15. Read the article and comment on the legislative contradictions of the case.

MOSCOW/KAZAN – Life isn't easy for Zifa Sadriyeva. For the past 15 years, since a disease of the central nervous system left her paralyzed and barely able to move, the 52-year-old has used a wheelchair.



Her husband, too, is disabled. Sadriyeva has a job – she works from home, making cardboard folders for a local office-supplies company. But the work pays just 1,000 rubles (\$40) a month, hardly enough to cover expenses for food and the medications she and her husband need. All the same, it is a job, she says, something most disabled people in Russia do not have. By law, employment agencies in Russia are obliged to seek out work for disabled people. But the reality is very different, according to Sadriyeva. "What they offer at the job centers for disabled people simply isn't suitable for us. They are all low-paid jobs," she says. "It is so

humiliating. The idea of working cheers anyone up, especially disabled people like us. I know disabled people who were offered jobs like nursery-school teacher or boiler worker. Men are offered jobs as plumbers; but tell me, can a disabled person work as a plumber?" In Tatarstan, as in the rest of Russia, companies are legally obliged to employ a certain percentage of people with disabilities. But Dania Galiullina, a spokeswoman for Tatarstan's Labor and Employment Ministry, says most companies simply ignore the law. "Companies that refuse to employ disabled people have to pay fines," Galiullina says, "but the amount of the fine is so low, most companies prefer to accept that they are breaking the law and just pay the fine."

According to the United Nations, 14 million Russians are disabled. But it's rare that you will see a wheelchair user, a person with Down's syndrome, or a blind person on the streets. Denise Roza, director of Perspektiva, an NGO that champions the rights of people with disabilities in Russia, says that during the Soviet period, people with disabilities were almost never seen.

"Most disabled people were invisible. They had no rights, there was no legislation. It was as if they weren't there – I mean they weren't out in the community," Roza says. "If you ask disabled people who lived through the Soviet era, they'll tell you that, that 'We were invisible.' "Two prominent Soviet societies that began operating in the 1920s did much to help certain areas of the disabled community: the blind and the deaf. But children with developmental disabilities, including Down's syndrome and cerebral palsy, were mostly taken away from their families and put into institutions, Roza says, where they received little, if any, education. "Back in the Soviet times, there was no expectation that children with intellectual disabilities would go to school – if they stayed in the family, and that was very unlikely," Roza says. "There were all kinds of negative stereotypes about children with disabilities, so [these] people were very isolated from the community. There was no such thing as making the community accessible. No one ever thought about that."

Today, Roza says, the emphasis for disabled children is to include them in ordinary schools, rather than sending them to specialist institutions, where they are cut off from the rest of society. "Children need to be with their families, they need to be near their homes. And they need to have a community. But that argument unfortunately doesn't always work, because we have special educators [in Russia] – they call themselves 'defektologists,' a term that we dislike – who tell us that children are better off in this other setting," Roza says. "All you have to do is look around you to see that you don't see people with disabilities, because they've been isolated in special institutions. We meet a lot of these people when they're 18, 19, 20, and it's very hard to find them jobs, because they're not ready to go off to work, because they don't have social skills; they don't have a network."

This different approach causes some friction between the more traditionalist groups of people with disabilities in Russia and groups that take their leads from Western organizations.

"On the whole, we support integration, because the main aim of our society is to integrate the deaf person into society, into ordinary society," says Aleksandr Ivanov, the head of the Rehabilitation Department at the Russian Society for the Deaf, which has 200,000 members across the country. "The trouble is that this is very individual – one deaf child might be able to study at an ordinary school using special equipment, but there are other children who, for various reasons, find it very difficult to learn, and so of course it's better for them to go to specialist schools."

Natalia Prisetskaya has been in a wheelchair since a spinal injury left her paralyzed in the lower half of her body at the age of 15. Not only did she lose many of her teenage years, her confinement to a wheelchair meant her studies were cut short, for the simple reason that she wasn't physically able to get to her lectures.

"After my accident, I went to university to study," Prisetskaya says. "But it was very difficult because there were so many stairs, and because of that I gave up my studies."

Only now, at 34, has she completed a degree in economics, half a lifetime after she began.

Nevertheless, more traditional schools are starting to accept children with disabilities. In Moscow alone, 10 schools now take children with developmental disabilities, blind and deaf children, and children in wheelchairs – and more are expected to welcome these children in the near future.

For Pavel Opiyev, who has been blind since birth, integrating into society was less difficult than for his peers. His was a rare case: his mother taught at the local school, so unlike most blind children he was able to study at a mainstream school for a few years before he was sent for more specialized education. His main complaint about Russia is how difficult it is, as a disabled person, to get around.

"Taking into account that in Moscow nothing at all is very accessible, then, yes, [it's very difficult]," Opiyev says. "In Russia there aren't that many disabled people who can find the strength to move around on their own. And you can understand why: Our public transport system isn't just inaccessible, it's downright dangerous. You take your life in your hands. On the metros and on buses, nothing is provided for disabled passengers. And on the streets, perhaps only one in 10 traffic lights" emits a coded audible signal for blind pedestrians.

In the last few years, Opiyev, who is 28, has twice been knocked down by a car, and has nearly fallen beneath an underground train on several occasions.

At Perspektiva, Roza's top priority today is to persuade the government to adopt the new UN convention on disabled rights. She is positive about the future, particularly after a recent speech given by the new Russian president, Dmitry Medvedev, in which he promised to take greater steps to help the country's disabled population.

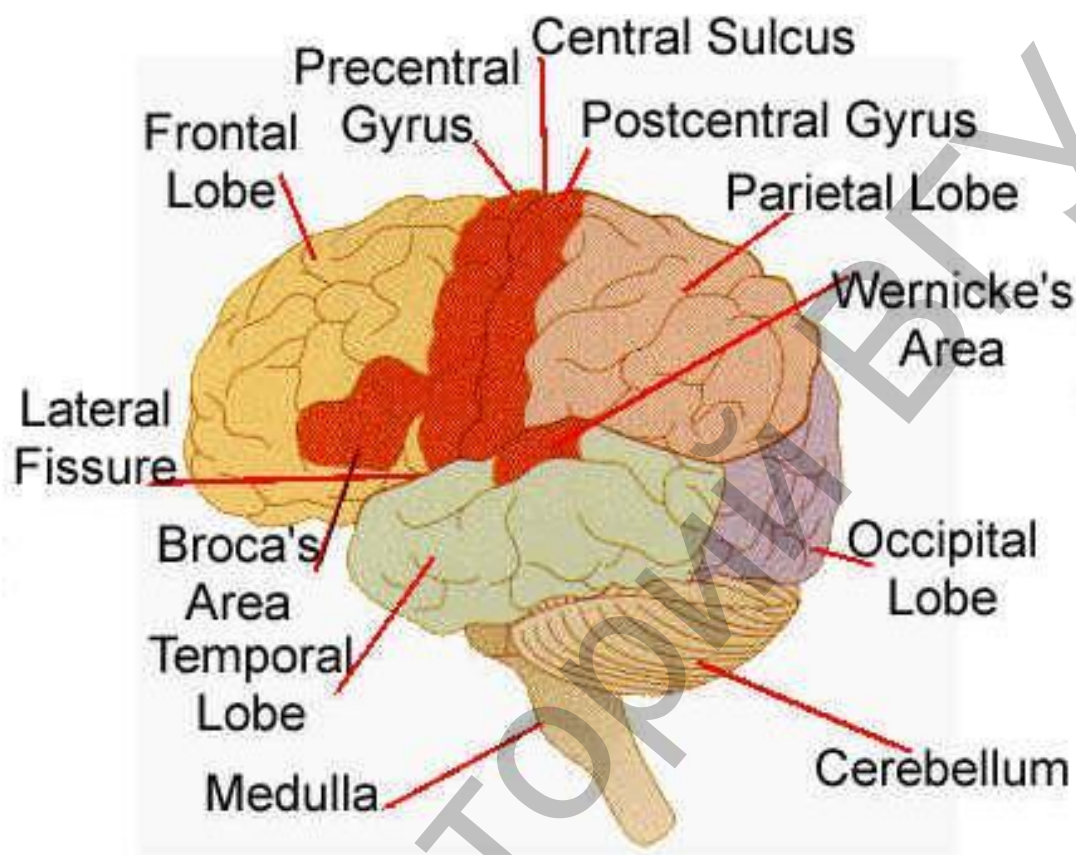
"This was an issue we did not talk about at all for a long time," Medvedev said. "But the situation is changing now, and the state has made this issue one of its priorities."

In Prisetskaya's estimation, life is starting to improve, albeit slowly, for Russians with disabilities.

"I think we have more opportunities than before because society is starting to change, rather a lot, and it seems to me that these days it's difficult to force someone to stay at home," Prisetskaya says. "Also, you see more and more disabled people on television, on the streets. You see more and more how people who are disabled are leading ordinary lives."

Text 4. Brain Structure

1. **Brainstorming.** The text you are going to read is dedicated to brain structure. Look at the picture and give Russian names to the parts of the brain.



BRAIN

2. **Pay attention to the words in the text:**

- vertebrates ['vɜ:tɪbrɪts] – позвоночные животные;
- skull [skʌl] – череп;
- cerebellum [ˌsɛrɪˈbɛləm] – мозжечок;
- cerebral cortex ['sɛrɪbrəl ˈkɔ:tɛks] – кора головного мозга;
- neurons ['njʊərɒnz] – нейроны;
- synapses ['saɪnæps] – синапсы;
- protoplasmic fibers [ˌprəʊtəʊˈplæzmɪk ˈfaɪbəz] – нервные волокна, ткани головного мозга;
- a cell [sɛl] – клетка;
- the spinal cord ['spaɪnəl kɔ:d] – спинной мозг;
- neural circuitry ['njʊərəl ˈsɜ:kɪtri] – кругооборот, цикличность действий нервной системы;
- primates [praɪˈmɜ:ti:z] – приматы, человекообразные обезьяны;
- species ['spi:ʃi:z] – виды живых организмов;
- mammals ['mæməl] – млекопитающие;
- pallium ['pælɪəm] – цереброспинальная (часто её называют спинномозговая) жидкость
- ликвор;

- frontal lobes ['frʌntləʊbz] – передние лобные доли головного мозга;
- the fraction ['frækʃən] – доля головного мозга;
- to maintain [meɪn'teɪn] – поддерживать, утверждать, содержать;
- hagfishes – древние рыбообразные;
- medulla [me'dʌlə] – продолговатый мозг;
- hypothalamus [ˌhaɪpə'θæləməs] – гипоталамус;
- forebrain – передняя часть головного мозга;
- bilobed hypothalamus [bɪˌləʊz'θæləməs] – билаталамус;
- input – помощь в принятии решения;
- diverse [daɪ'vɜːs] – иной, отличный, разнообразный, разный;
- functions of defecation [ˌdefɪ'keɪʃən] and copulation [ˌkɒpjʊ'leɪʃən] – выделительные функции организма;
- modulate ['mɒdjuleɪt] – модулировать;
- tectum – покрывало;
- olfaction – обоняние;
- spatial ['speɪʃəl] memory – пространственная память, ориентирование;
- ganglia [ˌgæŋɡliə] – нервная клетка;
- basal ['beɪsl] ganglia – базальная нервная клетка, центр деятельности;
- to execute ['eksɪkjʊ:t] – исполнять, выполнять;
- the hindbrain and midbrain – задняя и средняя части, доли головного мозга;
- to split off – откалывать (-ся), отламывать (-ся);
- fossils ['fɒslz] – ископаемый, старый, допотопный.

3. Find English equivalents to the following:

Центральная нервная система; простейшие организмы; децентрализованная нервная система; очень сложный; грубо говоря, кубический миллиметр; посредством ч.-л.; передавать информацию; отдаленные части головного мозга; контролировать поведение; действовать в ответ на ч.-л.; ответные реакции; увеличение; краткое описание; спинной мозг; сенсорные и моторные функции; стадии торможения и возбуждения; выработка гормонов; полушария головного мозга; неуверенные, шаткие, неуклюжие действия; врожденные действия; управлять действиями в пространстве; принимать участие в ч.-л.; взаимосвязанные части передней части головного мозга; в определенных обстоятельствах.

4. Make up sentences with words from ex. 2 and 3.

5. Read the text and say if these statements are true or false:

- a) The brain is the center of the nervous system.
- b) Some primitive animals have a decentralized nervous system.
- c) The olfactory bulb of the human brain contains roughly 15–33 billion neurons depending on gender and age.
- d) Axons control behavior either by activating muscles, or by causing secretion of chemicals such as hormones.
- e) Sophisticated control of behavior on the basis of complex sensory input requires the information-integrating capabilities of a decentralized brain.
- f) The cerebral cortex is a part of the brain that most strongly distinguishes vertebrates from other mammals, mammals from other primates, and primates from other humans.
- g) In humans, the enlargement of the occipital lobes is taken to an extreme, and other parts of the cortex also become quite large and complex.

- h) Several brain areas have maintained their identities across the whole range of vertebrates, from hagfishes to humans.
- i) The larger the brain of a species, the greater the fraction taken up by the cortex.
- j) Learning how to ride a bicycle is an example of a type of neural plasticity that may take place largely within the neocortex.

Brain Structure

The **brain** is the center of the nervous system. Some primitive animals have a decentralized nervous system without a brain. In vertebrates, the brain is located in the head, protected by the skull and close to the primary sensory apparatus of vision, hearing, balance, taste, and smell.

Brains can be extremely complex. The cerebral cortex of the human brain contains roughly 15–33 billion neurons depending on gender and age, linked with up to 10,000 synaptic connections each. Each cubic millimeter of cerebral cortex contains roughly one billion synapses. These neurons communicate with one another by means of long protoplasmic fibers called axons, which carry trains of signal pulses called action potentials to distant parts of the brain or body and target them to specific recipient cells.

Brains control behavior either by activating muscles, or by causing secretion of chemicals such as hormones. Even single-celled organisms may be capable of extracting information from the environment and acting in response to it. In vertebrates, the spinal cord by itself contains neural circuitry capable of generating reflex responses as well as simple motor patterns such as swimming or walking. However, sophisticated control of behavior on the basis of complex sensory input requires the information-integrating capabilities of a centralized brain. The brain is the most complex biological structure known, and comparing the brains of different species on the basis of appearance is often difficult. Nevertheless, there are common principles of brain architecture that apply across a wide range of species.

The cerebral cortex is a part of the brain that most strongly distinguishes mammals from other vertebrates, primates from other mammals, and humans from other primates. In non-mammalian vertebrates, the surface of the cerebrum is lined with a comparatively simple layered structure called the pallium. In mammals, the pallium evolves into a complex 6-layered structure called neocortex. In primates, the neocortex is greatly enlarged in comparison to its size in non-primates, especially the part called the frontal lobes. In humans, this enlargement of the frontal lobes is taken to an extreme, and other parts of the cortex also become quite large and complex. The relationship between brain size, body size and other variables has been studied across a wide range of species. Brain size increases with body size but not proportionally. The larger the brain of a species, the greater the fraction taken up by the cortex. Several brain areas have maintained their identities across the whole range of vertebrates, from hagfishes to humans. Here is a list of some of the most important areas, along with a very brief description of their functions as currently understood (but note that the functions of most of them are still disputed to some degree): The medulla, along with the spinal cord, contains many small nuclei involved in a wide variety of sensory and motor functions.

- The hypothalamus is a small region at the base of the forebrain, whose complexity and importance belies its size. It is composed of numerous small nuclei, each with distinct connections and distinct neurochemistry. The hypothalamus is the central control station for sleep/wake cycles, control of eating and drinking, control of hormone release, and many other critical biological functions.
- Like the hypothalamus, the thalamus is a collection of nuclei with diverse functions. Some of them are involved in relaying information to and from the cerebral hemispheres. Others are involved in motivation. The subthalamic area (zona incerta)

seems to contain action-generating systems for several types of "consummatory" behaviors, including eating, drinking, defecation, and copulation.

- The cerebellum modulates the outputs of other brain systems to make them more precise. Removal of the cerebellum does not prevent an animal from doing anything in particular, but it makes actions hesitant and clumsy. This precision is not built-in, but learned by trial and error. Learning how to ride a bicycle is an example of a type of neural plasticity that may take place largely within the cerebellum.
- The tectum, often called "optic tectum", allows actions to be directed toward points in space. In mammals it is called the "superior colliculus", and its best studied function is to direct eye movements. It also directs reaching movements, though. It gets strong visual inputs, but also inputs from other senses that are useful in directing actions, such as auditory input in owls, input from the thermosensitive pit organs in snakes, etc. In some fishes, it is the largest part of the brain.
- The pallium is a layer of gray matter that lies on the surface of the forebrain. In reptiles and mammals it is called cortex instead. The pallium is involved in multiple functions, including olfaction and spatial memory. In mammals, where it comes to dominate the brain, it subsumes functions from many subcortical areas.
- The hippocampus is found only in mammals. However, the area it derives from, the medial pallium, has counterparts in all vertebrates. There is evidence that this part of the brain is involved in spatial memory and navigation in fishes, birds, reptiles, and mammals.
- The basal ganglia are a group of interconnected structures in the forebrain, of which our understanding has increased enormously over the last few years. The primary function of the basal ganglia seems to be action selection. They send inhibitory signals to all parts of the brain that can generate actions, and in the right circumstances can release the inhibition, so that the action-generating systems are able to execute their actions. Rewards and punishments exert their most important neural effects within the basal ganglia.
- The olfactory bulb is a special structure that processes olfactory sensory signals, and sends its output to the olfactory part of the pallium. It is a major brain component in many vertebrates, but much reduced in primates.

6. Give synonyms from the text to the following words:

- help in the form of ideas, advice, or information, used in a process or making a decision;
- the organ inside the head which controls body, allows to think and feel;
- the bones of the head;
- one half of the brain, divided between left and right;
- the smallest part of a living structure that can operate as an independent unit;
- the outer layer of the brain.

7. Give the right definition:

- contains many small nuclei involved in a wide variety of sensory and motor functions;
- a small region at the base of the forebrain, whose complexity and importance belies its size;
- it is composed of numerous small nuclei, each with distinct connections and distinct neurochemistry;
- a collection of nuclei with diverse functions. Some of them are involved in relaying information to and from the cerebral hemispheres. Others are involved in motivation;

- modulates the outputs of other brain systems to make them more precise;
- allows actions to be directed toward points in space;
- it also directs reaching movements, though. It gets strong visual inputs, but also inputs from other senses that are useful in directing actions;
- is a layer of gray matter that lies on the surface of the forebrain;
- is involved in multiple functions, including olfaction and spatial memory;
- a group of interconnected structures in the forebrain. The primary function seems to be action selection. They send inhibitory signals to all parts of the brain that can generate actions, and in the right circumstances can release the inhibition, so that the action-generating systems are able to execute their actions;
- a special structure that processes olfactory sensory signals, and sends its output to the olfactory part of the pallium.

8. Answer the questions:

- a) What value does a living-being brain have?
- b) What parts of the brain are critical for humans?
- c) What is the main function of the brain?
- d) What parts of the brain are critical for other vertebrates?
- e) What is each part of the brain responsible for?
- f) Could a living-being survive without a brain?

9. Make up five types of questions to the text.

10. Fill the blanks with the words from the text:

The **brain** is the ... of the nervous system. Some primitive ... have a decentralized ... without a brain. In vertebrates, the ... is located in the head, protected by the ... and close to the primary sensory ... of vision, hearing, balance, taste, and smell.

Brains can be extremely... . The cerebral ... of the ... contains roughly 15–33 billion neurons depending on gender and age, linked with up to 10,000 synaptic ... each. Each cubic millimeter of ... contains roughly one billion synapses. These neurons communicate with one another by means of long protoplasmic ... called axons, which carry trains of signal pulses called action potentials to distant parts of the ... or body and target them to specific recipient... . Brains control behavior either by activating muscles, or by causing secretion of chemicals such as... . Even single-celled organisms may be capable of extracting information from the environment and acting in response to it. In... , the spinal ... by itself contains neural circuitry capable of generating reflex responses as well as simple motor patterns such as swimming or walking. However, sophisticated control of ... on the basis of complex sensory input requires the information-integrating capabilities of a centralized... . The ... is the most complex biological structure known, and comparing the ... of different species on the basis of appearance is often difficult. Nevertheless, there are common principles of ... architecture that apply across a wide range of species.

11. Translate the text into English.

Головной мозг заключен в надежную оболочку черепа. Кроме того, он покрыт оболочками из соединительной ткани – твёрдой и мягкой, между которыми расположена сосудистая, или паутинная оболочка. Между оболочками и поверхностью головного и спинного мозга расположена цереброспинальная (часто её называют спинномозговая) жидкость – ликвор. Головной мозг высших позвоночных организмов состоит из ряда структур: коры больших полушарий, базальных ганглиев, таламуса, мозжечка, ствола мозга. Эти структуры соединены между собой нервными волокнами

(проводящие пути). Часть мозга, состоящая преимущественно из клеток, называется серым веществом, из нервных волокон – белым веществом. Клетки мозга включают нейроны (клетки, генерирующие и передающие нервные импульсы) и глиальные клетки, выполняющие важные дополнительные функции. Коммуникация между нейронами происходит посредством синаптической передачи. Каждый нейрон имеет длинный отросток, называемый аксоном, по которому он передает импульсы другим нейронам. Аксон разветвляется и в месте контакта с другими нейронами образует синапсы – на теле нейронов и дендритах (коротких отростках). Таким образом, один нейрон принимает сигналы от многих нейронов и в свою очередь посылает импульсы ко многим другим. Форма и размеры нейронов головного мозга очень разнообразны, в каждом его отделе разные типы клеток. Различают принципиальные нейроны, аксоны которых передают импульсы другим отделам, и интернейроны, осуществляющие коммуникацию внутри каждого отдела. Активность нейронов в некоторых отделах головного мозга может модулироваться так же гормонами.

12. Make a report about: a) microscopic structure; b) the development of the brain; c) neurotransmitter systems; d) sensory systems; e) motor system. f) arousal system; g) the effects of damage and disease; h) brain and mind; i) genetics.

UNIT 2. MENTAL RETARDATION

Text 1. Classification, Causes and Characteristics of Mental Retardation

1. Brainstorming. The text you are going to read is dedicated to the classification, causes and characteristics of mental retardation. What do you already know about it?

2. Pay attention to the terms in the text:

- mental deficiency ['mentl] [di'fiʃənsi] – умственная недостаточность;
- to define [di'faɪn] – определять;
- sub average [sləb] ['ævərɪdʒ] – ниже среднего;
- general intellectual [,ɪntɪ'lektʃʊəl] functioning ['fʌŋkʃənɪŋ] – обычное интеллектуальное, умственное развитие;
- to originate [ə'ɪdʒɪneɪt] – происходить из ч.–л.;
- severely retarded [sɪ'verɪli] [rɪ'tɑːdɪd] – сильная степень умственной отсталости;
- self-care skills – навыки самообслуживания;
- mildly ['maɪldli] retarded – средняя степень умственной отсталости;
- mental age – возраст развития головного мозга, интеллектуального развития;
- grade – класс (шк.);
- moderate ['mɒdərɪt] – средний, умеренный;
- academic subjects [ˌækə'demɪk] ['sləbdʒɪkts] – предметы, дисциплины обще-гуманитарного цикла;
- to confine [kən'faɪn] – предопределять, закрывать в замкнутом пространстве;
- to suspect [səspekt] – подозревать;
- x-ray exposure ['eks'reɪ] [ɪks'rəʊʒə] – воздействие рентгеновских лучей;
- incompatibility [ˌɪnkəm'pætə'bɪlɪti] – несовместимость;
- Rh blood – резус-фактор крови;
- traits [treɪts] – попытки;
- nutrition [nju(:)'trɪʃən] – кормление;

- measles ['mi:zlz] – свинка, паротит;
- tumors ['tju:məz] – судороги;
- glandular disorders ['glændjələ] [dis'ɔ:dəz] – частые простудные заболевания, дисфункция лимфатических узлов горла;
- exposure [iks'pəʊʒə] to toxic agents ['tɒksɪk] ['eɪdʒənts] – воздействие токсичных, отравляющих веществ;
- oxygen supply ['ɒksɪdʒən] [sə'plaɪ] – доставка кислорода, наличие O₂ в воздухе для дыхания;
- chicken pox ['tʃɪkɪn] [pɒks] – ветрянка;
- whooping cough ['hu:piŋ] [kɒf] – коклюш;
- to contribute [kən'trɪbjʊ(:)t] to smth. – вносить вклад;
- step-by-step directions [dɪ'rekʃənz] – пошаговые инструкции;
- attainable goals [ə'teɪnəbl] [gəʊlz] – достижимые цели;
- to be persistent [pə'sɪstənt] and consistent [kən'sɪstənt] – быть последовательным и верным своему слову.

3. Mark the sentences in the text in which word combinations listed above are used.

4. Find English for:

Согласно ч.-л.; основные навыки самообслуживания; степень умственной отсталости; обучаемые; воспитываемые; наследуемые от родителей; повышение температуры; травмы, повреждения головного мозга; навыки физического развития; вторичные заболевания; ставить достижимые цели.

5. Make up sentences with words from ex 2 and 4.

6. Read the text and say whether the following statements are true or false:

1. Mental retardation is defined as average general intellectual functioning
2. There are five degrees of mental retardation.
3. More than 200 causes of mental retardation have been identified, and many others are suspected.
4. The known causes can be placed into five categories.
5. A mentally retarded person is fast to learn
6. A mentally retarded person may be slow or limited in the development of physical skills.
7. Individuals who have a speech impairment or epilepsy are mentally retarded.
8. Secondary handicapping conditions are common among people with mental retardation.
9. It is thought that it takes a certain kind of person or an individual with special education to work with people who are retarded.
10. Anyone can work with people who are retarded and be successful.
11. Volunteer can contribute greatly to the work of individuals who have mental retardation.

Classification, causes and characteristics of mental retardation

According to the American classification of mental deficiency, mental retardation is defined as sub average general intellectual functioning that originates during the developmental period (prenatal to 16 years) and is associated with impairment in adaptive behavior.

There are many degrees of mental retardation. Persons who are severely retarded are able to learn only the most basic self-care skills. Those who are mildly retarded are able to

learn so much that, as adults, some are no longer identified as being retarded. Three common classifications used include:

- Mildly (educable) – mental age 8–12; learn to approximately 6th grade level;
- Moderately (trainable) – mental age 5–8; cannot learn academic subjects in school;
- Severely (profoundly) – many require life – long care and supervision and are often confined to institutions.

Not all the causes of mental retardation are known; however, more than 200 have been identified, and many others are suspected. The known causes can be placed into five categories:

Genetic irregularities – for example x-ray exposure, incompatibility of genes inherited from parents, Rh blood factor incompatibility, Down's syndrome, error in metabolism, or recessive genetic traits;

Pregnancy complications – for example poor nutrition, German measles, tumors, glandular disorders, infections, exposure to toxic agents, or radiation;

Birth Problems – for example premature birth, too rapid birth, prolonged birth, or any circumstance that reduces the oxygen supply to the infant's brain;

Post Birth Situations – for example childhood diseases, especially in the very young (chicken pox, measles, meningitis, whooping cough); high fevers, severe injuries to the brain, lack of certain chemicals in the blood, or glandular imbalance;

Environmental factors – for example being born and reared in a deprived environment where there is little opportunity to learn; or serious emotional problems.

II

A mentally retarded person is slow to learn and may be slow or limited in the development of physical skills. Additionally, physical handicaps may be present, such as speech impairments, visual impairments, hearing defects, or epilepsy. Because these secondary handicapping conditions are common among people with mental retardation, this does not mean that individuals who have a speech impairment or epilepsy are mentally retarded.

It is often thought that it takes a certain kind of person or an individual with special education to work with people who are retarded. The fact is that anyone who is patient and kind and who has a sincere interest in working with people can be successful. As a volunteer, you can contribute greatly to the happiness and accomplishments of individuals who have mental retardation.

One of the most important things to remember when teaching an individual with mental retardation is to break down the skill or project being taught into small tasks. This is called task analysis. A woodworking project provides a good example. If an individual is not successful at completing the tasks it may be that the task being taught is not broken down far enough. Give simple step-by-step directions, and repeat it to be sure that it is understood. Task analysis will help not only his students, but it will also help the leader be well-organized and successful. Establish realistic, attainable goals, and allow plenty of time for achieving them. It may take several months to teach a new skill. Concentrate on concrete ideas and skills. Children have problems with abstract concepts. Be patient, persistent and consistent. Provide warmth and acceptance. Recognize each individual's potential to grow, learn, and develop. Promote a sense of security through a smile or by providing a word of praise. Demonstrate. Showing is often more effective than telling. Use a combination of two. "Tell me something a hundred times, and I may still not fully understand what you want me to do. Show me what you mean, demonstrate clearly and slowly, just once or twice and I will be close to the goal".

7. Give synonyms from the text:

- mental retardation;
- sciences taught at school;
- a person who works for free;
- to give a definition;
- underdeveloped;
- a person with intellectual insufficiency;
- the teacher in the class;
- about smth.

8. Make up the plan of the text. Here are the titles in the wrong order. Make the order correct:

1. Secondary handicapping conditions are typical.
2. There are many degrees of mental retardation.
3. A volunteer can help a mentally retarded person to be successful.
4. A mentally retarded person is slow in learning.
5. Not all the causes of mental retardation are identified.
6. It is often thought that a mentally retarded person cannot learn anything.
7. Mental retardation is sub average intellectual development.

9. Answer the questions:

a) What is mental retardation? b) How many grades of mental retardation are defined in the USA? And in Russia? c) How many causes of mental retardation are identified? What are they? d) What can a mentally retarded individual learn? Are those attainments different for each grade? e) What is the general guidance to the teachers of mentally retarded individuals? Can anybody fulfill that task? f) What personal features should a teacher for mentally retarded children have? Do you?

10. Continue the sentences:

1. Mental retardation is ...
2. There are many degrees ...
3. Not all the causes of mental retardation
4. A mentally retarded person ...
5. secondary handicapping conditions are ...
6. It is often thought that ...
7. A volunteer...

11. Fill in the blanks with the words from the text:

One of the most important things to remember when teaching an individual with mental ... is to break down the skill or project being taught into small... . This is called task analysis. A woodworking ... provides a good example. If an ... is not successful at completing the ... it may be that the task being taught is not broken down far enough. Give simple... ..., and repeat it to be sure that it is understood. Task ... will help not only his students, but it will also help the leader be well-organized and successful. Establish realistic, attainable... , and allow plenty of time for achieving them. It may take several months to teach a new skill. Concentrate on concrete ... and skills. Children have problems with abstract... . Be patient,... . Provide warmth and acceptance. Recognize each ...'s potential to grow, learn, and develop. Promote a sense of ... through a smile or by providing a word of... . Demonstrate. Showing is often more effective than telling. Use a combination of two.

12. Make up five types of questions on the text.

13. Translate the text into English:

В соответствии с американской классификацией умственной недостаточности, умственная отсталость – это интеллектуальное развитие ниже нормы, которое определяется и проявляется с младенческого возраста до 16 лет, характеризуется отклонениями от нормы в поведении и развитии.

Выделяют несколько степеней умственной отсталости. Люди с глубокой степенью у.о. способны приобрести лишь основные навыки самообслуживания, в то время как люди со средней степенью у.о. способны освоить так много, что во взрослом возрасте никому и в голову не придет заподозрить их в отставании в интеллектуальном развитии в детстве. Всего выделяют три основные группы у.о.:

- среднюю (обучаемые) – возраст интеллектуального развития соответствует возрасту 8–12 лет; способны освоить школьную программу до 8-го класса;
- умеренную (воспитуемые) – возраст интеллектуального развития соответствует возрасту 5–8 лет; не способны освоить цикл обще-гуманитарных школьных предметов;
- глубокую (полную) – требуют постоянного, на протяжении всей жизни ухода и обслуживания, обычно находятся на попечении специальных образовательных и лечебных заведений.

Не все причины у.о. известны, хотя определены как минимум 200 из них, многие причины пока считаются не доказанными.

14. Make a report about Russian approaches onto mental retardation.

Text 2. Children Who Are Mentally Retarded

1. Brainstorming. You are going to read the text 'Children Who Are Mentally Retarded'. Judging by the title what do you think it is about? What definition would you give to mentally retarded children?

2. Pay attention to the following terms and words used in the text:

- derogatory [dɪ'rɒɡətəri] – нарушающий права, унижительный;
- adults ['ædʌlts] – взрослые люди;
- to complicate ['kɒmplikeɪt] – усложнять, осложнять;
- to institutionalize [ˌɪnstɪ'tuʃənəlaɪz] – помещать в специальное образовательное учреждение;
- a goal [ɡəʊl] – цель;
- at public expense [ɪks'pens] – за счет государственных средств;
- comprehensive evaluation [ˌkɒmprɪ'hensɪv] [ɪˌvælju'eɪʃən] – всесторонняя оценка;
- comprehensive treatment ['tri:tment] – всеобъемлющее лечение;
- to be associated [ə'səʊʃieɪtɪd] with smth. – присоединяться, солидаризироваться;
- to interfere [ˌɪntə'fɪə] – мешать, перебивать;
- to be behind smb. – запаздывать;
- to frustrate [frʌs'treɪt] – расстраивать, срывать планы;
- to withdraw [wɪð'drɔː] – отдергивать, брать назад;
- to lead [li:d] – вести, проводить;
- to handle ['hændl] – справляться, управлять, регулировать.

3. Find the following words in the text. Use a dictionary if necessary:

Термин, определение; не правильно понимать; ставить диагноз; средний уровень умственной отсталости; принимать участие в жизни общества; проводить тестирование; врач-специалист в узкой области медицины; врач общей практики; расстройства сна и приема пищи.

4. Make up one sentence with each word from ex. 2.

5. Read the text and say whether the following statements are true or false:

- a) Mentally retarded children are treated derogatory in the modern society.
- b) All the mentally retarded children are institutionalized.
- c) Mentally retarded children can attend mainstream schools.
- d) The children with intellectual insufficiency can learn to be at least partially independent.
- e) Most individuals with mental retardation have only the mild level of mental retardation.
- f) It is very important that the child has a comprehensive evaluation to find out about his or her strengths and needs.
- g) The child may also have difficulty with hearing, sight or speech.
- h) Emotional and behavioral disorders may be associated with mental retardation, and they may interfere with the child's progress.
- i) In order to be diagnosed as a person with mental retardation, the person has to have both significantly low IQ and considerable problems in everyday functioning.
- j) Early diagnosis of psychiatric disorders in children with mental retardation leads to early treatment.

Children Who Are Mentally Retarded

The term "mental retardation" is often misunderstood and seen as derogatory. Some think that retardation is diagnosed only on the basis of below-normal intelligence (IQ), and that persons with mental retardation are unable to learn or to care for themselves. Actually, in order to be diagnosed as a person with mental retardation, the person has to have both significantly low IQ and considerable problems in everyday functioning. Most children with mental retardation can learn a great deal, and as adults can lead at least partially independent lives. Most individuals with mental retardation have only the mild level of mental retardation. Mental retardation may be complicated by several different physical and emotional problems. The child may also have difficulty with hearing, sight or speech.

In the past, parents were often advised to institutionalize a child with significant mental retardation. Today, the goal is to help the child with mental retardation stay in the family and take part in community life. In most states, the law guarantees them educational and other services at public expense.

It is very important that the child has a comprehensive evaluation to find out about his or her strengths and needs. Since no specialist has all the necessary skills, many professionals might be involved. General medical tests as well as tests in areas such as neurology (the nervous system), psychology, psychiatry, special education, hearing, speech and vision, and physical therapy are useful. A pediatrician or a child and adolescent psychiatrist often coordinates these tests.

These physicians refer the child for the necessary tests and consultations, put together the results, and jointly with the family and the school develop a comprehensive treatment and education plan.

Emotional and behavioral disorders may be associated with mental retardation, and they may interfere with the child's progress. Most children with mental retardation recognize that they are behind others of their own age. Some may become frustrated, withdrawn or anxious, or act "bad" to get the attention of other youngsters and adults. Adolescents and

young adults with mental retardation may become depressed. These persons might not have enough language skills to talk about their feelings, and their depression may be shown by new problems, for instance in their behavior, eating and sleeping.

Early diagnosis of psychiatric disorders in children with mental retardation leads to early treatment. Medications can be helpful as one part of overall treatment and management of children with mental retardation.

Periodic consultation with a child and adolescent psychiatrist may help the family in setting appropriate expectations, limits, opportunities to succeed, and other measures which will help their child with mental retardation handle the stresses of growing up.

6. Give synonyms from the text:

- abusive treatment;
- a target;
- mental and intellectual insufficiency;
- authorities.

7. Make up the plan of the text. Here are the titles in the wrong order. Make the order correct:

- The placement of mentally retarded children;
- The definition of mental retardation;
- Low IQ and additional disabilities;
- Special diagnosis and placement;
- Periodic consultation and treatment.

8. Find in the text all the cases of Passive Voice.

9. Answer the questions:

- a) What is mental retardation? b) Can the children with mental retardation survive in modern society? c) Was it always like that? d) How are the children with mental retardation diagnosed? e) What can the children with mental retardation learn to do?

10. Continue the sentences:

- a) Mental retardation is...
- b) Children with mental retardation are...
- c) The medical diagnosis is...
- d) The treatment is...
- e) The level of intellectual insufficiency is...
- f) The evaluation is necessary...
- g) IQ scores should be...
- h) Emotional and behavioral disorders may be...
- i) Early diagnosis of psychiatric disorders in children with mental retardation...
- j) Periodic consultation with a child and adolescent psychiatrist...

11. Fill in the blanks with the words from the text:

- a) The term "mental retardation" is often ... and seen as
- b) Some think that ... is diagnosed only on the basis of below-normal intelligence (IQ), and that persons with... are unable to learn or to care for themselves.

- c) Actually, in order to be diagnosed as a person with... ..., the person has to have both significantly low IQ and considerable problems in everyday functioning.
- d) Most children with... ... can learn a great deal, and as adults can lead at least partially independent lives.
- e) Most individuals with... ... have only the mild level of
- f)... ...may be complicated by several different physical and emotional problems.
- g) The child may also have... with hearing, sight or speech.
- h) Today, the goal is to help the child with stay in the family and take part in community life.
- i) In most states, the law guarantees them ... and other services at public....

12. Make up five types of questions on the text.

13. Make the written translation of the text. Pay special attention to the examples – they should be in Russian:

Термин «умственная отсталость» часто не правильно понимается и воспринимается как унижающий достоинство. Некоторые люди думают, что диагноз умственная отсталость ставится только тем, кто имеет уровень интеллектуального развития ниже среднего, и что люди с умственной отсталостью не могут ничему научиться или сами о себе позаботиться. На самом деле, диагноз «умственная отсталость» ставится только тем, кто имеет и проблемы интеллектуального развития и существенные проблемы развития навыков самообслуживания. Большинство детей, которым был поставлен такой диагноз, могут многому научиться и, когда достигнут зрелого возраста, могут жить самостоятельно. Наиболее распространена средняя степень умственной отсталости. В большинстве случаев имеются так же физические и эмоциональные отклонения, проблемы развития слуха, зрения и речи.

14. Make a report about some other approaches onto mental retardation.

Text 3. The Intelligence Quotient (IQ)

1. Brainstorming. The text you are going to read is about the Intelligence Quotient (IQ). What do you already know about it? If you were to deal with such topic, what would you speak about?

2. Pay attention to the following terms used in the text:

- intelligence [in'telɪdʒəns] tests – тест на оценку интеллектуального развития;
- in the field of psychology [saɪ'kɒlədʒi] – в области психологии;
- to accept [ək'sept] – принимать;
- to assess [ə'ses] – допускать;
- a scale – шкала, рамка;
- to calculate ['kælkjuleɪt] – считать, подсчитывать;
- to take smth. into account [ə'kaʊnt] – принимать во внимание;
- computation [,kɒmpju(:)'teɪʃən] – подсчет голосов, подведение итогов;
- to take place – иметь место, происходить;
- a constant ['kɒnstənt] – константа, постоянная единица;
- life span – на протяжении всей жизни;
- to divide [dɪ'vaɪd] – делить;
- to multiply ['mʌltɪplaɪ] – умножать;

- to be equal ['i:kwəl] – быть равным;
- a score [skɔ:] – балл, результат;
- to supervise ['sju:pəvaɪz] – проводить под наблюдением;
- interchangeable [ˌɪntə(:)'ʃeɪndʒəbl] – взаимозаменяемый;
- a relative ['relatɪv] number – относительная цифра, единица;
- to illustrate ['ɪləstreɪt] – показывать, преподносить;
- to weight [weɪt] – весить, быть ч.-л.равным;
- bias ['baɪəs] – несправедливый;
- to make claims [kleɪmz] – утверждение (недоказанное).

3. Pay attention to the following names used in the text:

Binet and Simon
Alpha and Beta
the Wechsler

4. Find English equivalents to the following Russian words and word combinations. Use a dictionary if necessary.

В начале двадцатого века; Первая Мировая Война; в последние годы; широко распространенный; качество; поправка на возраст; биологический возраст; возраст развития; процентное оценивание (ранжирование); расшифровывать результаты; иметь ясный ум в критических ситуациях; превосходить к.-л. в ч.-л.

5. Make up sentences with the words and word combinations from ex 2 and 4.

6. Give synonyms from the text:

- not to change within the life;
- to count;
- to give certain results;
- to add one number several times;
- to cut one number into several parts;
- to have almost equal mental capacities.

7. Read the text and say whether the following statements are true or false:

- a) IQ tests are widely used all around the world.
- b) IQ score changes within the life span.
- c) The first intelligent tests that became widely accepted at the beginning of the 20th century.
- d) The Wechsler scales are the most widely used instruments in the field of psychology for measuring intelligence.
- e) IQ test takes age into account.
- f) Age-correction takes place for IQ scores.
- g) The IQ of a child between the ages of 15 to 16 years old is calculated by dividing the child's mental age by his chronological age and then multiplying the results by 100.
- h) The test has a mean score of 100 points and a standard deviation of 15 points.
- i) Men and women have statistically significant differences in scores on tests of particular abilities.
- j) IQ tests are weight on sex differences so there is no bias on average in favor of one sex.

The Intelligence Quotient (IQ)

The first intelligence tests were used in the field of psychology. The scales designed by Binet and Simon were the first intelligent tests that became widely accepted at the

beginning of the 20th century. The Alpha and Beta army tests that were used in World war I to assess military personnel became very popular.

In recent years, the Wechsler scales are the most widely used instruments in the field of psychology for measuring intelligence. The designer of these tests, Wechsler, published his first scale in the 1930s. He used material from the Binet Alpha and Beta tests to make his test. An important feature of his test was that when calculating the IQ, this test took age into account. In other words, in the computation of the IQ, an age-correction takes place. Because of this feature, the IQ stays constant over the life span.

$$\text{IQ (intelligence quotient)} = (\text{Mental Age} / \text{Chronological Age}) \times 100.$$

The IQ of a child between the ages of 5 to 16 years old is calculated by dividing the child's mental age by his chronological age and then multiplying the results by 100. If a 10 year old child performs mentally at a 10 year old level, the IQ is calculated as 10 divided by 10 equaling 1, and multiplying the 1 by 100 equals an IQ of 100. If the 10 year old child mentally performs at a 20 year old level, then 20 over 10 equals 2, and multiplying 2 by 100 equals an IQ score of 200.

Adult IQ is calculated by supervised IQ testing. Adult IQ scores are specific to each IQ test and are not interchangeable between one IQ test and another. Membership qualifications to most high IQ societies require percentile ratings instead of IQ scores.

The IQ formula $(\text{MA}/\text{CA}) \times 100 = \text{IQ}$ was created as an indicator, not based on mathematical rules. IQ scores are relative numbers, of no real measurement other than to show relative differences of measurable mental performance between different people taking similar tests.

An IQ tells you what your score is on a particular intelligence test, compared to your age-group. The test has a mean score of 100 points and a standard deviation of 15 points. What does this standard deviation mean? It means that 68 percent of the population score IQ within the interval 85–115 and that 95 percent of the population scores within the interval 70–130.

An easy way to interpret an IQ is to use the following rules:

- a score that is no more than one standard deviation (=15) away from 100, can be interpreted as a normal score;
- a score that is between one and two standard deviations away from 100 can be interpreted as low (70–85) or high (115–130);
- a score that is more than two standard deviations away from 100, can be interpreted as very low (lower than 70) or very high (higher than 130).

Men and women have statistically significant differences in average scores on tests of particular abilities. Studies also illustrate consistently greater variance in the performance of men compared to that of women (i.e., men are more represented at the extremes of performance).

IQ tests are weight on these sex differences so there is no bias on average in favor of one sex; however the consistent difference in variance is not removed. Because the tests are defined so there is no average difference it is difficult to put any meaning on a statement that one sex has a higher intelligence than the other. However some people have made claims like this even using unbiased IQ tests. For instance claims that men tend to outperform women on average by 3–4 IQ points based on tests of medical students where the greater variance of men's IQ can be expected to contribute to the result, or where a 'correction' is made for different maturation ages.

8. Answer the questions:

a) What is IQ? b) When was it founded? c) Who invented IQ tests? d) What is the formula of IQ score? e) What conditions should be taken into account for IQ scores? f) What does IQ

score mean? How can it be interpreted? g) What else do you think IQ tests could be used for? h) What kind of questions are the IQ tests consist of? i) What are the reasons for the use of IQ tests? j) Have you ever tried to ill in an IQ test? What was the score? k) Are IQ tests widely used in Russia? What countries are they characteristic for?

9. Continue the sentences:

- 1) The first intelligence tests...
- 2) The scales...
- 3) In recent years...
- 4) The IQ of a child...
- 5) Adult IQ is...
- 6) The IQ formula...
- 7) An IQ tells...
- 8) An easy way to interpret an IQ...
- 9) Men and women...
- 10) IQ tests are weight...

10. Fill in the blanks with the words from the text:

The IQ of a ... between the ages of 5 to 16 years old is ... by dividing the child's ... age by his ... age and then ... the results by 100. If a 10 year old child performs ... at a 10 year old level, the IQ is ... as 10 divided by 10 equaling 1, and ... the 1 by 100 equals an IQ of 100. If the 10 year old child ... performs at a 20 year old level, then 20 over 10 equals 2, and ... 2 by 100 equals an IQ score of 200.

Adult IQ is ... by supervised IQ testing. Adult IQ scores are specific to each IQ test and are not interchangeable between one IQ test and another. Membership qualifications to most high IQ societies require ... ratings instead of IQ scores.

11. Make up five types of questions on the text.

12. Translate the text into English:

Мужчины и женщины имеют разный уровень интеллектуального развития. Исследования также подтверждают большие расхождения IQ у мужчин по сравнению с женщинами (например, мужчины показывают результаты лучше в ситуациях, требующих психологической концентрации). IQ тесты учитывают половую принадлежность, поэтому авторов нельзя упрекнуть в предвзятом отношении к тому или иному полу; тем не менее сами задания не очень отличаются. Так как задания для мужчин и женщин составлены таким образом, что между ними почти нет разницы, нет оснований утверждать, что один пол превосходит другой в интеллектуальном развитии. Тем не менее некоторые исследователи выдвигали такие теории, но они не нашли подтверждения.

Text 4. Classification of Mentally Retarded Children on the Intelligence Quotient

1. The text you are going to read is dedicated to the classification of mentally retarded children on the Intelligence Quotient. What do you already know about it? Is it typical?

2. Pay attention to the following terms in the text:

– intelligence [ɪn'telɪdʒəns] Quotient ['kwəʊʃənt] – интеллектуальный коэффициент;

- intellectual [ˌɪntɪˈlektʃʊəl] capacities [kəˈpæsɪtɪz] – умственные, интеллектуальные способности;
- idiot [ˈɪdɪət] – идиот;
- imbecile [ˈɪmbɪsɪl] – имбецил;
- moron [ˈmɔːrɒn] – дебил;
- borderline [ˈbɔːdəlaɪn] – дебил;
- intelligence test scores [skɔːz] – показатель, результат интеллектуального теста;
- speech functions – речевые функции;
- soiling [ˈsɔɪlɪŋ] – пачкаться, грязниться;
- bladder [ˈblædə] and bowel [ˈbaʊəl] functions – функции диуреза и дефикации.

3. Find English equivalents to the following Russian words and word combinations. Use a dictionary if necessary:

Традиционно; умственные способности; пограничная группа; граница; зависеть от ч.-л.; быть не в состоянии позаботиться о себе; самым простым образом; одеваться; самостоятельно есть, принимать пищу; оставаться на начальном, очень простом уровне; немые; с некоторой помощью; после продолжительного обучения; нормальные интеллектуальные способности; словарный запас; искусство или ремесло; быть внимательным к своему окружению; класс (в школе); достигать к.-л. уровня; ручной труд; хорошо, адекватно приспособливаться к потребностям, требованиям современного мира; школьные, научные достижения; в частности; оставаться на второй год/ пропускать несколько классов; соответствующая школьная программа.

4. Give synonyms from the text:

- cannot do anything;
- primitive;
- average, normal;
- adaptation.

5. Make sentences with the words and word combinations from ex 2 and 3.

6. Read the text and say whether the following statements are true or false:

- 1) Traditionally mentally retarded children have been classified on the basis of intellectual capacities into six major categories.
- 2) The general characteristics of each of the categories are fairly well established.
- 3) The lowest category of mentally retarded children is the idiot level.
- 4) Children falling in the category of idiots are usually unable to care for themselves in even the most elementary manner. They cannot learn to dress themselves and may not, in many instances, be able to feed themselves in an adequate manner.
- 5) Imbecile cannot profit from the usual special class programmes and at an adult age are not able to take care of themselves.
- 6) In terms of IQ imbecile range is usually from 30 to 50.
- 7) In imbeciles speech functions are mastered, although they are very simple. Vocabulary remains at a very rudimentary level, he can learn to read a few words, and can, with considerable help, learn to write his name and a few simple words.
- 8) Ranking above the imbecile level is the moron – the level at which the greatest percentage of retarded children rank. The range of IQ is usually given as from 30 to 70.
- 9) Imbecile feeds himself and is attentive to his surroundings. Speech functions, even though at a lowered level, are usually adequate, and he learns to read and write at an elementary manner.

10) With proper guidance, training and help imbecile can eventually support himself, but he needs guidance throughout life.

11) Children ranking at a borderline level are not classified as mentally retarded, but they do have difficulties in making an adequate adjustment to the demands of daily life. The range of IQ of this group is usually given as from 70 to 80.

Classification of Mentally Retarded Children on the Intelligence Quotient

Traditionally mentally retarded children have been classified on the basis of intellectual capacities into four major categories: idiots, imbeciles, moron, and borderline. The exact limits of each of these categories are not agreed upon by authorities. The general characteristics of each of the categories are, however, fairly well established.

The lowest category of mentally retarded children is the idiot level. In terms of IQ the range is usually given as from 0 to 30. The diagnosis of “idiot” depends upon many factors besides the IQ score. Children falling in this category are usually unable to care for themselves in even the most elementary manner. They cannot learn to dress themselves and may not, in many instances, be able to feed themselves in an adequate manner. They have to be constantly protected from physical dangers and supervised in many other ways. Speech functions are retarded and remain at a primitive level. Many idiots are mute and never develop speech function. Soiling is quite frequent and inability to control both bladder and bowel functions is not rare. These children cannot profit from the usual special class programmes and at an adult age are not able to take care of themselves. They need continued custodial care throughout life.

The next highest category is that of imbecile. In terms of IQ the range is usually given as from 30 to 50. The child ranking at or near the upper limit of the imbecile range is able with some help to learn to dress himself. He is also able to learn after an intensive training period to control both bladder and bowel functions. He learns to feed himself, although at a later age than does the child of average intellectual capacities. Speech functions are mastered, although they are very simple. Vocabulary remains at a very rudimentary level, but the high grade imbecile can learn to read a few words, and can, with considerable help, learn to write his name and a few simple words. Such a child can eventually be taught to do some simple tasks, and occasionally develops special skills in some art or craft. However, an imbecile can never adequately function by himself in the society and needs a great deal of close supervision, attention and continuous help.

Ranking above the imbecile level is the moron – the level at which the greatest percentage of retarded children rank. The range of IQ is usually given as from 50 to 70. The high-grade moron usually learns to dress himself adequately, has no great problems in establishing either bowel or bladder control, and does not usually soil himself. He feeds himself and is attentive to his surroundings. Speech functions, even though at a lowered level, are usually adequate, and he learns to read and write at an elementary manner. He can profit from the experiences of the special class, and in general is capable of reaching a school reading achievement level equivalent to the fourth grade. He learns to do many manual tasks and, with help, is certainly capable of holding a simple job. With proper guidance, training and help he can eventually support himself, but he needs guidance throughout life. Many individuals at this level marry and have families, but function best if they are given the continued support and help of an understanding person.

Children ranking at a borderline level are not classified as mentally retarded, but they do have difficulties in making an adequate adjustment to the demands of daily life. The range of IQ of this group is usually given as from 70 to 80. The area of greatest manifest difficulty of borderline children is that of academic achievements. They are slow in learning such material. In particular, great difficulties are experienced with such school subjects as reading

and arithmetic. Usually they are “carried along” at school and fail many grades. Frequently they are promoted solely on the basis of their age and size. They sometimes get as far as the high-school grades. Appropriate school programmes for such children are usually not available. This is unfortunate because they would profit from specially modified school programmes.

7. Answer the questions:

- a) What are the main categories of mental retardation?
- b) What IQ scores does each of them have?
- c) What can be said about the speech functions and learning capacities of each the group?
- d) Why the “borderline group” is also distinguished? What are the characteristic features of that group?
- e) What special methods can be applied to each of these groups?
- f) Are IQ tests widely used in Russia?

8. Continue the sentences:

- 1) Traditionally mentally retarded children ...
- 2) The general characteristics ...
- 3) The lowest category ...
- 4) Children falling in this category ...
- 5) These children cannot ...
- 6) In terms of IQ...
- 7) Speech functions ...
- 8) Ranking above ...
- 9) With proper guidance, training and help ...
- 10) Children ranking at a borderline level ...

9. Find in the text all the cases of verbals (the gerund, the participle, the infinitive).

10. Fill in the blanks with the words from the text:

Traditionally ... children have been classified on the basis of ... capacities into four major categories: idiots, imbeciles, moron, and borderline. The exact limits of each of these ... are not agreed upon by authorities. The general ... of each of the categories are, however, fairly well established.

The lowest ... of mentally retarded children is the idiot level. In terms of IQ the ... is usually given as from 0 to 30. The diagnosis of “idiot” depends upon many factors besides the IQ... . The next highest category is that of imbecile. In terms of ... the range is usually given as from 30 to 50. Ranking above the imbecile level is the moron –... at which the greatest percentage of ... children rank. The range of ... is usually given as from 50 to 70. Many individuals at this ... marry and have families, but function best if they are given the continued support and help of an understanding person.

Children ranking at a ... level are not classified as mentally..., but they do have difficulties in making an adequate ... to the demands of daily life. The ... of IQ of this group is usually given as from 70 to 80. Appropriate school programmes for such children are usually not available. This is unfortunate because they would ... from specially modified school....

11. Make up five types of questions on the text.

12. Make the written translation of the text:

Для каждой из категорий умственной отсталости нет четких границ. Тем не менее, основные характеристики каждой из групп четко обозначены. У всех умственно отсталых детей речевые функции либо отсутствуют, либо находятся на очень примитивном уровне. Имбицилы могут научиться самостоятельно есть, но значительно позже, чем их нормальные сверстники. Дебилы даже могут научиться писать на очень примитивном уровне. Многие дебилы женятся и создают семьи, но наилучшим способом существования для них остаётся постоянная поддержка и помощь понимающего человека. Дети, которые относятся к пограничной группе, обычно не считаются умственно отсталыми, но у них есть определенные трудности в приспособлении к потребностям окружающего мира.

UNIT 3. ADDITIONAL READING

Text 1. Depression

Depression is very common and affects as many as 1 in 8 people in their teen years. Depression affects people of every color, race, economic status, or age; however, it does seem to affect more girls than guys. Sometimes friends or family members recognize that someone is depressed. They may respond with love, kindness, or support, hoping that the sadness will soon pass. They may offer to listen if the person wants to talk. If the depressed feeling doesn't pass with a little time, friends or loved ones may encourage the person to get help from a doctor, therapist, or counselor. But not everyone recognizes depression when it happens to someone they know. Some people don't really understand about depression. For example, they may react to a depressed person's low energy with criticism, yelling at the person for acting lazy or not trying harder. Some people mistakenly believe that depression is just an attitude or a mood that a person can shake off. It's not that easy. Sometimes even people who are depressed don't take their condition seriously enough. Some people feel that they are weak in some way because they are depressed. This is wrong and it can even be harmful if it causes people to hide their depression and avoid getting help. Occasionally, when depression causes physical symptoms (things like headaches or other stress-related problems), a person may see a doctor. Once in a while, even a well-meaning doctor may not realize a person is depressed, and just treat the physical symptoms. There is no single cause for depression. Many factors play a role including genetics, environment, life events, medical conditions, and the way people react to things that happen in their lives. Research shows that depression runs in families and that some people inherit genes that make it more likely for them to get depressed. Not everyone who has the genetic makeup for depression gets depressed, though. And many people who have no family history of depression have the condition. So although genes are one factor, they aren't the single cause of depression. The death of a family member, friend, or pet can go beyond normal grief and sometimes lead to depression. Other difficult life events, such as when parents divorce, separate, or remarry, can cause and even make the depression worse. Even events like moving or changing schools can be emotionally challenging enough that a person becomes depressed. For some teens, a negative, stressful, or unhappy family atmosphere can affect their self-esteem and lead to depression. This can also include high-stress living situations such as poverty; homelessness; and violence in the family, relationships, or community. Substance use and abuse also can cause chemical changes in the brain that affect mood; alcohol and some drugs are known to have depressant effects. The negative social and personal consequences of substance abuse also can lead to severe unhappiness and depression. Certain medical conditions can affect hormone balance and

therefore have an effect on mood. Some conditions, such as hypothyroidism, are known to cause a depressed mood in some people. When these medical conditions are diagnosed and treated by a doctor, the depression usually disappears. For some teens, undiagnosed learning disabilities might block school success, hormonal changes might affect mood, or physical illness might present challenges or setbacks. Depression involves the brain's delicate chemistry specifically, it involves chemicals called neurotransmitters. These chemicals help send messages between nerve cells in the brain. Certain neurotransmitters regulate mood, and if they run low, people can become depressed, anxious, and stressed. Stress also can affect the balance of neurotransmitters and lead to depression. Sometimes, a person may experience depression without being able to point to any particular sad or stressful event. People who have a genetic predisposition to depression may be more prone to the imbalance of neurotransmitter activity that is part of depression. Medications that doctors use to treat depression work by helping to restore the proper balance of neurotransmitters. For some people, depression can be intense and occur in bouts that last for weeks at a time. For others, depression can be less severe but can linger at a low level for years. Doctors who treat depression distinguish between these two types of depression. They call the more severe, short-lasting type major depression and the longer-lasting but less severe form dysthymia (pronounced: dis-thy-me-uh). A third form of depression that doctors may diagnose is called adjustment disorder with depressed mood. This diagnosis refers to a depressive reaction to a specific life event (such as death, divorce, or other loss), when adjusting to the loss takes longer than the normally expected timeframe or is more severe than expected and interferes with the person's daily activities. Bipolar disorder (also sometimes called manic depressive illness) is another depressive condition that involves periods of major depression mixed with periods of mania. Mania is the term for abnormally high mood and extreme bursts of unusual activity or energy. Depression is one of the most common emotional problems in the United States and around the world. The good news is that it's also one of the most treatable conditions. Therapists and other professionals can help. In fact, about 80% of people who get help for their depression have a better quality of life; they feel better and enjoy themselves in a way that they weren't able to before. Treatment for depression can include talk therapy, medication, or a combination of both. Talk therapy with a mental health professional is very effective in treating depression. Therapy sessions can help people understand more about why they feel depressed, and the ways to combat it. Sometimes, doctors prescribe medicine for a person who has depression. When prescribing medicine, a doctor will carefully monitor patients to make sure they get the right dose. The doctor will adjust the dose as necessary. It can take a few weeks before the person feels the medicine working. Because every person's brain is different, what works well for one person might not be good for other. Everyone can benefit from mood-boosting activities like exercise, yoga, dance, journaling, or art. It can also help to keep busy no matter how tired you feel. People who are depressed shouldn't wait and hope it will go away on its own because depression can be effectively treated. Friends or others need to step in if someone seems severely depressed and isn't getting help. Many people find that it helps to open up to parents or other adults they trust. Simply saying, "I've been feeling really down lately and I think I'm depressed," can be a good way to begin the discussion. Ask your parent to arrange an appointment with a therapist. If a parent or family member can't help, turn to your school counselor, best friend, or a helpline to get help. People who are extremely depressed and who may be thinking about hurting themselves or about suicide need help as soon as possible. When depression is this severe, it is a very real medical emergency, and an adult must be notified. Most communities have suicide hotlines where people can get guidance and support in an emergency. Although it's important to be supportive, trying to cheer up a friend or reasoning with him or her probably won't work to help depression or suicidal feelings go away. Depression can be so strong that it outweighs a

person's ability to respond to reason. Even if your friend has asked you to promise not to tell, severe depression is a situation where telling can save a life. The most important thing a depressed person can do is to get help. If you or a friend feels unsafe or out of control, get help now. Depression doesn't mean a person is "crazy." Depression (and the suffering that goes with it) is a real and recognized medical problem. Just as things can go wrong in all other organs of the body, things can go wrong in the most important organ of all: the brain. Luckily, most teens who get help for their depression go on to enjoy life and feel better about themselves.

Text 2. The Retarded Children Learn Best by Special Methods of Instruction

Educators are generally agreed that the most characteristic educational disability of the retarded is difficulty in learning. This difficulty shows up in many different ways. Retarded children are older than other children before they learn those things which they will be able to learn. While growth is slow for a number of years they are able to master more and more difficult skills, especially if they are placed in a good learning situation. But there are some things they will never be able to master.

He will not reach the average level in learning, no matter how long one waits.

When a retarded child appears to have difficulty in memorizing, it is often because the materials being presented are too difficult for him to understand, or his interest has not been aroused. Mechanical repetition, or rote learning, without interest or motivation seems to be ineffective with the retarded. Reading and other subjects using symbols seem to be especially difficult for most of the mentally retarded. This means that the teacher most frequently uses special teaching methods.

The methods of instruction for mentally defectives are based on the fact that they can learn something every year but slower than other children. Such children need additional coaching as well as remedial help in specific subjects.

The mentally retarded child differs from the normal in that he learns more slowly, needs more repetition of material, needs a great variety of presentations (approaches). It is recommended to introduce few new words at a time and to repeat more after the child has acquired sight vocabulary. The instruction of mental defectives must be oral, visual and at the same time correlated with the child's interests. Such children must make use of illustrated elementary readers and story books with a very limited vocabulary in clear print and well illustrated.

However oral expression is the chief aim of language instruction. The speaking vocabulary should increase gradually and the child should learn to express complete thoughts before he learns to read sentences. Written language grows out of the use of oral language. The pupil must be able to say first the things which he wishes to write. Yet, if carefully guided retarded children read for pleasure.

Text 3. Cerebral Palsied Children

Cerebral palsy is a general term which covers a variety of conditions caused by damage to certain areas in the brain. The most common forms are the spastic, the athetotic, and the ataxic. Speech is disturbed in about 70% of cases of cerebral palsy.

Their speech is labored, slow, the voice is often monotonous and relatively uncontrolled, and the articulation suffers because of the impaired muscular coordination. Cerebral palsied speech is a problem for the professional speech correctionist, but the classroom teacher plays a vital role in giving him opportunities of the training recommended by the speech correctionist and by other specialists. The treatment of cerebral palsy is a

complex problem and the cooperation of a number of specialists is needed: the therapist, the neurologist, the pediatrician, the orthopedist, the speech correctionist and others. The majority of cerebral palsied children have several handicaps and therefore they need many kinds of help. They have the motor handicap by which their condition is defined and diagnosed, but they also have sensory difficulties and perceptual impairments. It is difficult for them to adjust to their handicaps and get through school and find a place in the life. Sometimes the child is emotionally unstable; sometimes he is mentally retarded.

Cerebral palsied children attend a special school or a regular school. Sometimes they require permanent clinic care, some get education at home.

For many cerebral palsied children in overall programme would include the following.

1) Relaxation and voluntary control of the speech musculature.

2) The establishment of breath control for vocalization and articulation.

Such children breathe too deeply or too shallowly for purposes of speech.

For most cerebral palsied children a normal length of phrase is not to be expected. Short, uninterrupted phrasing is a more modest and more possible achievement. For breath control blowing through a straw is helpful.

3) Control of the organs of articulation.

Considerable exercises are needed to establish directed and independent action of the tongue and to overcome the frequently present tendency of such a child to move his jaw as he attempts to move his tongue and lift his tongue independently of his jaw.

Children enjoy such exercises as licking honey from their lips, or reaching for a bit of honey placed on the upper gum ridge.

The child should be shown what he does by observing himself in a mirror.

This muscle training may be carried out by incorporating it into functional work or it may be accomplished in isolation from any useful or meaningful activity.

The speech therapist emphasizes muscle training for cerebral palsied person.

4) Work on individual speech sounds.

The sounds most frequently defective are those that require precise tip of the tongue action.

These include: t, d, n, l, r, s, z. Sound play calling for repetition of the sounds the child can produce, may give the child a feeling of accomplishment. For many children normal articulation may not be expected.

5) Incorporation of sounds in words and phrases.

Many cerebral palsied children have considerable difficulty in making the translation from the production individual sounds to connected speech.

Articulation must be coordinated with breathing and vocalization, then children speak better. The speech of the cerebral palsied children may be normal when the muscles of the articulatory and respiratory organs are not affected but in general the speech is slow, jerky and laboured.

The rhythm is faulty with unnatural breaks. The consonants, particularly those which require precise articulation are apt to be inaccurate. Language development may be retarded.

Text 4. Types of Speech Defects

A speech defect may be defined as any acoustic variation from an accepted speech standard.

Speech defects are the most prevalent of all the handicaps of childhood. These defects are most numerous in the primary grades and decrease steadily in the senior grades. Boys have speech defects much more frequently than girls.

Speech defects include 1) functional articulatory defects; 2) stuttering; 3) voice defects; 4) cleft palate speech; 5) cerebral palsy speech; 6) retarded speech development and 7) speech defects due to impaired hearing.

Articulatory Defects include 1) the omission of sounds; 2) the substitution of one sound for another; 3) the distortion of sounds; 4) general indistinctness.

Articulatory defects present one of the most important problems of the speech correction programme, for most speech defects are of articulatory type. About three fourth of the speech defects are of articulatory type. About three fourth of the speech defects in a school population are articulatory. But many parents do not feel that articulatory defects are serious. Some parents have become so accustomed to their children's articulatory errors that they do not even hear them. Other parents think that their children will outgrow their articulatory difficulties.

Most children who make articulatory errors make more than one and usually are not consistent in their errors. They may make a sound correctly in one word and incorrectly in another. Or they may even substitute a sound that they do not ordinarily make correctly in one word for another sound. For example, they may say "thun" for "sun".

This category includes many terms. Perhaps the one which parents use more frequently is "baby talk". When the child omits substitutes or distorts his speech sounds as does a younger child, this term is applicable. In fact, some writers now include articulatory defects under the term "delayed speech" or "retarded speech development". They indicate that the child reaches a certain level of development but does not progress beyond that certain point.

Other terms commonly included in this category are lisp and lalling. Lipping refers to any defect of any or all of the four sibilant sounds: s, sh, z, zh. Lalling means difficulty with the "l" and "r" sounds.

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ХАЛЮЧКОВА Виктория Викторовна

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