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# АНГЛИЙСКИЙ ЯЗЫК

*Учебно-методический комплекс  
для студентов факультета  
социальной педагогики и психологии*

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Данный учебно-методический комплекс по английскому языку предназначен для студентов факультета социальной педагогики и психологии, занимающихся на заочной форме обучения по специальностям: “Социальная работа (социально-педагогическая деятельность)”, “Социальная работа (социо-медико-психологическая деятельность)”.

Издание содержит теоретический материал по грамматике и комплексы упражнений для его закрепления, текстовый материал с системой упражнений и задания для самостоятельной работы в течение межсессионного периода.

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## ПРЕДИСЛОВИЕ

Учебно-методический комплекс предназначен для занятий по английскому языку на факультете социальной педагогики и психологии (заочная форма обучения).

Комплекс состоит из трех частей, структурно соотносящихся с этапами обучения иностранного языка, предусмотренными программой высшей школы для заочного отделения: 1-я часть предназначена для занятий в период I семестра, 2-я часть – для занятий во время II семестра, 3-я часть – III семестра.

В каждой части представлен грамматический материал с логически выстроенной системой упражнений для его закрепления. Издание также содержит текстовый материал по специальностям факультета: «Социальная работа (социально-педагогическая деятельность)» и «Социальная работа (социо-медико-психологическая деятельность)». Тексты снабжены активным словарем, а также лексическими предтекстовыми и послетекстовыми упражнениями.

В конце каждой части дается задание для самостоятельной работы в течение межсессионного периода. Оно состоит из:

- 1) вопросов для самоконтроля;
- 2) текстов для самостоятельного чтения с пред- и послетекстовыми заданиями;
- 3) контрольных работ по изученному грамматическому материалу.

# ЧАСТЬ I

## LESSON 1

### О пользовании словарем

**Словарь** – главный помощник в процессе перевода. Им пользуются не только тогда, когда хотят узнать значение того или иного слова, но также и для отбора наиболее подходящего значения из ряда уже известных.

Для того чтобы умело пользоваться словарем, надо знать его структуру.

Все слова расположены в словаре строго в алфавитном порядке и по гнездовому принципу. Слова надо отыскивать не по первой букве, а по первым трем буквам. В верхнем левом углу каждой страницы стоят первые три буквы первого слова на этой странице, а в верхнем правом углу – первые три буквы последнего слова на этой странице. Твердое знание английского алфавита – обязательное условие быстрой работы со словарем.

Перевод отдельного слова может не совпадать с переводом того же слова в словосочетаниях: **to make** – делать, производить; **to make a bed** – стелить постель; **to make an answer** – отвечать. Поэтому при многих словах даются сочетания слов, в состав которых входит данное гнездовое слово. Заголовочное слово внутри словарной статьи не повторяется, вместе него ставится знак ~ (тильда).

В словаре отражена многозначность английских слов. Различные значения одного и того же слова обозначены арабскими цифрами. Римскими цифрами обозначены омонимы: брак (супружество) и брак (испорченная продукция); **case** (случай, дело) и **case** (ящик, коробка).

После глагола в его основных значениях расположены составные глаголы с предлогами или предлогообразными наречиями, меняющими значение основного глагола. Предлоги даны в алфавитном порядке, например: **to look** – смотреть; ~ **about** – осматриваться; ~ **down** – смотреть свысока; ~ **for** – искать; ~ **forward** – предвкушать и т. д.

Словарная статья заканчивается наиболее употребительными устойчивыми словосочетаниями (фразеологизмами), которые приводятся за знаком ♦ (ромб). Например, для глагола **to keep**: ♦ **to ~ bad company** – быть в плохой компании; **to ~ one's end** – стоять на своем; **to ~ on at a person** – беспрестанно бранить кого-либо и т. д.

\* \* \*

Не следует выписывать из текста все незнакомые слова сразу, чтобы затем, отложив текст, искать их значения по словарю. Многие слова имеют несколько значений. То значение, которое подходит для данного текста, не всегда стоит первым.

Прежде чем приступить к переводу текста, надо просмотреть этот текст для того, чтобы понять, о чем в нем пойдет речь. Особое внимание следует обратить при этом на заглавие, т. к. оно обычно называет тему научной статьи. Общее содержание текста и его характер подскажут, какое из нескольких значений слова необходимо выбрать. Так, в текстах о школе слово **period** обычно переводится как «урок», в текстах же по математике или астрономии – как «период». Слово **student** в зависимости от контекста может быть переведено как «студент», «учащийся», «ученый».

\* \* \*

В английском языке, также как и в русском, существует много международных слов, которые имеют сходные написание и значение в обоих языках. Значение таких слов можно установить при чтении самостоятельно, не обращаясь к словарю. Например:

<b>constitution</b>	конституция	<b>mathematics</b>	математика
<b>delegation</b>	делегация	<b>history</b>	история
<b>fact</b>	факт	<b>physics</b>	физика

Правильность определения значения этих слов следует, однако, всегда проверять контекстом. Необходимость такой проверки вызвана тем, что некоторые международные слова значительно изменили свое значение в русском языке по сравнению с английским, например:

<b>data</b>	данные, а не дата
<b>novel</b>	роман, а не новелла
<b>magazine</b>	журнал, а не магазин

\* \* \*

Слова в словаре даются в их исходной форме: глагол – в инфинитиве, существительное – в общем падеже, прилагательные и наречия – в положительной степени. В тексте же слова встречаются, как правило, в производных формах. Следовательно, прежде чем обращаться к словарю, надо восстановить исходную форму искомого слова, отбросив суффиксы и окончания. В английском языке пять словоизменятельных окончаний: **-es, -er, -est, -ed, -ing**.

При отбрасывании окончания чтение основы слова не должно меняться. Например, чтобы найти исходную форму слова **shines**, надо

отбросить лишь окончание **–s**, но не **–es**, т.к. иначе вместо [ˈaɪn] основа слова станет читаться [ˈɪn].

Если окончанию **–ing** предшествует буква «**y**» в односложном слове-основе, имеющем одну согласную, буква «**y**» заменяется буквосочетанием **ie**: **lying – lie, dying – die**.

Если перед окончаниями **–es, –er, –est, –ed** есть буква «**i**», перед которой стоит согласная буква, то для определения исходной формы слова надо отбросить окончание, а букву «**i**» заменить буквой «**y**»: **tries – try, easier – easy**.

**Упр. 1. Расставьте слова в алфавитном порядке по первой букве:**

Failure, mental, intelligence, ability, common, mature, underestimate, join, yet, testing.

**Упр. 2. Расставьте слова в алфавитном порядке по первым трем буквам:**

Psychological, individual, challenge, quite, concern, complain, infant, quarrel, prove.

**Упр. 3. Определите по часам, сколько времени вам потребуется на то, чтобы найти по словарю первые значения следующих существительных. Если вы затратите больше 4 минут, повторите алфавит и еще раз прочтите параграф о структуре словаря:**

Objective, level, curriculum, need, demand, law, point, personnel, reach, trade.

### **О необходимости определения части речи незнакомого слова**

Перевод – это не механическая подстановка взятых из словаря значений вместо иностранных слов. Можно знать все слова и не понимать смысла предложения. Нельзя правильно понять английское предложение, если не выяснена принадлежность слова к определенной части речи и его функция в предложении. Так, предложение **Our windows face south** не может быть переведено правильно, если слово **face** ошибочно принять за существительное. При этом в русском варианте получится лишенный смысла набор слов: Наши окна лицо юг.

В связи с почти полным отсутствием окончаний многие английские слова вне контекста оказываются лишенными признаков определенной части речи. Совершенно одинаковые по написанию слова **face** - существительное и **to face** – глагол имеют различные значения «лицо» и «выходить на» (Наши окна выходят на юг).

Такой переход слова из одной части речи в другую без изменения самой формы слова (**house** - дом, **to house** - вмещать; **cause** - причина, дело, **to cause** - причинять; **demand** - требование, **to demand** - требовать) является специфическим способом образования новых слов в английском языке, который называется «конверсия». Для русского языка это явление не типично.

Одним из признаков принадлежности слова к определенной части речи являются суффиксы. В словаре могут отсутствовать некоторые производные слова, о значении которых легко догадаться, если известно значение корневого слова: Например, редко встречаются в словарях слова с суффиксом **-ly**. Зная, что это суффикс наречия, легко найти значение всего слова, найдя перевод соответствующего слова без суффикса. Например, **strict** – строгий, **strictly** – строго.

На принадлежность слова к определенной части речи указывают также артикли, притяжательные местоимения, префиксы, окончания и т. д.

Распознаванию части речи по синтаксическим признакам помогает твердый порядок слов в английском предложении.

В английском языке, также как и в русском, предложение состоит из подлежащего, сказуемого, дополнений и обстоятельств. Некоторые части речи могут выполнять в предложении лишь одну функцию. Например, личные местоимения **I, he, she, we, they** могут быть только подлежащими, наречия выполняют функции обстоятельств, модальные глаголы – первый элемент сказуемого и т. д. Но большинство слов могут выполнять различные синтаксические функции в зависимости от позиции в предложении.

Итак, при определении части речи незнакомого слова следует исходить из:

- 1) анализа формальных внешних признаков слова (артикли, суффиксы, окончания и т. д.);
- 2) анализа порядка слов в предложении.

### **Основные формально-строєвые признаки частей речи**

#### **Имя существительное**

1. Наличие артикля перед словом. Если за артиклем идет ряд существительных, не разделенных предлогами, артикль относится к последнему из них: **an adult, a toy, the games, a study period, the school activities**.

2. Наличие детерминатива (определителя) к слову. В качестве детерминатива могут выступать числительные, существительные в притяжательном падеже, слова **some, any, no, this, that, these, my, his, her**,

**our, its, your, their, much, many, every** и т. д.: **these ideas, your troubles, the Parents' Associations, every chance, three attempts.**

3. Характерные суффиксы существительного: **-er/-or, -ist, -ism, -ness, -ent, -ant, -ance, -ence, -dom, -hood, -(i)ty, -y, -ment, -tion, -sion, -ture: childhood, reaction, failure, patience.**

4. Наличие предлога **of** перед словом: **the organization of a play, a feeling of respect.**

5. Наличие других предлогов перед словом: **in reference, on the board.**

6. Наличие окончания **-(e)s**, если слово не занимает при этом второго места в предложении: **units, rules.**

7. Наличие предлога **of** после слова, если это слово не является глаголом: **the system of education.**

### Глагол

1. Суффиксы **-ate, -en, -(i)fy, -ize, -ise: characterize, satisfy, penetrate.**

2. Окончания **-s, -ed**, если слово занимает второе место в предложении: **The museum houses rich collections of sculpture and painting.**

3. Окончания отсутствуют, слово занимает в предложении место после подлежащего и перед прямым дополнением: **They involve pupils in the learning process.**

### Наречие

1. Суффикс **-ly: unfortunately, lately.**

### Прилагательные

1. Суффиксы **-able, -ible, -al, -an, -ful, -ic, -ish, -less, -en: capable, visible, critical, childish.**

2. Наличие перед данным словом таких слов как **more, the most, more important, the most difficult.**

3. Окончание **-er** при наличии союза **than** и окончание **-est: the widest practical use of mental testing. Minsk is larger than Vitebsk.**

**Упр. 4. Запишите исходную форму данных слов:**

Experiences, youngest, activities, toys, cries, tried, highest, losing, worried, planning, earlier, clearly, devoting, dying.

**Упр. 5. Подберите по словарю наиболее подходящее значение глагола *to leave (left, left)* в каждом из следующих предложений:**

- 1) The first train leaves at 6 o'clock.
- 2) He leaves the house early.



- 3) We left the book on the desk.
- 4) He left school when he was 16.
- 5) They left Minsk for Moscow.

**Упр. 6. Не заглядывая в словарь, определите, какой частью речи являются следующие слова, назовите структурный признак, по которому вы ее определили:**

Softly, purify, development, hopeless, regional, changeable, responsible, assistance, indicator, scientist, science, architecture, redder, peaceful, periodic.

**Упр. 7. Догадайтесь, что означают следующие международные слова:**

Situation, test, radical, constant, concentrate, fundamental, social, practice, normal, dynamic, reality, optimism.

## КОНВЕРСИЯ

Многие английские слова в их основной форме могут относиться к различным частям речи (существительным, прилагательным, глаголам) без изменения в написании и произношении:

Smile улыбка – to smile улыбаться, empty пустой – to empty опустошать.

Иногда глаголы отличаются от существительного по значению, или могут переводиться описательно:

Result результат – to result иметь результатом, повлечь за собой, приводить к ..., house дом – to house располагаться, помещаться.

Определить часть речи данного конкретного слова можно по наличию служебных слов (артиклей, местоимений, частиц), окончаний и функции его в предложении.

**Упр. 8. Прочтите и переведите предложения. Определите, какой частью речи является подчеркнутое слово:**

1. Please, give me a sheet of paper. 2. He is good at paper work. 3. Send these papers at once. 4. Are you fond of hard work? 5. My work-day starts at 7 o'clock. 6. He works six days a week. 7. There's a great need for a book on this subject. 8. Does he need help? 9. No admittance without a pass. 10. The road is narrow for cars to pass. 11. He is under the influence of his wife. 12. Do parents influence their child's character? 13. Does goodness charm more than beauty? 14. Her charm makes her very popular. 15. There is a handbag with long handles on the chair. 16. Ann knows how to handle her husband. 17. What's your home address? 18. Don't address me as "You". 19. You cause trouble to all of us. 20. There's no cause for worry.

## LESSON 2

**Оборот there is / are**

Предложения с оборотом *there is* утверждают наличие или отсутствие какого-либо предмета (предметов) в определенных условиях (в данном месте, в данное время и т.д.). На русский язык они переводятся предложениями, начинающимися с обстоятельства. При отсутствии в английском предложении обстоятельств места или времени, перевод такого предложения начинают словами: *Есть ...*, *Имеется ...*, *Существует ...*. Глагол *to be* в обороте может употребляться в разных временных формах.

*There are different books on the shelf. На полке имеются разные книги.*

*There were many mistakes in your dictation. В нашем диктанте было много ошибок.*

*There will be a meeting after classes. После занятий будет собрание.*

*There are different methods of teaching English. Есть (существуют) разные методы обучения английскому языку.*

В вопросах компоненты конструкции *there is* меняются местами:

*Is there a newspaper on the desk? – Yes, there is. На столе есть газета? – Да. No, there isn't. – Нет.*

***Упр. 9. Переведите на русский язык:***

1. *There will be an interesting exhibition in our museum.* 2. *There are many schools in Vitebsk.* 3. *There was an evening party yesterday.* 4. *There is no smoke without fire.* 5. *While there is life, there is hope.* 6. *Where there is a will, there is a way.* 7. *Will there be a concert tomorrow?*

***Упр. 10 Переведите на английский язык:***

1. В Витебске 4 института. 2. В нашей квартире три комнаты. 3. В библиотеке много студентов? 4. В нашей группе нет парней. 5. Сегодня будет собрание? 6. На концерте было много людей? 7. На этой улице нет магазинов. 8. Здесь будет парк в будущем. 9. Вчера здесь было две книги. 10. Сколько студентов в вашей группе?

### Неопределенные местоимения some, any, no и их производные

Утвердительная форма	<b>some</b> + (множ. число существительных) несколько, некоторые	There are some flowers on the table. На столе есть <b>несколько</b> цветов.
	<b>some</b> + (существительное в ед. числе) какой-нибудь, некоторый	Give me some book to read. Дай мне <b>какую-нибудь</b> книгу почитать.
	<b>some</b> + (неисчисляемое существительное) не переводится.	There is some milk in the bottle. В бутылке молоко. Give me some water. Дай мне воды.
Вопросительная форма	<b>any</b> какие-либо, какие-нибудь, сколько-нибудь, (или не переводится вообще)	Are there any books on the table? Есть ли <b>(какие-нибудь)</b> книги на столе? Is there any milk in the bottle?
Отрицательная форма	<b>not any (no)</b> никакие (или не переводится). <b>any</b> в утверд. предложении имеет значение «любой», «всякий».	There are not any books on the table. There are no books on the table. На столе <b>нет</b> книг. Any student knows it. <b>Любой</b> студент знает это. Take any book you like. Возьмите <b>любую</b> книгу по выбору.

**Упр. 11. Переведите на русский язык следующие предложения, обращая внимание на местоимения some, any, no:**

1. There are some magazines on my desk. 2. There are not any mistakes in your test. 3. I have no problems with these children. 4. He has some brown bread. 5. There is some monument in the centre of the town. 6. Give me some milk? 7. Are there any new houses in this street? 8. Is there any news about your friend? 9. Any child can do it. 10. They can buy any toy.

### Производные от some, any, no, every.

	<i>body</i>	<i>one</i>	<i>thing</i>	<i>where</i>
<b>some</b>	<i>somebody</i> кто-то, кто-нибудь	<i>someone</i> кто-то, кто-нибудь	<i>something</i> что-то, что-нибудь	<i>somewhere</i> где-то, где-нибудь, куда-то

<b>any</b>	<i>anybody</i> кто-то, кто-нибудь	<i>anyone</i> кто-то, кто-нибудь	<i>anything</i> что-нибудь	<i>anywhere</i> где-то, куда-то
<b>no</b>	<i>nobody</i> никто, никого	<i>no one</i> никто, никого	<i>nothing</i> ничто, ничего	<i>nowhere</i> нигде, никуда
<b>every</b>	<i>everybody</i> все, каждый	<i>everyone</i> все, каждый	<i>everything</i> всё	<i>everywhere</i> везде, всюду

**Упр. 12. а) Переведите следующие предложения на русский язык.**

**б) Сделайте эти предложения отрицательными и вопросительными:**

1. There is somebody in the next room. 2. There was something in the newspaper about it. 3. There are some children in the classroom. 4. There was somebody at home. 5. There are some interesting articles in the magazine. 6. There will be some poets there. 7. There was something on the blackboard. 8. There is somebody behind the door.

**Упр. 13. Переведите на английский язык:**

1. У тебя в руках есть что-нибудь? 2. Их нигде нет. 3. В той комнате кто-то есть. 4. Там никого нет. 5. В аудитории несколько студентов. 6. В газете есть что-нибудь интересное? 7. В этой комнате нет телевизора. 8. Есть что-нибудь в этой сумке? 9. В этой книге нет ничего нового.

### **Неопределенные местоимения many, much, little, a little, few, a few**

<b><i>Исчисляемые существительные</i></b>	<b><i>Неисчисляемые существительные</i></b>
<i>Many</i> – много There are many students here.	<i>Much</i> – много There is much light in the room.
<i>Few</i> – мало I have few English books.	<i>Little</i> – мало I have very little time.
<i>A few</i> – немного, несколько I have many Russian books but a few English books.	<i>A little</i> – немного I have a little time, I can help you.

**Примечание:** Much и many употребляются преимущественно в вопросительных и отрицательных предложениях. *Have you much work to do today? Много ли у вас сегодня работы?* В утвердительных предложениях much и many употребляются только в тех случаях, когда они: а) являются подлежащим или определением к подлежащему или б) определяются словами very, rather, too, so, as, how: *There are very many illustrations in this book. В этой книге очень много иллюстраций. Many people visit our museum. Много людей посещает наш музей.* В других случаях в утвердительных предложениях вместо much употребляются a lot (of), lots (of), a good deal (of), a great deal (of). Вместо many употребляются a lot (of), lots (of), plenty (of), a great many, a good many, которые обозначают массу. *We have plenty of time. У нас много времени. We saw a lot of people there. Мы видели там много народу.*

**Упр.14. Переведите на русский язык:**

1. Much depends on your answer. 2. I like plenty of butter on my bread. 3. He has a lot of friends there. 4. I have a lot of time. 5. You have a lot of mistakes in your dictation. 6. There isn't much hope. 7. I don't eat much bread for breakfast. 8. There aren't many trees in the garden. 9. There are few people in the street. 10. There are a few people in the street. 11. There is little sugar in the box. 12. There is a little sugar in the box. 13. My friend means much to me.

**Упр. 15. Вставьте many, much, little, a little, few, a few:**

1. He is a lonely man, he has ... friends. 2. Will you go to the shop? There is ... bread in the house. 3. He is very ill; there is ... hope for him. 4. This new hat costs ... money. 5. ... people study English nowadays. 6. I haven't ... sugar, but I have ... jam. 7. ... people understood him as he did not speak clearly. 8. The cactus needs very ... water. 9. Do not ask so ... questions. 10. How ... cups of tea did you drink yesterday? 11. How ... money do you spend? 12. How ... sugar did you put? 13. How ... books are there on the table? 14. How ... mistakes are there in your exercise?

**Упр. 16. Переведите на английский язык:**

1. У него мало друзей. 2. У нас было мало времени. 3. У меня много работы. 4. У них было много комнат. 5. У нас еще есть немного кофе. 6. У нас мало снега в этом году. 7. Здесь мало воздуха. 8. У них много денег. 9. У меня дома много цветов. 10. У нее много работы. 11. В парке много людей. 12. У тебя много подруг.

**Повторительный курс для самостоятельной работы  
студентов**

**I. THE ENGLISH ALPHABET****АНГЛИЙСКИЙ АЛФАВИТ**

<b>Aa</b> [ei]	<b>Bb</b> [bi:]	<b>Cc</b> [ci:]	<b>Dd</b> [di:]	<b>Ee</b> [i:]	<b>Ff</b> [ef]	<b>Gg</b> [dʒi:]	<b>Hh</b> [eitʃ]	<b>Ii</b> [ai]	<b>Jj</b> [dʒei]
<b>Kk</b> [kei]	<b>Ll</b> [el]	<b>Mm</b> [em]	<b>Nn</b> [n]	<b>Oo</b> [əu]	<b>Pp</b> [pi:]	<b>Qq</b> [kju:]	<b>Rr</b> [a:(r)]	<b>Ss</b> [es]	<b>Tt</b> [ti:]
<b>Uu</b> [ju:]	<b>Vv</b> [vi:]	<b>Ww</b> [ˈdʌblju:]	<b>Xx</b> [eks]	<b>Yy</b> [wai]	<b>Zz</b> [zed]				

**II. 1.** 26 букв английского алфавита передают 44 разных звука; из них 6 гласных букв в различных условиях передают 21 гласный звук.

Для записи звучания слов в английском языке используется фонетическая транскрипция, т.е. такая система записи речи, в которой каждый звук изображается только одним значком.

Некоторые гласные и дифтонги имеют два варианта обозначения:

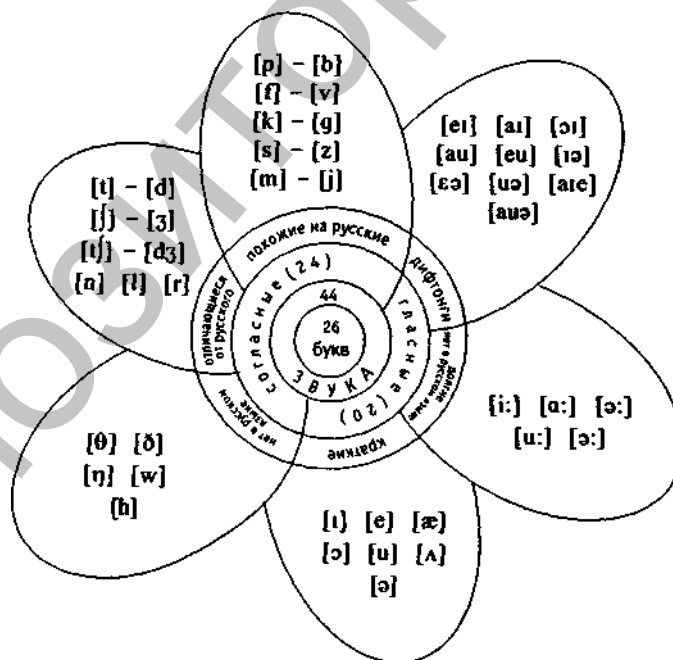
#### Традиционные

ɒ  
u  
ə:  
ou  
au  
ɛə  
uə

#### Новые

ɒ  
ʊ  
ɜ:  
əʊ  
aʊ  
eə  
ʊə

**III. 2.** Познакомьтесь со знаками фонетической транскрипции и произнесите следующие звуки:



#### Чтение гласных букв в ударных слогах пяти типов

**IV.** Чтение гласных букв зависит от того, в каком слоге они находятся. Различают 4 типа слогов: 1) открытый, 2) закрытый, 3) слог, оканчивающийся на гласную + *r* + согласная, 4) слог, в котором за гласной следует *r* + гласная.

Рассмотрим четыре типа слогов.

1. **Открытый слог** – это слог, оканчивающийся на гласную букву. Например: *be, my, say* и т.п. Открытым также считается слог, за которым следует согласная + непроизносимая гласная буква *e*. Например: *five, nine, bone*.

Гласные в открытом слоге читаются так, как они называются в алфавите. Например:

A a [ei] – *say, plate, age, game, lake*

E e [i:] – *me, tree, he, free, be*

I i [ai] – *five, mine, nice, ice, side*

O o [əu] – *rose, pose, nose, pole, close*

U u [ju:] – *tune, bugle, union, pupil, student*

Y y [ai] – *my, cry, try, why, by, dry*

2. **Закрытый слог** – это слог, оканчивающийся на согласную букву. В этом слоге гласные читаются кратко:

A a в закрытом слоге дает звук [æ] – *man, that, can, cat, map*;

E e читается, как [e] – *well, bed, pen, egg*;

I i читается, как [i] – *it, sit, is, big, bill*;

U u в закрытом слоге дает звук [ʌ] – *cup, sun, but, dull*.

Если слог закрыт буквосочетанием *sh* или *ll* и прикрыт буквами *p, b, f*, то буква U u читается, как [u]: *push, pull, bushes, bull, full, bullet*;

O o читается, как [ɒ] – *spot, not, dog, fog, frog*.

3. **Третий тип слога** – это такой слог, который оканчивается на гласную букву, за которой следует буква *r* или *r* + согласная. В этом слоге все гласные передают долгие звуки:

ar [a:] – *bar, car, park, cart, card*

er → her, term, fern

ir → first, bird, girl

ur → turn, burn, curl

or [ɔ:] – *port, nor, corn*

4. **Четвертый тип слога** – это такой слог, в котором буква *r* стоит между гласными. В этом случае гласные передают сложные звуки или долгий звук:

are [ɛə] – *bare, care, dare, hare*

ore [ɔ:] – *more, core, bore*

ere [iə] – *here, mere*

ire [aiə] – *fire, tire, dire, hire*

ure [juə] – *cure, pure, lure*

Все четыре изложенных правила действуют только в ударных слогах. Если слог неударный, то гласные редуцируются (ослабляются) и произносятся как [ə] и [i]. Иногда они выпадают в потоке речи. Например: *arrive* [ə'raɪv], *return* [ri'tɜ:n], *difficult* ['dɪfɪkəlt].

Гласная буква *у* читается так же, как буква *i*, но она редко встречается в середине слога. В начале слова (слога) буква *у* перед произносимой гласной дает звук [j]. Например: yard [ja:d], yes [jes], you [ju:], beyond [bi'jɒnd], joke [jəuk], yield [ji:ld].

Буква *о* перед *n*, *th*, *r*, *m* дает звук [ʌ]: London ['lʌndən], other ['ʌðə], come [kʌm], love [lʌv].

### Правило чтения гласных букв под ударением

V. Изучите таблицу:

Буква	Т и п с л о г а				
	Открытый	Закрытый	Открытый перед <i>r</i>	Закрытый перед <i>r</i>	Закрытый перед <i>rr</i>
<i>Aa</i> [ei] [ei]	[ei] cake Kate	[æ] cat	[ɛə] hare	[a:] car	[æ] carry
<i>Ee</i> [i:] [i:]	[i:] Pete	[e] pet	[iə] here	[ə:] her	[e] error
<i>Ii</i> [ai] [ai] <i>Yy</i> [wai] [wai]	[ai] bite my Mike	[i] bit myth	[aiə] fire tyre	[ə:] fir myrtle	[i] mirror pyrrhic
<i>Oo</i> [əu] [əu]	[əu] Rose Go	[ɔ] got	[ɔ:] more	[ɔ:] nor	[ɔ] borrow
<i>Uu</i> [ju:] [ju:]	[ju:] [u:] use rule	[ʌ] [u] but put	[juə] [uə] pure sure	[ə:] burn	[ʌ] current

VI. Прочитайте следующие предложения. При затруднениях обращайтесь к таблице.

- a** Kat has a cat, a car and a hare.  
**o** Rose has a dog, a fork and an ore.  
**u** Susan has a bus, a turkey and pure orange juice.  
**e** Pete has a pet and some perfume here.  
**i** Mike has a pig, a bird and a tyre.



## VII. ЧТЕНИЕ БУКВ И БУКВОСОЧЕТАНИЙ

Буква	Позиция	Чтение	Примеры
c [si:]	Перед <i>e, i, y</i>	[s]	cent, icy, pencil
	Перед <i>a, o, u</i> , согласными и в конце слова	[k]	cap, come, cup, black
g [dʒi:]	Перед <i>e, i, y</i>	[dʒ]	page, gypsy, gin
	Перед <i>a, o, u</i> , согласными и в конце слова	[g]	good, green, big
s [es]	В начале слова, перед глухими согласными и в конце после глухих согласных	[s]	sit, student, lists
	Между гласными, в конце после глухих и звонких согласных	[z]	please, ties, pens
x [eks]	Перед согласными и в конце слова	[ks]	text, six
	Перед ударными гласными	[gz]	exam
k [kei]	Перед <i>n</i> не читается	- // -	know
ch	В начале слова	[tʃ]	chess
tch	После кратких гласных	[tʃ]	match
ck	После кратких гласных	[k]	black
th	В начале и в конце слова	[θ]	thick, myth
	В начале местоимений и служебных слов и между гласными	[ð]	this, bathe
qu	Перед гласными	[kw]	question
ng	В конце слов	[ŋ]	long
nk	В конце слов	[ŋk]	thank
wr	В начале слов перед гласными	[r]	write
wh	В начале слов перед гласными, кроме <i>o</i>	[w]	what
	Перед <i>o</i>	[h]	who
wa	Перед конечными согласными (кроме <i>r</i> ) или сочетаниями согласных	[wɔ]	want
	Перед <i>r</i>	[wɔ:]	warm
wor	Перед согласными в ударном слоге	[wɜ:]	work, word
al	Перед <i>k</i> в ударном слоге	[ɔ:]	chalk
	Перед остальными согласными	[ɔ:l]	wall, also
igh	-	[ai]	light
augh	-	[ɔ:]	daughter, naughty
alm	-	[a:m]	calm

ower	-	[auə]	flower
cei	-	[si:]	ceiling, receive
gu	Перед гласными	[g]	guest
ph	Перед гласными	[f]	telephone

### VIII. Test yourself. Проверьте себя.

Обозначьте транскрипцию значком, выделите буквы и затем проверьте себя по ключу. Пожалуйста, не забывайте закрывать ключ.

#### Aa [ei]

- [ ] make, state, name, aim, day
- [ ] plan, sand, fan, man
- [ ] car, card, grass, last
- [ ] care, hare, chair, air
- [ ] all, ball, talk, walk

#### Ключ

- [ei]
- [æ]
- [a:]
- [εə]
- [ɔ:]

#### Ee [i:]

- [ ] be, Pete, meat, need
- [ ] men, pen, spend, test
- [ ] her, term, learn
- [ ] here
- [ ] new

- [i:]
- [e]
- [ə:]
- [iə]
- [ju:]

#### Ii [ai]

- [ ] life, mild, kind, line, fine
- [ ] tin, middle, tip
- [ ] fir, first
- [ ] fire, liar

- [ai]
- [i]
- [ə:]
- [aiə]

#### Oo [ɔu]

- [ ] no, so, stone, nose
- [ ] not, hot, sorry, doll
- [ ] for, born, caught
- [ ] boy
- [ ] spoon
- [ ] book
- [ ] poor
- [ ] cloud, town
- [ ] flower

- [ɔu]
- [ɔ]
- [ɔ:]
- [ɔi]
- [u:]
- [u]
- [uə]
- [au]
- [auə]

#### Uu [ju:]

- [ ] duke, use, tube
- [ ] rule, blue
- [ ] cup, run, currency, hut
- [ ] fur, further
- [ ] cure, pure

- [ju:]
- [u:]
- [ʌ]
- [ə:]
- [juə]

#### Yy [wai]

[ ]	by, my, type	[ai]
[ ]	myth, industry, lady, fifty	[i]
[ ]	yes, yet	[j]
<b>Cc</b> [si:]		
[ ]	face, nice, pencil	[s]
[ ]	cap, cat, back, neck	[k]
<b>Gg</b> [dʒi:]		
[ ]	game, big, goat, get, egg	[g]
[ ]	gin, gym, page	[dʒ]
[ ]	laugh, enough	[f]
<b>Hh</b> [eit]		
[ ]	hello, hi	[h]
[ ]	she, ship, shelf, sheep	[ʃ]
[ ]	cheap, teacher, catch, match	[tʃ]
[ ]	three, thin, sixth	[θ]
[ ]	they, those, then	[ð]
[ ]	white, when, wheat, wheel	[w]
<b>Nn</b> [en]		
[ ]	neck, knife, knot	[n]
[ ]	song, thing	[ŋ]
[ ]	think	[ŋk]
<b>Pp</b> [pi:]		
[ ]	play, step, please	[p]
[ ]	phone	[f]
<b>Qq</b> [kju:]		
[ ]	question, queen, quick	[kw]
<b>Ss</b> [es]		
[ ]	sad, cats, cakes, notes	[s]
[ ]	stones, beds, bees	[z]
[ ]	pleasure	[ʒ]
<b>Xx</b> [eks]		
[ ]	exam, example, exhibit, exist	[gz]
[ ]	box, next, six, tax, excellent	[ks]

**IX. Обратите внимание, что следующие буквосочетания *ch, ck, ng, sh, ph, th, wh, kn, wr* читаются как один звук:**

<b>ch</b> [tʃ]	The <b>children reach</b> for a peach.
<b>ck</b> [k]	Nick has a stick.
<b>ng</b> [ŋ]	Sing a song. Bring me a ring. The man is reading.
<b>sh</b> [ʃ]	She is in the shop. The fish is in the dish.
<b>ph</b> [f]	Phone me. Give me a photograph.

**th** [θ] [ð]**wh** [w]**kn** [n]**wr** [r]This is a **thick** book. **Thank** you.**What, where, which, when, why?**I **know** where the **knife** is.**Wrong** number. You are **wrong**.**X. Слова, в которых буквы не читаются****b** climb**b**, comb**b**, debt, doubt, dumb**b**, limb**b**, numb**b**, plumber, thumb**b**, tomb**b****c** (главным образом в словах латинского происхождения)  
ascent, muscle, scene, scent (French), schedule, scientist, scissors**e** в конце слов

bite, recite, rate, score, wave

Также **e**, которое находится в конце слов lie, pie, tie, eye.**g** eight, weight, weigh, sigh**h** honour, hour**i** fruit, juice, pursuit, suit**k** knife, knight, knock, know**l** folk, talk, walk, calm, palm**p** pneumonia, psychology, receipt**t** often**u** guerrilla, guess, guest, guide**w** wrap, wrong

The plumber is in debt, but I've no doubt he'll pay, if his creditors keep calm and don't talk.

**XI.** Очень большое количество слов в английском языке читаются не по правилам чтения. Например, слова have и give и т.д. мы никогда не прочитаем по правилам чтения, так как мы их слышали. Поэтому всегда полезно вначале произнести слово, а потом прочитать.

Давайте вспомним стихотворение.

When the English tongue we speak,  
Why is "**break**" not rhymed with "**weak**"?  
Will you tell me why it's true  
We say "**sew**" but also "**few**"?

[breɪk]      [wi:k]
   
  
[sou]      [fju:]

When we want to make a verse,  
We can't rhyme a "**horse**" with "**worse**".  
"**Beard**" is different from "**heard**",  
"**Lord**" is not pronounced like "**word**".

[hɔ:s]      [wɜ:s]
   
  
[biəd]      [hɜ:d]

<p>“<b>Cow</b>” is cow, but “<b>low</b>” is low;  “<b>Do</b>” is never rhymed with “<b>go</b>”.  We have “<b>year</b>” and “<b>hear</b>” and “<b>pear</b>”,  “<b>Come</b>” and “<b>home</b>” and “<b>are</b>” and “<b>care</b>”.</p>	<p>ow [kau] [lou]  o [du:] [gou]  ear [jɜ:] [hiə] [pɛə]  ome [kʌm] [houm] are [a:] [kɛə]  one [dʌn] [gɔ:n] [stoun]</p>
<p>So, why “<b>done</b>”, but “<b>gone</b>” and “<b>stone</b>”?  Is there any reason known?  And, in short, it seems to me,  Sounds and letters disagree.</p>	

## XII. Потренируйтесь в чтении следующих слов и предложений:

**a:** cake, game, name, table, hat, bag, dad, hand, car, park, mark, hare, Clare, care, Kate, make a cake.

Sam has a black cat. Mark, it is dark in the park. Mary, take care of the hare. Jane has a cat, a car a hare. Jane, Sam, Mark and Mary are in the park. Mark and Mary take the hare to the park. Take it easy. – *Успокойся, не нервничай.*

**e:** bee, he, meet, Pete, see, pen, ten, bed, Ted, test, her, here.

Pete, meet Ted, please. Tell Ben to help Ted. Bert is a German person. Here you are. Pete sees a bee in a green tree. Tea? Yes, please. Tea for me, please. Cheese? Yes, please. Her perfume is here. Eager beaver – *трудолюбивый*.

**i:** nine, five, nice, hi, pig, wig, Miss, milk, girl, sir, bird, fire.

Mike and Ida like white rice. Nick, sit still. Stir the tea, girls. Fire on the wire. Tim and Mike like milk, chips, pies and nice fine gifts. These girls like white shirts and skirts. Mike, Tim and Chris like to sit by the fire with their girls and to drink wine with pies and eat fish and chips. In the chips – *богатый, иметь много денег*. Zip your lip – *держи рот на замке*.

**o:** rose, no, hello, pot, Tom, dog, port, morning, sport, score, more.

Rose, go home and phone Tony. Stop the clock, Tom. A cock, a fox, a frog are on the clock. Big frog in a small pond – *считать себя важным, быть ишмичкой на ровном месте*. For a song – *Даром. Ни за что*.

**u:** tube, blue, cup, bus, mug, turtle, turn, purple, surname, turkey, cure, pure, sure.

Sue is on duty. Gus runs in the sun with nut buns. It is such a fun to run. Ursula, return the purse to the nurse. Sue and Gus cut tulips in June. Sue and Gus like music, tulips, nuts, buns and pure plum juice.

**y:** by, my, type, myth, system, Byrd, tyre, yes, yesterday, yellow, young, you.

**c:** [s] перед e, i, y; [tʃ] в сочетаниях ch, tch; [k] в остальных случаях.

Cecil and Cyril are in the city in the circus. Clare can cook cakes for coffee. A cup of coffee, Carol? Choose a peach, Richard. Nick has a stick. Richard, Cecil, Carol and Cyril took a camera and went to the circus. They saw clever cats, crocodiles, camels, cocks and chicks there. After circus they had lunch with a chicken and chips, a cup of cocoa and coffee on the bench under a cherry tree in the orchard. Proverbs: Choose an author as you choose a friend. Cut your coat according to your cloth. – *По одежке протягивай ножки.*

**g:** [dʒ] перед e, i, y; [g], [-]

George, turn the page. Greg has a good grey dog. Don't laugh at night. George, Roger, Gloria and Gregory took sausage, goose, porridge and oranges from the fridge, put them into a picnic bag and went to meet granny and grandpa in the garden near the bridge. It was night when they got home. Proverb: He laughs best who laughs last! – *Хорошо смеется тот, кто смеется последним.* All that glitters is not gold. – *Не все то золото, что блестит.*

## LESSON 3

**Множественное число существительных**

	<i>Окончание</i>	<i>Произношение</i>	<i>Единственное число</i>	<i>Множественное число</i>
1. После звонких согласных и гласных	s	[z]	a boy a dog a hand	boys dogs hands
2. После глухих согласных	s	[s]	a book a cat	books cats
3. После шипящих и свистящих звуков, которые дают следующие буквы и буквосочетания: s [s], ss [s], x [ks], ch [tʃ], tch [tʃ], sh [ʃ]	es	[iz]	a bus a box a brush a match	buses boxes brushes matches

**Особые случаи образования множественного числа:**

Man (мужчина) – men

Woman (женщина) – women [ˈwɪmɪn]

Foot (нога) – feet

Child (ребенок) – children

Fish (рыба) – fish

Hair (волос) – hair

Fruit (фрукт) – fruit

**Упр. 1. Прочтите следующие существительные, обращая внимание на правильное произношение окончаний множественного числа:**

Books, pens, pencils, bags, windows, pages, boxes, pictures, walls, desks, tables, girls, boys, teachers, cities, towns, rivers, glasses, rooms, dresses, processes, inches, maps, names, pupils, students, studies.

**Упр. 2. Переведите на английский язык:**

Две ручки, 5 учеников, много учителей, хорошие манеры, молодые женщины, счастливые дети, два сына, две дочери, много фруктов, трое мужчин, большие города, много картин, хорошие студенты, белые стены, красные карандаши, седые волосы, большие комнаты.

### Неопределенный артикль

<b>a</b> перед согласн. <b>a book</b>	<b>an</b> перед гласными <b>an apple</b>	Употребляется с исчисляемыми существительными в единственном числе, когда речь идет о предмете, упоминаемом впервые.
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**Упр. 3. Вставьте правильную форму неопределенного артикля:**

... end, ... apple, ... bed, ... aim, ... small table, ... nice bag, ... old flat, ... easy lesson.

**Упр. 4. Определите, какие существительные являются а) исчисляемыми; б) неисчисляемыми. Поставьте неопределенный артикль перед исчисляемыми существительными:**

Stamp, book, petrol, tree, air, money, pound, music, job, work, apple, soup, plane, problem, information, flower, wine, rice, water, car, blood, sugar, meat, camera.

### Определенный артикль

<b>the</b> [ðə] перед согл. <b>the book</b>	<b>the</b> [ði:] перед гласн. <b>the apple</b>	Употребляется с исчисляемыми и неисчисляемыми существительными в единственном и множественном числе, когда речь идет о конкретных предметах, известных говорящему.
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### Отсутствие артикля

1) с существительными, имеющими определение, выраженное местоимением, именем собственным в притяжательном падеже или количественным числительным;	He is ready for his entrance exams. This woman is Henry's mother. Open your books at page 10 and do exercise 11.
2) с существительными во множественном числе, являющимися частью составного именного сказуемого;	They are bus-drives. Moreover, they are friends.
3) с неисчисляемыми существительными, не имеющими ограничительных или уточняющих определений;	Would you like meat or fish? ( <b>But:</b> The meat was well-done.)
4) если существительное является обращением;	Good morning, Professor. Porter, take the key, please.
5) со словами father, mother, uncle, aunt в высказываниях членов семьи;	Is Aunt at home? Father is out.
6) с названиями дней недели, месяцев, времен года;	Spring comes in March. Sunday is my day off. ( <b>But:</b> The Spring of 1995 was cold.)



7) перед существительными break-fast, lunch, dinner, supper;	What do you usually have for dinner? I have breakfast at 7 o'clock.
8) с именами людей, кличками животных, названиями стран, городов, улиц;	Mary; Holland; London; Oxford Street ( <b>But:</b> The Hague; The Netherlands)
9) с названиями наук и учебных предметов; языков;	Physics, History, Geography, Linguistics; English; French ( <b>But:</b> The English language)
10) в ряде устойчивых выражений.	in time, for example, at home, by bus, at work, by heart, for instance, by name, by mistake etc.

**Упр. 5. Вставьте артикль, где необходимо:**

**A:** 1. This is ... tree. ... tree is green. 2. I can see three ... boys. ... boys are playing. 3. I have ... bicycle. ... bicycle is black. My ... friend has no ... bicycle. 4. Our ... room is large. 5. We wrote ... dictation yesterday. ... dictation was long. 6. She has two ... daughters and one ... son. Her ... son is ... pupil. 7. My ... brother's ... friend has no ... dog. 8. This ... pencil is broken. Give me that ... pencil, please. 9. She has ... ball. ... ball is ... big. 10. I got ... letter from my ... friend yesterday. ... letter was interesting.

**B:** 1. This is ... pen. ... pen is red. 2. These are ... pencils. ... pencils are black. 3. This is ... soup. ... soup is tasty. 4. In the morning I eat ... sandwich and drink ... tea. 5. She gave me ... coffee and ... cake. ... coffee was hot. ... cake was tasty. 6. Do you like ... ice-cream? 7. I see ... book in your ... hand. Is ... book interesting? 8. She bought ... meat, ... butter and ... potatoes yesterday. She also bought ... cake. ... cake was very ... tasty. We ate ... cake with ... tea. 9. This is my ... table. On ... table I have ... book, two ... pencils, ... pen and ... paper. 10. This is ... bag. ... bag is brown. It is my sister's ... bag. And this is my ... bag. It is ... yellow.

**Притяжательный падеж существительных**

Ед. число	I know <b>the student's name</b> . <i>Я знаю имя этого студента.</i> What is <b>your baby's name</b> ? <i>Как имя вашего ребенка?</i> <b>The man's name</b> is Ivanov. <i>Фамилия этого мужчины Иванов.</i>	Апостроф ( ' ) и -s добавляются к существительным в единственном числе. <b>Сущ-е + апостроф + s</b>
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Мн. число	I know <b>these students' names</b> . <i>Я знаю фамилии этих студентов.</i> I know <b>your babies' habits</b> . <i>Я знаю привычки ваших малышей.</i> I know <b>the men's names</b> . <i>Я знаю имена этих мужчин.</i> I know <b>the children's names</b> . <i>Я знаю имена детей.</i>	а) к сущ-ным во множ. числе, имеющим окончание <b>-s, -es</b> , добавляется только ( ' ) б) к сущ-ным, образующим форму мн. числа не по правилу, добавляется апостроф ( ' ) и <b>-s</b> .
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**Примечание:** 1) Притяжательный падеж используют также для выражения периода времени, расстояния, веса, места, стоимости: a week's holiday, a three weeks' holiday; ten minutes' walk, a mile's distance, yesterday's newspaper.  
 2) Форму притяжательного падежа могут иметь названия стран, городов, судов, самолетов: Britain's industry, Moscow's underground, a ship's crew (команда корабля).  
 3) В некоторых случаях, при обозначении места (дома, квартиры, магазина ...), опорные существительные опускаются. Например, вместо *at the baker's shop* говорят просто *at the baker's* – в булочной, *at the brother's* - у моего брата (т. е. в доме брата), *at the hairdresser's* - в парикмахерской и т. п.

### **Упр. 7. Переведите на русский язык:**

Diana and Mary's answer, the child's mother, children's voices, women's rights, the students' works, at the doctor's, in December's morning, at my grandmother's, the teachers' flowers, to my friend's.

### **Упр. 8. Переведите на английский язык:**

Стол учителя, портфель студента, книжка ученика, друг сестры, имя мальчика, сын врача, мамыны платья, картина учителя, ручки студентов, Анин учебник, комната брата, муж сестры, ученики Ивана Георгиевича, у сестры, в парикмахерской, у врача, у бабушки.

### **of + существительное**

(соответствует русскому родительному падежу)

the streets of Vitebsk – улицы Витебска

the students of our Institute – студенты нашего института

the father of Ann's mother – отец Аниной матери

**Примечание:** перед существительным, за которым следует предлог **of**, стоит, как правило, артикль **the**.

### **Упр. 9. Переведите на английский язык:**

Города Беларуси, книга маминой подруги, парки нашего города, кинотеатры Витебска, лица женщин, собака моего дяди, одежда детей, глаза кошки, комната моих братьев, дети этой женщины, имена моих

друзей, руки ребенка, ноги мужчины, школа сына, день рождения матери, жена брата, страницы книги, окна дома.

**Упр. 10. Правильно прочитайте и запомните следующие слова:**

### ACTIVE VOCABULARY

• **career** [kə'riə] = **job** [dʒɔb] *амер.* профессия, работа; • **to reward** [ri'wɔ:d] вознаграждать, воздавать (за ч.-л.); • **rewarding** [ri'wɔ:diŋ] а 1) стоящий, полезный; 2) вознаграждающий; • **vocation** [vou'keiʃən] n профессия; • **vocational** [vo(u)'keiʃənl] а профессиональный; • **opportunity** [ˌɒpə'tju:niti] n удобный случай, благоприятная возможность; • **to pursue** [pə'sju:] v заниматься ч.-л., иметь профессию; • **to develop** [di'veləp] v развивать(ся); • **development** [di'veləpmənt] n развитие; • **individual** [ˌindi'vidjuəl] n личность, человек; а личный, индивидуальный; частный; • **mature** [mə'tjuə] а зрелый; • **cognitive** ['kɒgnitiv] а познавательный; • **social** ['souʃəl] а социальный; общественный; • **socially mature** ['souʃəli] зрелый в социальном/общественном отношении; • **adult** ['ædʌlt] n взрослый; совершеннолетний человек; • **invariable** [in'veəriəbl] а неизменный, постоянный; • **invariably** [in'veəriəbli] adv неизменно, постоянно; • **pride** [praɪd] n гордость; • **sense** n чувство; • **to feel a sense of pride in smth** испытывать гордость за ч.-л.; • **ability** [ə'biliti] n способность, умение; • **to contribute to** [kən'tribju:t] v 1) жертвовать (деньги и т.п.); 2) делать вклад; способствовать, содействовать, много сделать; • **generation** [ˌdʒeni'reiʃən] n поколение; • **way** [wei] n путь; способ; образ; • **to mean** [mi:n] v значить, означать; • **meaningful** ['mi:nɪŋfʊl] а многозначительный, полный значения/смысла; • **a human being** ['hju:mən bi:ɪŋ] человек

### Личные и притяжательные местоимения

Ли- цо	Личные местоимения		Притяжательные местоимения	
	Имени т. падеж	Объектный падеж	I форма (справа стоит существительное)	II форма (существ. справа нет)
1.	I	me – мне, меня	my – мой, мои	mine – мой
2.	you	you – тебя, тебе	your – твой	yours – твой
3.	he	him – ему, его	his – его	his – его
	she	her – ей, ее	her – ее	hers – ее
	it	it – его, ее	its – его, ее	its – его, ее
1.	we	us – нам, нас	our - наш, наши	ours – наш
2.	you	you – вам, вас	your – ваш, ваши	yours – ваш
3.	they	them – им, их	their - их	theirs – их

**Упр. 11. Замените следующие слова и словосочетания соответствующими личными местоимениями:**

Model: a boy – he

My sister, her brother, his career, our opportunity, an individual, an adult, a sense of pride, human beings, you and me, adult generation, my ability.

**Упр. 12. Составьте предложения по таблице и переведите их:**

Is this	my your his her our their	dress paper coat mother ball teacher	?
	dog room picture bag umbrella glass cat	mine yours his hers ours theirs	?

**Упр. 13. Переведите на английский язык:**

Their flat, a friend of mine, your table, our classroom, his name and mine, my room and yours, your book and hers, their house and ours, his car and yours, our teacher and theirs, your letter and his, her mother, their newspaper, your ability and hers, their pride and ours, his children and yours, our social development and theirs, your opportunity and his.

**Упр. 14. Переведите на английский язык:**

Наш удобный случай, их развитие, ее профессия, ваша гордость, мое чувство гордости, его способности, наши познавательные способности, их социальное развитие, наши взрослые, ваши индивидуальные способности, его познавательный интерес.

**Homework:**

1. Проработать весь грамматический материал урока. Выполнить упр.8, 13 и 14.
2. Самостоятельно проработать тему «О пользовании словарем» в LESSON 1.
3. Выучить слова активного словаря (упр. 10).

## LESSON 4

Спряжение глагола to be

	Present Indefinite	Past Indefinite	Future Indefinite
Утвердительная форма	I am You are He } She } is It } We are You are They are	I was You were He } She } was It } We were You were They were	I shall be You will be He } She } will be It } We shall be You will be They will be
Вопросительная форма	Am I? Are you? Is { he? she? it? Are we? Are you? Are they?	Was I? Were you? Was { he? she? it? Were we? Were you? Were they?	Shall I be? Will you be? Will { he be? she be? it be? Shall we be? Will you be? Will they be?
Отрицательная форма	I am not You are not He } She } is not It } We are not You are not They are not	I was not You were not He } She } was not It } We were not You were not They were not	I shall not be You will not be He } She } will not be It } We shall not be You will not be They will not be

**Упр. 1. Переведите на русский язык:**

1. He is not at home. 2. I'm from Vitebsk. 3. We were ill. 4. I'm cold.  
5. She is 25. 6. We are first-year students. 7. They are happy. 8. We shall be at the Institute. 9. He was in Polotsk. 10. They will be here tomorrow. 11. His vocational opportunity is good. 12. They are not socially mature. 13. Your career will be rewarding. 14. You are not a child, you are an adult.

**Упр. 2. Сделайте предложения отрицательными и вопросительными:**

1. They are workers. 2. He is 25 years old. 3. Her parents' flat is small.  
4. Pete's sister is a teacher. 5. I am here. 6. You are my friend. 7. These are your books. 8. This house is new. 9. She is a popular actress. 10. You are young.

**Упр. 3. Запомните следующие словосочетания, в состав которых входит глагол *to be*:**

to be ready for	быть готовым к чему-л.
to be afraid of	бояться чего-л., кого-л.
to be proud of	гордиться чем-л., кем-л.
to be late for	опаздывать к чему-л., куда-л.
to be good at	иметь способности к чему-л.
to be fond of	увлекаться чем-то
to be sure of	быть уверенным в чем-л.
to be glad of	радоваться чему-л.
to be tired (of)	быть усталым (уставать от чего-л.)
to be sorry (for)	сожалеть; извиняться; жалеть кого-л.
to be over	заканчиваться
to be on	идти (о фильме, спектакле)
to be married (to)	быть женатым (на), быть замужем (за)

**Упр. 4. Укажите, в каком времени стоит глагол *to be*, переведите предложения:**

1. You will be proud of me. 2. Why are you late? 3. He is fond of music. 4. I'm glad to see you. 5. We were tired. 6. The lesson is over. 7. What is on at the cinema "Belarus"? 8. We are not afraid of you. 9. She is good at nothing. 10. I was sure of it. 11. Why are you so tired? 12. You will be sorry for this one day.

**Упр. 5. Вставьте глагол *to be* в нужной форме:**

1. My grandmother ... young at that time. 2. I ... glad to see you tomorrow. 3. ... you ready for the lesson today? 4. I ... not sure of it. 5. You ... married next year. 6. The film ... over at 3 o'clock. 7. I ... tired in the evening. 8. When I ... small, I wanted to become a doctor. 9. Yesterday they ... together. 10. We ... friends at school. 11. ... you fond of music? 12. She ... good at languages.

### Спряжение глагола to have иметь

<i>Present</i>		<i>Past</i>		<i>Future</i>	
I	have	I	} had	I shall	} have
You	have	You		You will	
He	} has	He		He will	
She		She		She will	
It		It		It will	
We	have	We		We shall	
You	have	You		You will	
They	have	They		They will	

**Примечание:** Часто в разговорной речи вместо have, has употребляется сочетание have got, has got (краткие формы 've got и 's got) с тем же значением: We've got a nice flat. – У нас хорошая квартира.

#### **Упр. 6. Вставьте правильную форму глагола to have:**

1. My mother ... two sisters. 2. We ... many plans for the future. 3. I ... no time yesterday. 4. They ... a new flat next year. 5. The farmer ... many cows. 6. How many pages ... the book? 7. Last year I ... three problem pupils in my class. 8. We ... a good career in the future. 9. The classroom ... three windows.

#### **Упр. 7. Переведите на английский язык:**

1. У меня есть время помочь тебе. 2. О, у тебя есть чувство гордости! 3. У них большая семья. 4. У нас очень мало времени. 5. У моего брата есть деньги, чтобы купить эти книги. 6. У нее была трудная жизнь. 7. У нас к вам есть вопросы. 8. У него очень хорошая профессия. 9. У нас есть шанс. 10. У тебя будет много работы.

### Основные формы глаголов

Глаголы в английском языке имеют четыре формы:

а) инфинитив **the Infinitive** (глагол отвечает на вопрос *что делать?*): to go, to play, to help.

б) прошедшее неопределенное (простое) время **Past Indefinite (Past Simple)** (V-ed, V<sub>2</sub> – вторая форма в таблице неправильных глаголов): went, played, helped.

в) Participle II (V-ed, V<sub>3</sub> – третья форма в таблице неправильных глаголов): gone, played, helped.

г) Participle I (V-ing): going, playing, helping.

Английские глаголы бывают правильные и неправильные в зависимости от того, как они образуют Past Indefinite и Participle II. Например: to play, to help – правильные, to be, to have, to go – неправильные. Формы неправильных глаголов даны в таблице в конце пособия.

**Видо-временные формы английского глагола**  
**в действительном залоге**

	<b>Indefinite (Simple)</b> Простое	<b>Continuous</b> Длительное	<b>Perfect</b> Завершенное	<b>Perfect Continuous</b> Завершено- длительное
	Констатация факта	Процесс	Завершенность	Процесс уже в течение некоторого периода времени
	to V	to be V-ing	to have V <sub>3</sub>	to have been V-ing
<b>P R E S E N T</b>	V, V-s  <b>I wait</b> Я жду (часто)	am } is } V-ing are }	have } has } V <sub>3</sub>	have } has } been V-ing
	<b>I wait</b> Я жду (часто)	<b>I am waiting</b> Я жду (сейчас)	<b>I have waited</b> Я подождал (сегодня, уже, только что)	<b>I have been waiting</b> Я жду (уже час; с двух часов)
<b>P A S T</b>	V – ed, V <sub>2</sub>	was } were } V-ing	had V <sub>3</sub>	had been V-ing
	<b>I waited</b> Я ждал (вчера; два дня тому назад)	<b>I was waiting</b> Я ждал (вчера в три часа; когда он вошел; пока он читал)	<b>I had waited</b> Я подождал (вчера до трех часов; до того, как он пришел)	<b>I had been waiting</b> Я ждал (уже два часа, когда он пришел)
<b>F U T U R E</b>	shall/will V	shall/will be V-ing	shall/will have V <sub>3</sub>	shall/will have been V-ing
	<b>I shall/will (I'll) wait</b> Я подожду, буду ждать (завтра)	<b>I shall/will (I'll) be waiting</b> Я буду ждать (завтра в 3 часа)	<b>I shall/will (I'll) have waited</b> Я подожду (завтра к 3 часам; до того, как он придет)	<b>I shall/will (I'll) have been waiting</b> Я буду ждать (завтра уже 3 часа, когда он придет)



**Условные обозначения:** V - основа глагола; V-s - форма глагола в 3-ем лице ед.числа; V-ed - Past Indefinite стандартных глаголов; V<sub>2</sub> - Past Indefinite нестандартных глаголов; V<sub>3</sub> - Participle II как стандартных, так и нестандартных глаголов; V-ing - Participle I.

**Упр. 8. Используя таблицу, определите время следующих форм глаголов:**

- |                                     |                    |              |
|-------------------------------------|--------------------|--------------|
| 1. am V-ing                         | 7. had V-ed        | а) настоящее |
| 2. V-s                              | 8. was V-ing       | б) прошедшее |
| 3. V                                | 9. will V          | в) будущее   |
| 4. have V-ed (V <sub>3</sub> )      | 10. has V-ed       |              |
| 5. V-ed                             | 11. had been V-ing |              |
| 6. will have V-ed (V <sub>3</sub> ) | 12. has been V-ing |              |

**Упр. 9. Соотнесите формы глагола с их видовыми характеристиками.**

- |                                   |  |
|-----------------------------------|--|
| 1. to be V-ing                    | а) констатация факта (Indefinite)  |
| 2. V-s, V                         | б) завершенность действия (Perfect)  |
| 3. to have been V-ing             | в) процесс, незаконченность действия (Continuous)  |
| 4. to have V-ed (V <sub>3</sub> ) | г) действие, совершающееся уже в течение определенного периода времени (Perfect Continuous). |
| 5. will V                         |  |
| 6. V-ed                           |  |

**Упр. 10. Прочтите русские предложения. Определите, какая характеристика действия заложена в каждом из выделенных глаголов:**

1) Я учу английский язык каждый день. 2) Я учу новые слова. Не мешай мне. 3) Я учил эти слова вчера. 4) Я выучил слова. Проверь меня. 5) Я буду учить слова завтра. 6) Я учил слова вчера, когда ты смотрел телевизор. 7) Я буду учить английский завтра в 6 часов вечера. 8) Вчера к 6 часам я уже выучил все слова. 9) Я надеюсь, что к 7 часам я их выучу. 10) Я изучаю английский уже 3 года. 11) Я учил слова уже час, когда пришла сестра. 12) На будущий год я буду изучать английский язык уже 5 лет.

**Упр. 11. Пользуясь таблицей временных форм глагола, определите, какую видовую характеристику вы выбрали бы для перевода следующих предложений:**

- а) незаконченность (процесс)
- б) завершенность (результат)
- в) констатация факта (регулярность)

г) процесс + завершенность определенного периода времени, в течение которого шел процесс.

а) сейчас.

1) Я пишу б) уже 20 минут.

в) каждый день.

а) уже (на этой неделе).

2) Я написал сочинение б) вчера.

в) вчера к 7 часам.

а) вчера.

3) Я писал статью б) вчера, когда вы пришли.

в) вчера уже 3 часа, когда вы пришли.

а) завтра

4) Я напишу сочинение б) завтра к 7 часам.

5) Я буду писать сочинение а) когда он придет.

б) уже час, когда ты придешь.

**Упр. 12. Найдите сказуемое, определите его время и переведите, исходя из его характеристики:**

1. The taxi has just arrived (*прибывать*). 2. They have been cooking lunch since 11 a.m. 3. My sister prefers to travel by air. 4. The director of the car factory goes to work by Rolls-Royce. 5. Tony's two stepsisters (*сводные сестры*) worked in a bank 2 years ago. 6. The spouses (*супруги*) are getting divorced (*разводиться*). 7. When we reached the airport, the plane had already taken off. 8. All week long they were trying to choose a name for their child. 9. He will come back tomorrow. 10. I will have completed (*завершать*) the work by Friday. 11. I have been working there for three months. 12. The Prime Minister will be speaking on TV tonight at 9.30. 13. I have just returned from my trip round Europe. 14. I have something in my eye. 15. He had had breakfast by the time when his family got up.

**Упр. 13. Найдите подлежащее и сказуемое в главном и придаточном предложениях текста.**

## CAREERS IN CHILD DEVELOPMENT

### Text 1

A career in child development is one of the most rewarding vocational opportunities that people can pursue. If you choose a career in child development you can help children to develop into physically, cognitively, and socially mature individuals. Adults who work professionally with children invariably feel a sense of pride in their ability to contribute in meaningful ways to the next generation of human beings.

**Упр. 14. Прочитайте и переведите текст, выписав остальные неизвестные вам слова. Найдите их значение в словаре.**

**Homework:**

1. Грамматический материал урока (Упр. 2, 3, 4, 5, 8, 11, 12, 13, 15, 16, 17).
2. Самостоятельно проработать тему: «Конструкция *there is*» в LESSON 2 и выполнить Упр. 1, 2.

## LESSON 5

Неопределенные (простые) времена (Indefinite (Simple) Tenses)

		<i>Present</i>	<i>Past</i>	<i>Future</i>
Утвердительная форма	Единств. число Множ. число	I write You write  He \ / She — writes It / We write You write They write	I wrote You wrote  He \ / She — wrote It / We wrote You wrote They wrote	I shall write You will write  He \ / She — will write It / We shall write You will write They will write
Вопросительная форма	Единств. число Множ. число	Do I write? Do you write?  Does $\begin{matrix} \text{he} \\ \text{she} \\ \text{it} \end{matrix}$ write?  Do we write? Do you write? Do they write?	Did I write? Did you write?  Did $\begin{matrix} \text{he} \\ \text{she} \\ \text{it} \end{matrix}$ write?  Did we write? Did you write? Did they write?	Shall I write? Will you write?  Will $\begin{matrix} \text{he} \\ \text{she} \\ \text{it} \end{matrix}$ write?  Shall we write? Will you write? Will they write?
Отрицательная форма	Единств. число Множ. число	I do not write You do not write He \ / She — does not write It \ /  We do not write You do not write They do not write	I did not write You did not write He \ / She — did not write It /  We did not write You did not write They did not write	I shall not write You will not write He \ / She — will not write It /  We shall not write You will not write They will not write

Do not - don't  
Does not - doesn't

Did not – didn't

Shall not – shan't  
Will not – won't

### Употребление времен группы Indefinite

<b>Present Indefinite</b>	<ol style="list-style-type: none"> <li>1. Для выражения обычного или регулярно повторяющегося действия.</li> <li>2. Для выражения будущего действия в придаточных обстоятельственных предложениях времени и условия.</li> </ol>	<ol style="list-style-type: none"> <li>1. We <b>take</b> our examinations twice a year. <i>Мы сдаем экзамены 2 раза в год.</i></li> <li>2. They often <b>go</b> to the cinema. <i>Они часто ходят в кино.</i></li> <li>1. If you <b>finish</b> your work early ring me up. <i>Если вы закончите работу рано, позвоните мне.</i></li> <li>2. When you <b>come</b> we shall go to see our friends. <i>Когда вы придете, мы пойдем навестить наших друзей.</i></li> </ol>
<b>Past Indefinite</b>	<ol style="list-style-type: none"> <li>1. Для обозначения действия, совершившегося в прошлом.</li> <li>2. Для выражения ряда последовательных действий.</li> </ol>	<ol style="list-style-type: none"> <li>1. I <b>saw</b> him two days ago. <i>Я видел его 2 дня назад.</i></li> <li>2. In winter we <b>went</b> skating. <i>Зимой мы ходили на лыжах.</i></li> <li>1. In the morning I <b>got up</b> at 7, <b>had</b> my breakfast and <b>went</b> to the Institute. <i>Утром я встал в 7, позавтракал и пошел в институт.</i></li> </ol>
<b>Future Indefinite</b>	<ol style="list-style-type: none"> <li>1. Для выражения действия, которое совершится в будущем.</li> </ol> <p>Примечание: <b>to be going, to be about</b> являются эквивалентами будущего времени</p>	<ol style="list-style-type: none"> <li>1. They <b>will come</b> soon. <i>Они скоро придут.</i></li> <li>2. In summer we <b>'ll have</b> our holidays. <i>Летом у нас будут каникулы.</i></li> <li>1. I'm going to enter the Institute. <i>Я собираюсь поступить в институт.</i></li> <li>2. He is about to enter the University. <i>Он вот-вот поступит в университет.</i></li> </ol>

**Упр. 1. Запомни те слова-сигналы, которые подсказывают, что сказуемое надо употреблять в:**

Present Indefinite – usually, always, every day, as a rule, sometimes, often, rarely (seldom);

Past Indefinite – yesterday, last week (month, year), two days ago, in May, on Sunday, in 1990;

Future Indefinite – tomorrow, tonight, next week (year, month), in a day (через день).

## THE PRESENT INDEFINITE TENSE

### Чтение окончания – (e)s в 3-м лице единственного числа

<i>После глухих согласных</i>	<i>После гласных и звонких согласных</i>	<i>После –s, -z, -ss, -ch, -sh, -x</i>
-s [s]	-s [z]	-es [ɪz]
He looks He talks	He wonders He rides	He passes He teaches

**Запомните исключения:**

идти	to go – he goes [gouz]	
делать	to do – he does [dʌz]	
говорить	to say – he says [sez]	

**Упр. 2. Прочтите следующие глаголы в 3-м лице единственного числа.**

**Обратите внимание на правильное чтение окончаний:**

He/She pursues, chooses, helps, develops, works, feels, contributes,  
decides, relates, nurses, instructs, expands, obtains, takes, teaches,  
passes, catches.

**Обратите внимание на орфографию:**

1) to study – I study – he studies (y/i + es [ɪz] после согласных)  
но: to play – I play – he plays [z] (y после гласных)  
to teach – I teach – he teaches [ɪz] (после сочетаний, передающих свистящие и шипящие звуки)

**Упр. 3. Поставьте глаголы в 3-м лице единственного числа:**

Do, go, be, have, teach, see, instruct, pursue, relate, expand, answer, study, stay (оставаться), manage (суметь).

**Упр. 4. Правильно прочитайте и запомните активные слова урока:**

### ACTIVE VOCABULARY

• **to decide** [di'saɪd] v решать • **to relate** [ri'leɪt] v быть связанным; относиться, иметь отношение • **related to** [ri'leɪtɪd] 1) родственный; 2) связанный с • **option** ['ɒpʃ(ə)n] n 1) выбор, право выбора или замены; 2) предмет выбора • **a number of** ['nʌmbə] ряд, некоторое количество  
• **available** [ə'veɪləbl] а наличный, доступный, имеющийся • **education** [ˌedʒu(:)'keɪʃ(ə)n] образование, педагогика • **family development** развитие семейных отношений • **course** [kɔ:s] n курс (лекций, обучения, лечения и т.п.) • **three-year course** трехлетний курс • **course of training** курс подготовки • **to nurse** [nɜ:s] v ухаживать за детьми/за больными  
• **nurse** [nɜ:s] n 1) няня; сиделка; санитарка; 2) медсестра • **nursing** [nɜ:sɪŋ] n уход за ребенком • **counselor** ['kaʊnsələ] n воспитатель;

консультант • **psychologist** [(p)sai'kɒlədʒɪst] н психолог • **psychiatrist** [sai'kaɪətrɪst] н психиатр • **pediatrician** [,pi:diə'triʃən] н педиатр, врач по детским болезням • **pediatric nurse** [,pi:di'ætrɪk] детская медсестра • **psychiatric nurse** [,saɪki'ætrɪk] медсестра, работающая в психиатрическом отделении • **social worker** ['souʃəl 'wə:kə] специалист в области социальной работы • **disturbance** [dis'tɜ:bəns] н мед. расстройство; патологическое отклонение • **ill** а больной • **illness** ['ɪlnɪs] болезнь • **instruct** [ɪn'strʌkt] v обучать • **kindergarten** ['kɪndə,gɑ:tn] н нем. детский сад • **elementary school** [,eli'mentəri sku:l] начальная школа • **secondary school** ['sekəndəri] средняя школа • **to expand** [ɪks'pænd] v расширять, увеличивать • **income** ['ɪnkəm] н заработок, доходы • **considerably** [kən'sɪdərəbli] adv значительно • **to obtain** [əb'teɪn] v получать; добиваться, достигать • **degree** [di'ɡri:] н звание, ученая степень • **to take/to obtain a degree** получать степень • **the degree of bachelor (of master, of doctor)** ученая степень бакалавра (магистра, доктора) • **graduate** ['ɡrædʒuɪt] н 1) брит. окончивший высшее учебное заведение; 2) амер. окончивший любое учебное заведение • **advanced** [əd'vɑ:nst] а повышенного типа

**Упр. 5. Выберите правильную форму глагола:**

1. I (choose/chooses) a career of a counsellor. 2. She (want/wants) to help children. 3. They (develop/develops) into physically mature individuals. 4. Many adults (work/works) with children professionally. 5. I (feel/feels) a sense of pride in my abilities. 6. We (contribute/contributes) to the next generation of human beings. 7. So you (decide/decides) to choose the career of a pediatrician. 9. Psychiatrists (see/sees) children with problems. 10. This young teacher (instruct/instructs) children in our kindergarten. 11. If you (obtain/obtains) a graduate degree you (expand/expands) your opportunity considerably.

**Упр. 6. Сделайте предложения отрицательными:**

1. She knows English well. 2. I get up early. 3. Her mother teaches at school. 4. We find our flat cozy. 5. She tells the truth. 6. They make an awful noise. 7. They dance every day. 8. She keeps company with these students. 9. He drinks red wine. 10. We spend our days in reading.

**Упр. 7. Сделайте предложения вопросительными:**

1. You buy many books. 2. He hates shopping. 3. We ask many questions. 4. You live in Pushkin Street. 5. You pay much money for the room. 6. Your mother lives with you. 7. Your friends like to sing. 8. We know these young people.

### Различные функции окончания –s (es)

<b>-s</b>	Показатель множественного числа существительных: walls, classes
	Показатель 3-го лица единственного числа глаголов в Present Indefinite: he goes, he reads
<b>-es</b>	Показатель притяжательного падежа существительных: a student's book, students' books, Mike's flat

**Упр. 8. Определите функцию окончания –s (-es) в слове. Предложения переведите:**

1. I changed places with Mrs. Clark. 2. He places his books on the shelf. 3. She always books tickets in advance (заранее). 4. There are two national parks in this country. 5. Sometimes he parks his car near the house. 6. I went to my friend's two weeks ago. 7. The results of the game were unpredictable. 8. He got good marks in French. 9. The teacher marks our homework twice a week. 10. He is Tom's son.

**Упр. 9. Отработайте чтение следующих интернациональных слов:**

Career [kə'riə], college ['kɒlɪdʒ], university [ˌjuːni'vɜːsiti], professor [prə'fesə], course ['kɔːs], education [ˌedʒu'keɪʃən], clinical ['klinikəl], psychologist [ˌsaɪ'kɒlədʒɪst], psychiatrist [saɪ'kaɪətrɪst], pediatric [ˌpiːdi'ætrɪk], pediatrician [ˌpiːdiə'triʃən], psychiatric [ˌsaɪki'ætrɪk], social ['səʊəl], problem ['prɒbləm], instruct [ɪns'trʌkt], elementary [ˌeli'mentəri], absolutely ['æbsəlutli].

**Упр. 10. Прочитайте и переведите текст, выписав неизвестные вам слова:**

### **CAREERS IN CHILD DEVELOPMENT**

#### **Text 2 (continued)**

If you decide to pursue a career related to children's development, a number of options are available to you.

College and university professors teach courses in child development, education, family development and nursing.

Counsellors, clinical psychologists, pediatricians, psychiatrists, school psychologists, pediatric nurses, psychiatric nurses and social workers see children with problems and disturbances or illnesses. Teachers instruct children in kindergartens, elementary schools and secondary schools. If you pursue a career related to child development you can expand your opportunities (and income) considerably by obtaining a graduate degree, although an advanced degree is not absolutely necessary.



**Упр. 11. Ответьте на следующие вопросы:**

1. What is the text about?
2. What do college and university professors do?
3. What specialists see children with problems and disturbances?
4. How do you expand your opportunities and income?

**Homework:**

1. Самостоятельно проработать темы: «Неопределенные местоимения *some, any, no* и их производные» (LESSON 2).
2. Упр. 4, 8, 9, 10, 11. LESSON 5.

## LESSON 6

## THE PAST INDEFINITE TENSE

*Упр. 1. Правильно прочитайте и запомните активные слова урока:*

**ACTIVE VOCABULARY**

- **most** [most] + существительное – большинство; • **area** ['ɛəriə] n сфера (деятельности), область (исследований и т.п.); • **home economics** [,i:kə'nɒmiks] домоводство; • **doctorate** ['dɒktərɪt] n степень доктора;
- **to require** [ri'kwaɪə] v требовать (ч.-л.), нуждаться (в ч.-л.); • **academic work** [,ækə'demɪk] университетский; академический, учебный;
- **undergraduate** [ˌʌndə'grædjuit] n студент последнего курса;
- **undergraduate degree** степень бакалавра; • **besides** [bi'saɪdz] кроме, помимо;
- **research** [ri'sə:tʃ] n научно-исследовательская работа; • **to conduct/to carry out research** [kən'dʌkt] вести научно-исследовательскую работу;
- **to present/to read one's paper** [pri'zent] делать доклад; • **article** ['ɑ:tɪkl] n статья;
- **field** [fi:ld] n область, сфера деятельности;
- **preschool** [(ː)pri:'sku:l] а дошкольный; n дошкольное учреждение;
- **early childhood** ['ɜ:li] раннее детство; • **activity** [æk'tɪvɪti] n деятельность, действия (в опред.обл.); • **classroom activities** классные занятия;
- **to direct** [di'rekt] v направлять; руководить; наставлять, учить;
- **appropriate** [ə'prɒpriət] а соответствующий, подходящий;
- **curriculum** [kə'rikjuləm] n лат. учебный план; • **to develop curricula** создавать (разрабатывать) учебные планы;
- **to promote** [prə'maʊt] v способствовать, содействовать; • **number** ['nʌmbə] n количество, число;
- **per week** в неделю; • **to vary** ['vɛəri] v менять(ся), изменять(ся);
- **primarily** ['praɪmərɪli] главным образом; • **position** [pə'ziʃn] n должность, пост, рабочее место; • **to expand** [ɪks'pænd] v расширять(ся);
- **respectively** [ris'pektɪvli] adv соответственно

*Упр. 2. Прочитайте следующие правильные глаголы во 2-ой форме (Past Indefinite), обращая внимание на произношение суффикса –ed: после глухих согласных он передает звук [t], после звонких и гласных - [d], после t и d - [ɪd]:*

Helped, developed, worked, nursed, assessed, reduced, obtained, varied, required, carried, pursued, diagnosed, administrated, observed, promoted, directed, presented, conducted, rewarded, contributed, evaluated, treated, employed, designed.

**Упр. 3. Напишите и запомните 3 формы следующих неправильных глаголов:**

Feel, choose, take, be, have, teach, become, begin, do, get, give, know, leave, meet, read, see, speak, tell, think, write.

**Упр. 4. Скажите, что Вы (или кто-то другой) делали это же вчера, на прошлой неделе, в прошлом году ... :**

**Модель:** - *I often write letters to my friend.*

- *I wrote a letter to my friend on Sunday.*

1. I come home at 6 o'clock. 2. I often think about you. 3. My sister teaches Byelorussian. 4. This boy works at his English hard. 5. My son likes ice-cream. 6. Lessons at our school begin at 8 o'clock. 7. I want to see our first teacher. 8. My daughter often asks me this question. 9. We go there every week. 10. I have a dog. 11. I am a sportsman. 12. She is my friend.

**Упр. 5. Сделайте предложения отрицательными и вопросительными. В качестве образца используйте таблицу времен в уроке 5.**

1. She taught at our school two years ago. 2. I knew that. 3. We told you about that. 4. My mother bought a new coat. 5. They showed us his photo. 6. You asked me this question. 7. He kicked me. 8. They saved a lot of money. 9. You saw many American films last year. 10. You did it on Sunday. 11. She saw you. 12. We met her in Gagarin Street.

**Упр. 6. Переведите на английский язык:**

1. Ты вчера получил письмо? 2. Они нам об этом не рассказывали. 3. Экзамен начался в 9 часов. 4. Ты в воскресенье в кино ходила? 5. Что ты вчера делала? 6. Я не знала об этом. 7. У нее вчера был день рождения. 8. Я видела тебя в субботу. 9. Он показал мне эту статью. 10. Мы не подумали об этом. 11. Она преподавала в нашей школе физику. 12. Они не хотели идти с нами.

## THE FUTURE INDEFINITE TENSE

**Упр. 7. Прочитайте следующие предложения и назовите слова/словосочетания, выражающие будущее время. Обратите внимание на их место в предложении.**

1. They will become undergraduates soon. 2. John works hard and in a year he will get his undergraduate degree. 3. Next year they will conduct research in this area. 4. I shall not present any paper at the next meeting. 5. When you graduate from the University you will direct the activity of kindergarten children. 6. Mr. Brown will develop a curriculum for 5-year-old children.

**Упр. 8. Скажите, что Вы (или кто-то другой) будет делать это же завтра, в следующем месяце, году ....**

**Модель: - I teach at school.**

**- I shall also teach at school in the future.**

1. I get a lot of letters. 2. She worked in summer. 3. We called her Sally. 4. My father gave up (бросил) smoking. 5. They finished school two years ago. 6. He climbs mountains (занимается альпинизмом). 7. They make good shoes. 8. We spend summer in the south. 9. She remembers my name. 10. They run in the mornings.

**Упр. 9. Сделайте предложения отрицательными и вопросительными:**

1. We shall buy this bag. 2. The horse will kick (ударит ногой) me. 3. Peter will teach biology at school. 4. I shall do something with it. 5. She will tell somebody about it. 6. The teacher will give you the book. 7. You will find the answer in this article. 8. I shall leave my bag here. 9. We shall show you the document.

**Упр. 10. Отработайте чтение следующих интернациональных слов:**

Psychology [sai'kɒlədʒi], economics [i:kə'nɒmiks], master ['ma:stə], doctorate ['dɒktərit], academic [ækə'demik], activity [æk'tiviti], physical ['fizikəl], positive ['pozitiv], atmosphere [ætmos'fiə], program [prəʊgrəm].

**Упр. 11. Прочитайте и переведите текст, выписав незнакомые вам слова:**

## **CAREERS IN CHILD DEVELOPMENT**

### **Text 3**

Most college professors in child development and its related areas of psychology, education, home economics, nursing, and social work have a master's degree and/or doctorate degree that required plus their undergraduate degree two to five years of academic work.

College and university professors teach courses in child development, family development, education or nursing. They conduct research, present papers at professional meetings; write and publish articles and books; and they train undergraduate and graduate students for careers in these fields.

Becoming a preschool/kindergarten teacher usually requires an undergraduate degree and four years of education with specialization in early childhood education.

Preschool teachers direct the activities of prekindergarten children, many of whom are 4-year-olds. They develop an appropriate curriculum for the age of the children that promotes their physical, cognitive, and social development in a positive atmosphere. The number of days per week and hours per day varies from one program to another.

Kindergarten teachers work with young children who are between the age of preschool programs and the first year of elementary school. They primarily develop appropriate activities and curricula for 5-year-old children.

Social work positions may be obtained with an undergraduate degree in social work or related fields, but opportunities are expanded with an M.S.W. (master's degree of social work) or Ph.D., which require two and four to five years, respectively.

**Упр. 12. Ответьте на следующие вопросы:**

1. What degrees do most college professors in child development have? 2. How many years of academic work do these degrees require? 3. What courses do college and university professors teach? 4. Do they conduct any research? 5. What other work do they do? 6. How many years do preschool teachers study? 7. What degree does this career require? 8. Whose activities do preschool teachers direct? 9. What kind of curriculum do they develop? 10. What is the age of kindergarten children?

**Homework:**

1. Самостоятельно проработать тему «Неопределенные местоимения *many, much, little, a little, few, a few*» урока 2 и выполнить упр. 6, 7.
2. Времена Past and Future Indefinite. (Образование форм и употребление этих времен).
3. Упр. 1, 10, 11, 12 урока 6.

## LESSON 7

*Упр. 1. Обратите внимание на произношение и перевод слов активного словаря. Запомните их.*

ACTIVE VOCABULARY

• **necessary** ['nesisəri] а необходимый, нужный; • **Ph. D = Doctor of Philosophy** [fi'ɪsəfi] доктор философии; • **D. Ed. degree = Doctor of Education degree** научная степень доктора педагогических наук; • **to include** [in'klu:d] v включать; • **both ... and** [bouθ] как ... так и; • **to train** [trein] v 1) готовить, обучать (к чему-л. – in smth); 2) воспитывать, приучать (ребенка); • **training** n 1) обучение, подготовка; 2) воспитание; • **to involve** [in'vɔlv] v включать в себя, влечь за собой; подразумевать, предполагать (наличие ч.-л.); • **internship** [in'tə:nʃɪp] n интернатура; • **mental** ['mentl] а 1) умственный, 2) психический, душевный; • **mental hospital (home)** психиатрическая лечебница; • **health** [helθ] n здоровье; • **infant health centre** детская консультация; • **either ... or** или ... или; • **approximately** [ə'prɒksɪmɪtli] adv приблизительно; • **to diagnose** ['daɪəgnəʊz] v распознавать, устанавливать, диагностировать; • **disorder** [dis'ɔ:də] n болезнь, расстройство; • **to administer** [əd'mɪnɪstə] v 1) давать, назначать; 2) управлять; • **psychotherapy** ['(p)saɪko(u)'θerəpi] n психотерапия; • **session** ['seʃən] n 1) совещание, 2) занятие; • **combination** [,kɒmbɪ'neɪʃən] n сочетание, комбинация; • **to evaluate** [i'væljuːeɪt] v оценивать, определять качество; • **range** [reɪdʒ] n круг; • **a wide range of children** разнообразные дети; • **to treat** [tri:t] v лечить; • **to assess** [ə'ses] v определять (размер, сумму); • **intelligence** [ɪn'telɪdʒəns] n умственные способности; • **personality** [,pɜ:sə'nælɪti] личность, индивидуальность; • **to interview** ['ɪntəvju:] v иметь беседу с кем-либо; • **to observe** [əb'zə:v] v 1) наблюдать, следить за; 2) вести (научные) наблюдения; изучать (с помощью наблюдения); • **to design** [di'zeɪn] v создавать; • **to reduce** [ri'dju:s] v ослаблять, уменьшать; побеждать, выправлять; • **to employ** [ɪm'plɔɪ] v предоставлять работу; • **to be employed** служить у; • **to monitor** ['mɒnɪtə] v контролировать; • **behaviour** [bi'heɪvjə] n поведение, поступки; манеры; • **coursework** курсовая работа; • **welfare** ['welfə] n работа по улучшению быта (неимущих, беспризорных и т.п.); благотворительность = **welfare work** благотворительность; • **public (social) welfare** 1) социальное обеспечение; 2) патронаж (с благотворительными и воспитательными целями); • **to protect rights** [prə'tekt raɪts] защищать/охранять права; • **human services** социальная служба; • **Child Protective Services Unit** Отдел защиты прав ребенка; • **maltreatment** [mæl'tri:tment] n дурное, плохое обращение; • **abuse** [ə'bju:s] n плохое, жестокое обращение, насилие; • **further** [fə:ðə]

а дальнейший; • **harm** [ha:m] n вред; • **to cope with** [koup] v справиться с; • **prior** [praɪə] а прежний, предшествующий; • **supervisor** [ˈsju:pəvaɪzə] n 1) инспектор школы; 2) методист (по какому-либо предмету); • **to be responsible – for** отвечать за; • **operation** [ɔpə'reiʃən] n работа; • **staff** [sta:f] n персонал; • **workshop** n практический семинар.

### Продолженные времена (Continuous Tenses)

	Present	Past	Future
	Образование: to be + V-ing		
Утвердительная форма	<p>единств. число I am writing you are writing he <math>\searrow</math> she <math>\searrow</math> is writing it <math>\searrow</math></p> <p>мн. число we are writing you are writing they are writing</p>	<p>единств. число I was writing you were writing he <math>\searrow</math> she <math>\searrow</math> was writing it <math>\searrow</math></p> <p>мн. число we were writing you were writing they were writing</p>	<p>единств. число I shall be writing you will be writing he <math>\searrow</math> she <math>\searrow</math> will be writing it <math>\searrow</math></p> <p>мн. число we shall be writing you will be writing they will be writing</p>
Вопросительная форма	<p>единств. число Am I writing? Are you writing? Is <math>\swarrow</math> he she writing? it <math>\swarrow</math></p> <p>мн. число Are we writing? Are you writing? Are they writing?</p>	<p>единств. число Was I writing? Were you writing? Was <math>\swarrow</math> he she writing? it <math>\swarrow</math></p> <p>мн. число Were we writing? Were you writing? Were they writing?</p>	<p>единств. число Shall I be writing? Will you be writing? Will <math>\swarrow</math> he she be writing? it <math>\swarrow</math></p> <p>мн. число Shall we be writing? Will you be writing? Will they be writing?</p>
Отрицательная форма	<p>единств. число I am not writing you are not writing he <math>\searrow</math> she <math>\searrow</math> is not writing it <math>\searrow</math></p> <p>мн. число we are not writing you are not writing they are not writing</p>	<p>единств. число I was not writing you were not writing he <math>\searrow</math> she <math>\searrow</math> was not writing it <math>\searrow</math></p> <p>мн. число we were not writing you were not writing they were not writing</p>	<p>единств. число I shall not be writing you will not be writing he <math>\searrow</math> she <math>\searrow</math> will not be writing it <math>\searrow</math></p> <p>мн. число we shall not be writing you will not be writing they will not be writing</p>

**Примечание:** 1. Поскольку глаголы во временах Continuous обозначают действия в процессе их совершения, то есть незаконченные длительные действия, то на русский язык они переводятся глаголами несовершенного вида;

2. Глаголы **to be, to see, to hear, to feel, to notice, to forget, to remember, to believe, to appear, to seem, to know, to want, to like, to love, to understand, to have, to possess, to consist** и др. в Continuous Tenses не употребляются, так как не могут выражать действие или состояние как процесс, совершающийся в определенный момент.

**Упр. 2. Запомните обстоятельства времени, с которыми обычно употребляются:**

**Present Continuous** – now, at the present moment, at this moment;

**Past Continuous** – at that time yesterday, at 5 o'clock yesterday, when he came; all the time, the whole evening, from 5 till 7;

**Future Continuous** – at this time tomorrow, when she comes, at 3 o'clock tomorrow, all day tomorrow, all the time, from 5 till 7.

**Упр. 3. Сделайте предложения отрицательными и вопросительными:**

1. She is interviewing schoolchildren now. 2. They are evaluating our abilities. 3. He is assessing the boy's intelligence. 4. We are trying to reduce child's problem behavior. 5. This group of school psychologists is designing some new program.

**Упр. 4. Употребите глагол to be (am, is, are) в нужном лице и числе:**

1. He ... sleeping now. 2. We ... drinking tea now. 3. They ... going to the University now. 4. I ... not watching TV now. 5. ... my mother working now? 6. He ... not playing. 7. ... your sister having a rest now? 8. What ... you doing? 9. ... they walking? 10. I ... not writing a letter. 11. We ... listening to the music. 12. ... she playing golf now? 13. Carry ... cleaning the house at the moment. 14. What ... you and your sister doing? 15. ... your teacher reading now? 16. ... the students writing a test-paper?

**Упр. 5. Переведите на русский язык:**

1. I was waiting for you the whole evening yesterday. 2. Irene was watering the flowers when Peter came. 3. As I was sitting at breakfast this morning, there came a knock at my door. 4. I was walking along the avenue one day when I heard my name called. 5. We were watching TV at that time yesterday. 6. What were you doing at 6 o'clock on Friday? 7. What were you doing all day yesterday? – I was working in the garden. 8. When I was crossing the street a policeman saw me. 9. When I went out the sun was shining.

**Упр. 6. Переведите на русский язык:**

1. We shall be sitting at the concert at this time tomorrow. 2. At this time tomorrow we shall be nearing home. 3. What will you be doing at 7 o'clock? – I'll be preparing my lessons. 4. I shall be sleeping if you come so late. 5. I shall be cleaning up when you come with my things. 6. He will be working in his garden from 9 till 12. 7. We shall be having our lesson at that time. 8. We shall be having breakfast in a minute. 9. I shall be waiting for you at 5 o'clock sharp. 10. She will be talking for at least another two hours.



**Упр. 7. Прочитайте и переведите следующие интернациональные слова:**

Personality [ˌpɜːsəˈnælɪti], faculty [ˈfækəlti], to diagnose [ˈdaɪəgnəʊz], combination [ˌkɒmbɪˈneɪʃn], therapy [ˈθerəpi], problem [ˈprɒbləm], system [ˈsɪstəm], interview [ˈɪntəvjʊː], consult [kɒnˈsʌlt], administrator [ædˌmɪnɪstreɪtə], minimum [ˈmɪnɪmə], operation of the centre [ɒpəˈreɪʃn ɒf ðə ˈsentə], nature [ˈneɪtʃə].

**Упр. 8. Прочитайте и переведите текст, выписав незнакомые вам слова:**

## **CAREERS IN CHILD DEVELOPMENT**

### **Text 4**

Becoming a child clinical psychologist or counselling psychologist requires five to six years of graduate work to obtain the necessary Ph.D.; this includes both clinical and research training, and involves a one-year internship in a psychiatric hospital or mental health faculty.

Child clinical psychologists or counselling psychologists diagnose children's problems and disorders, administer psychological tests and conduct psychotherapy sessions. Some work at colleges and universities where they do any combination of teaching, therapy and research.

School psychologists obtain either a master's degree (approximately two years) or a D.Ed. degree (approximately four to five years) in school psychology.

School psychologists evaluate and treat a wide range of normal and exceptional children who have school-related problems. They work in a school system and see children from a number of schools. They often give psychological tests to assess children's personality and intelligence. School psychologists interview and observe children, and consult with teachers, parents, and school administrators. They design programs to reduce the child's problem behaviour.

Becoming child welfare worker requires undergraduate degree as minimum and four years of education which also includes coursework and training in social work or human services.

Child welfare workers are employed by the Child Protective Services Unit of each state to protect children's rights. They especially monitor cases of child maltreatment and abuse and make decisions about what they can do to help protect the abused child from further harm and effectively cope with their prior abuse.

Day-care supervisor. The Department of Public Welfare in many states publishes a booklet with the requirements for a day-care supervisor. Day-care supervisors direct day-care or preschool programs. They are responsible for the operation of the centre. They often make decisions about the nature of the

centre's curriculum, may teach in the centre themselves, work with and consult with parents, and conduct workshops for staff or parents.

**Упр. 9. Ответьте на следующие вопросы:**

1. What careers is Text 4 about? 2. How long does it take (сколько времени требуется) to become a child clinical psychologist? 3. What degree does this profession require? 4. What does the course of studies include? 5. Where do child clinical psychologists or counselling psychologists work? 6. What do they do? 7. Where do school psychologists work? 8. What does their work consist of? 9. What children do they work with? 10. What scientific degrees does this career require? 11. How many years of training does the career of child welfare worker require? 12. What is the minimum scientific degree? 13. What organization employs them? 14. Whose rights do they protect? 15. Do day-care supervisors also work with abused children? 16. What do people in this profession do?

**Homework:**

1. Употребление времен Continuous.
2. Упр. 1, 8, 9 урока 7.

## LESSON 8

*Упр. 1. Правильно прочитайте и запомните слова активного словаря.*

**ACTIVE VOCABULARY**

• **exceptional** [ik'sepʃənl] а необычный, исключительный; • **exceptional children** дети с особенностями развития; • **to pass an exam** [pa:s ən ig'zæm] сдать экзамен; • **license** ['laisəns] разрешение, лицензия, патент; аналог диплома о высшем образовании, дающий право работать по данной специальности; • **handicap** ['hændikæp] v быть помехой, препятствовать; • **physically handicapped** с физическими недостатками; • **mentally handicapped** с умственными недостатками; • **retard** [ri'ta:d] v замедлять, задерживать; • **retarded child** умственно отсталый ребенок; • **mentally retarded** с задержкой психического развития; • **disability** [,disə'biliti] n неспособность; • **mental disorder** расстройство психической деятельности; • **behavioural disorder** [bi'heivjərəl] отклонение в поведении; • **gifted** ['giftid] а одаренный, талантливый, способный; • **circumstances** ['sə:kəmstənsiz] n обстоятельства; • **to adapt to** [ə'dæpt] v приспособлять(ся) к ...; • **to improve** [im'pru:v] v улучшать, совершенствовать; • **to adjust** [ə'dʒʌst] v приспособлять; • **adjustment** [ə'dʒʌstment] n приспособление; • **career counselor** [kə'riə 'kaʊnsələ] консультант по профориентации; • **guidance** [gaidəns] **counselor = career counselor**; • **to undergo practice** ['ʌndəgou] проходить практику; • **aptitude** ['æptitju:d] n склонность (for – к ч.л.), способность; • **counselling** n консультация; • **school of education** педагогический институт, по окончании которого получают степень бакалавра; • **education department** педагогический факультет; • **to complete** [kəm'pli:t] v заканчивать, завершать; • **major** ['meidʒə] а больший, более важный, старший, главный; • **majority** [mə'dʒɔriti] n большинство; • **to refer smb to** [ri'fə:] v отсылать, направлять к; • **standardized exam** [stændə'daizd] стандартизированный экзамен, аналог гос.экзамена в РБ; • **emotional problems** проблемы эмоциональной сферы.

## Perfect Tenses

## (Совершенные времена)

<i>Образование: to have + Participle II смыслового глагола</i>			
	<i>Present</i>	<i>Past</i>	<i>Future</i>
Утвердительная форма множ. чис. един. число	I have written You have written He } She } has written It }  We have written You have written They have written	I had written You had written He } She } had written It }  We had written You had written They had written	I shall have written You will have written He } She } will have written It }  We shall have written You will have written They will have written
Вопросительная форма множ. чис. един. число	Have I written? Have you written? he } Has she } written? it }  Have we written? Have you written? Have they written?	Had I written? Had you written? he } Had she } written? it }  Had we written? Had you written? Had they written?	Shall I have written? Will you have written? he } Will she } have written? it }  Shall we have written? Will you have written? Will they have written?
Отрицательная форма множ. числ. ед. числ.	I have not written You have not written He } She } has not written It }  We have not written You have not written They have not written	I had not written You had not written He } She } had not written It }  We had not written You had not written They had not written	I shall not have written You will not have written He } She } will not have written It }  We shall not have written You will not have written They will not have written

**Упр. 2. Запомните слова, которые обычно употребляются с совершенными временами:**

Present Perfect – already (уже), just (только что), never (никогда), ever (когда-либо); since (с тех пор, как), not ... yet (еще не), yet (уже), lately (в последнее время), recently (недавно), а также - today, this month, this week, this year ...;

Past Perfect – by that time yesterday, by 3 o'clock, before he came;

Future Perfect – by that time tomorrow, by 4 o'clock, before she comes ...

### Употребление The Present Perfect Tense

1) The Present Perfect Tense употребляется для выражения действия, которое совершилось (или не совершилось) к данному моменту.

Говорящего и слушающего интересует **результат** совершения действия, а не его время. Однако это действие связано с настоящим моментом через наличие в момент речи результата действия, опыта или знаний, приобретенных к данному моменту:

Have you read Hamlet? – No, I haven't read any of Shakespeare's plays.  
Вы читали Гамлета? – Нет, я не читал ни одной из пьес Шекспира.

2) The Present Perfect Tense может выражать действие, которое уже совершилось до момента речи, но его связь с настоящим моментом проявляется в виде указания на период времени, который еще не закончился: today *сегодня*, this week *на этой неделе*, this winter *этой зимой*, this year *в этом году*.

Ron hasn't studied very much this term. *Рон уделял не очень много внимания учебе в этом семестре.*

Has Ann had a holiday this year? *У Анны был отпуск в этом году?*

3) The Present Perfect Tense также выражает действия, которые повторялись несколько раз в прошлом, но точное время не указано.

Pete has eaten at that restaurant many times. *Пит много раз ел в этом ресторане.*

I have been to that theatre 5 or 6 times. *Я был в этом театре раз пять или шесть.*

4) Это время также употребляется для выражения действия, которое началось в прошлом и еще не закончилось (часто с глаголами, которые не употребляются в форме Continuous). В этом случае глагол в Present Perfect переводится, как правило, глаголом в настоящем времени. В предложении имеются обстоятельства времени, обозначающие этот незаконченный период времени:

а) с предлогом **since** *с (since 5 o'clock – с пяти часов, since that time – с того времени)*

в) с предлогом **for** *в течение (for 10 min – в течение 10 минут, for a long time – давно, долго, for years – в течение многих лет, for ages – целую вечность и др.): I have known him for 20 years. – Я знаю его 20 лет.*

The Present Perfect Tense часто употребляется с наречиями неопределенного времени:

а) just *только что*  
already *уже*  
ever *когда-либо*  
never *никогда*

б) yet *уже*  
not ... yet *еще не; уже*  
recently *недавно (месяцы, годы)*  
for the last time *за последнее время*  
lately *недавно (дни, недели)*  
of late *недавно, в последнее время*

Наречия списка (а) ставятся, как правило, *перед смысловым глаголом*, а списка (б) *в конце предложения*. **Already** в вопросительных предложениях имеет значение **так скоро**, выражает удивление и ставится в

конце предложения. **Yet** в отрицательном предложении имеет значение **еще**, а в вопросительном **уже**.

Have you translated the article *already*? Неужели вы уже (так скоро) перевели статью?

Has it stopped raining *yet*? Дождь уже прекратился?

I haven't told them about the accident *yet*. Я еще не рассказал им о несчастном случае.

Have you *ever* eaten caviar? Вы когда-либо ели икру?

He has *never* driven a car before. Он никогда до этого не вел машину.

**Упр. 3. а) Прочтите и переведите следующие предложения. Обратите внимание на место наречий.**

**б) Сделайте эти предложения вопросительными и отрицательными.**

1. She has already become an exceptional children teacher. 2. I have just obtained a licence to work with exceptional children. 3. They have not developed the necessary curriculum yet. 4. Have they adapted to their circumstances yet? 5. The adjustment of exceptional children has greatly improved lately. 6. They have never given any aptitude tests to their normal children. 7. This girl has had school-related problems since her first grade (класс). 8. The guidance counsellor has referred my child to the school psychologist today.

**Упр. 4. Поставив глаголы в скобках в Present Perfect, скажите, что действие уже выполнено.**

**Model:** Why isn't Igor doing his translation? – He has already done it.

1. Why isn't Ann cooking dinner? 2. Why aren't the boys learning the song? 3. Why aren't you helping us? 4. Why isn't he watching the film? 5. Why aren't they learning the verbs? 6. Why aren't you reading up for your exams? 7. Why isn't he answering this question? 8. Why aren't they typing the papers?

**Упр. 5. Изучите таблицу. С ее помощью постройте утвердительные, отрицательные и вопросительные предложения. Обратите внимание на порядок слов в вопросительных предложениях.**

		I, you, we, they	've have		done seen typed brought answered invited understood	it her him them us you	
		He, she, (it)	's, has	(just) (already)			
		I, you, we, they	haven't		done seen typed	it her it	yet
		He, she	hasn't				
Have	you, I, they				done seen	it her	Yes, I have. No, I haven't.
Has	he, she				typed brought done	it it yet? it	Yes, he has. No, he hasn't.
What	have	I, you, they			done?		I've done my work.
Where	has	he, she			been?		He's been to Vitebsk.

**Упр. 6. Переведите следующие предложения на английский язык, пользуясь таблицей (упр. 5):**

1. Я еще не видел ее.
2. Она еще не напечатала это.
3. Он принес это? Нет.
4. Ты сделал это? Да.
5. Что они сделали?
6. Они сделали свою работу.
7. Где она была?
8. Где ты был?
9. Что ты сделал?

**Упр. 7. Сравните времена:**

<i>Past Simple</i>	<i>Present Perfect</i>
I finished my work two hours ago.	I have already finished my work.
Я закончил работу 2 часа тому назад. (В определенный момент в прошлом – 2 часа назад).	Я уже закончил работу. (к данному моменту).
It was in Europe last year (three years ago, in 1989, in 1992, when I was ten years old). – Это было (случилось) в Европе в прошлом году (3 года назад; в 1989; в 1992; когда мне было 10 лет). (Действие произошло в определенный момент в прошлом).	I have been to Europe many times (several times, a couple of times, once). – Я был в Европе много раз (несколько раз, пару раз, один раз). (Действие происходило раз или несколько раз, но не указано когда).

## The Past Perfect Tense

### Прошедшее совершенное время

<b>had V<sub>3</sub></b>	причастие II <b>had</b> + смыслового глагола
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*Сокращенные формы:*

I had done = I'd done

I had not done = I hadn't done

Past Perfect употребляется для выражения действия, которое уже совершилось до определенного момента **в прошлом**. Этот момент может быть определен:

а) обстоятельством времени с предлогом **by**: *by six o'clock* к шести часам, *by that time* к тому времени, *by the end of the week* к концу недели и т.д.  
We **had translated** the article *by five o'clock*. Мы перевели статью к пяти часам.

*By the end of the year* he **had learnt** to speak English. К концу года он выучился говорить по-английски.

б) другим более поздним действием, выраженным в Past Indefinite  
We **had just reached** the station *when it began to rain*. Мы едва дошли до вокзала, как начался дождь.

*He suddenly realized* that he **had left** his umbrella in the bus. Он внезапно понял, что оставил зонтик в автобусе.

В сложноподчиненных предложениях Past Perfect может употребляться как в главном, так и в придаточном предложении, с союзом **before** *прежде чем* – в главном предложении, с союзом **after** *после того как* – в придаточном предложении:

*After she had finished* her housework she turned on the television. После того как она закончила работу по дому, она включила телевизор.

I **had finished** my work *before* I returned home. Я окончил свою работу прежде, чем он вернулся домой.



**Упр. 8. Изучите таблицу. С ее помощью постройте утвердительные, отрицательные и вопросительные предложения.**

		I, he, she, it we, you, they	had	done the work	before	the students came.
		I, he, she, it we, you, they	had not	done the work	before	the students came.
	Had	I, he, she, it we, you, they		done the work	before	the students came?
		Who	had	done the work	before	the students came?
By what time	had	I, he, she, it we, you, they		done the work?		
What	had	I, he, she, it we, you, they		done	before	the students came?

**Упр. 9. Прочитайте предложения и объясните употребление Past Perfect. Предложения переведите.**

1. She had written the report by six o'clock. 2. By what time had the meeting been over? 3. I had not finished my work by Monday. 4. When we entered the hall, the performance had already begun. 5. As soon as I saw him I understood that something had happened. 6. I bought a new dictionary because I had lost my old one. 7. I told my friends a new joke which I had heard recently. 8. When I came out into the street I saw that the rain had stopped. 9. On my way home I met a friend of mine whom I had not seen for many years. 10. I didn't recognize him because so many years had passed since we met last.

**Упр. 10. Ответьте на вопросы, говоря, что действие уже произошло до того, как вас об этом спросили. Глаголы в скобках употребите в Past Perfect. Повторите формы неправильных глаголов: to see – saw – seen; to forget – forgot – forgotten; to spend – spent – spent; to lose – lost – lost; to be – was/were – been.**

**Model:** - Why didn't you watch that film on TV yesterday? (see)  
- Because I had seen it before.

1. Why didn't you see Ann when you came to Minsk? (leave) 2. Why didn't you tell him my address? (forget) 3. What did Tom hear about Kate's examination? (pass) 4. Why did Fred come home so soon from his holiday? (spend all the money) 5. Why couldn't you get into your flat at once? (lose the key) 6. What did you learn about Bob? (marry) 7. What did he learn about Helen from the letter he received? (be ill for a month).

## The Future Perfect Tense

### Будущее совершенное время

 shall / will have V<sub>3</sub>

**Future Perfect** употребляется для выражения будущего действия, которое уже произойдет до определенного момента в будущем. Момент, до которого совершится действие, может быть обозначен:

1) обстоятельствами времени с **предлогом by** (by 5 o'clock, by Monday, by the end of the month и пр.);

**I shall have translated** the text *by the end of the week*.

*Я переведу этот текст до конца недели.*

2) другим будущим действием, выраженным в **Present Indefinite**, в придаточных предложениях времени и условия:

**I shall have translated** the text *when you return*.

*Я уже переведу этот текст, когда ты вернешься.*

**Future Perfect не употребляется** в придаточных предложениях времени и условия. В этих случаях вместо **Future Perfect** употребляется **Present Perfect** или **Present Indefinite**:

**I shall go** to the country *after I have passed my exams*.

*Я поеду в деревню, после того, как сдам экзамены.*

**We shan't be able** to start at 7 *unless it stops raining*.

*Мы не сможем отправиться в 7 часов, если не перестанет дождь.*

**Упр.11. Изучите таблицу. Обратите внимание на то, как образуется вопросительная и отрицательная форма глаголов в будущем совершенном времени.**

I shall have written a poem by her birthday.  He } She } will have written It } an article.	Shall I have written a poem by her birthday?  he } Will she } have written it } an article?	I shall not (shan't) have written a poem by her birthday.  He } She } will not have It } (won't) written an article.
We shall have written two stories by that time. You } } will have written They } a course paper } by the end of the term.	Shall we have written two stories by that time? you } Will they } have written } a course paper } by the end of the term?	We shall not have written two stories by that time. You } } will not have They } written a course } paper by the end of the term.

**Упр. 12. Прочтите диалоги. Найдите глаголы в Perfect. Объясните его употребление. Предложения переведите. Незнакомые слова даны в примечаниях.**

1.

- I'll have written my composition<sup>1</sup> by 6 o'clock.
- Oh, I shan't even have begun mine by then. But I'll have begun it as soon as<sup>2</sup> supper is over<sup>3</sup>.
- I hope you will.

2.

- Do you have time to do sports?
- Yes, of course, I've joined the Institute sports club. I am fond of skating and skiing.
- Well, I hope you'll have set a record<sup>4</sup> by the end of the year.
- Let's hope for the best.

3.

- Kitty, I want you to go to the baker's<sup>5</sup> before 6 o'clock. I have this ironing<sup>6</sup> to do but I shall have finished it in half an hour and I need a loaf<sup>7</sup> for supper.
- Can I go after 6 o'clock, Mum? I am watching an interesting film and it won't have finished by 6 o'clock.
- I'm sorry, but the baker's shop will have closed by the time the film finishes.
- All right, Mum. I'll go now.
- I hope you will. We shall have had supper and you will have cleared the table<sup>8</sup> by half past seven, then you can watch another film before your bed-time. Will it have finished by 9 o'clock?
- Oh, yes, it will have finished by half past eight.

**Упр. 13. Скажите, что все эти действия уже произойдут к определенному моменту в будущем.**

**Model:** The concert (finish) by 10 o'clock. – The concert will have finished by 10 o'clock.

1. We hope you (learn) all this by tomorrow. 2. I (finish) everything by the time you get back. 3. ... you (write) all your letters by 5 o'clock? 4. By next Tuesday you (stay) with us for 5 weeks. 5. He (write) his report by Monday. 6. They (make) it up *помириться* by the end of the journey. 7. When we reach

<sup>1</sup> a composition [ˌkɒmpəˈziʃn] сочинение

<sup>2</sup> as soon as – как только

<sup>3</sup> to be over - закончиться

<sup>4</sup> to set a record – установить рекорд

<sup>5</sup> the baker's - булочная

<sup>6</sup> ironing [ˈaɪəniŋ] утюжка

<sup>7</sup> a loaf [ˈləʊf] буханка

<sup>8</sup> to clear the table убрать со стола

that village we (do) half of the journey. 8. They (go) for a walk by the time I have finished the job. 9. You (have) a good rest by the end of the week.

**Упр. 14. Раскройте скобки, употребив глаголы в одном из времен группы Perfect.**

1. I (to do) my work by 6 o'clock tomorrow. 2. You (to do) this work by next Sunday? 3. He (to live) in St.Petersburg since 1997. 4. Peter is only seven but he (to learn) already to swim. 5. Tom (to return) from the theatre by 10 o'clock. 6. When I came home my mother told me that she (to receive) a letter from grandfather. 7. All my friends were glad to hear that I (to pass) сдать all my exams successfully. 8. I never (to speak) to him.

**Упр. 15. Прочитайте и переведите следующие интернациональные слова:**

Special ['speʃəl], education [ˌedju'keɪʃn], educationally [ˌedju'keɪʃənəli], minimum ['mɪnɪmə], exam [ɪg'zæm], standardized exam ['stændədaɪzd], license ['laɪsəns], adapt [ə'dæpt], personnel [ˌpɜ:sə'nel] n, practice ['præktɪs], doctorate ['dɒktərɪt] n, department [dɪ'pɑ:tmənt], assist [ə'sɪst], emotional [ɪ'mouʃənəl], professional [prə'feʃənəl].

**Упр. 16. Прочитайте и переведите текст, выписав незнакомые вам слова:**

## CAREERS IN CHILD DEVELOPMENT

### Text 5

Becoming an exceptional children teacher (special education teacher) requires four years or more of education and an undergraduate degree as minimum. But some states require a master's degree or passing a standardized exam to obtain a license to work with exceptional children.

Exceptional children teachers work with children who are educationally handicapped (those who are mentally retarded, have a physical handicap, have a learning disability, or have a behavioural disorder) or who are gifted. They develop special curricula for the exceptional children and help them to adapt to their exceptional circumstances. Special education teachers work with other school personnel and with parents to improve the adjustment of exceptional children.

School and career counsellors (guidance counsellors) must have undergraduate degree (minimum); many have master's degree. They receive coursework in education and counselling in a school of education and undergo counsellor training practice. Some of them pursue a doctorate degree in counselling often in graduate programs in education departments. This degree requires six years to complete.

The majority of guidance counsellors work with secondary school students, assisting them to plan their education and career. They often give

students aptitude tests and evaluate their interests, as well as their abilities. Guidance counsellors also see students who are having school-related problems, including emotional problems. When necessary, they refer them to other professionals such as school psychologists or clinical psychologists.

**Упр. 17. Ответьте на следующие вопросы:**

1. What careers is Text 5 about? 2. How many years of education does the career of special education teacher require? 3. What children do these teachers work with? 4. Is there any special curriculum for such children? 5. Do special education teachers help children's parents in any way? 6. What training do guidance counsellors receive? 7. What degrees do they have? 8. Who do guidance counsellors work with? 9. What does their work include?

**Homework:**

1. Упр. 1, 15, 16.
2. Употребление времен Perfect. Упр. 14.

## LESSON 9

**Левое определение, выраженное существительным**

Английское существительное часто может выполнять функцию определения, отвечая на вопрос **какой?** и не обладая при этом дополнительно никакими внешними признаками (в русском языке подобное невозможно): Sometimes Jack and Fred have a *coffee break* with their friends. *Иногда Джек и Фред устраивают перерыв, во время которого пьют кофе со своими друзьями.*

**ЗАПОМНИТЕ:** если в английском предложении встречаются подряд два или несколько существительных, то главным (опорным) из них является то, которое стоит последним, а все предыдущие только описывают его, отвечая на вопрос **какой?** Перевод в таких случаях делаем справа налево: table **window** – окно (какое?) → **окно**, расположенное над столом / у стола; window **table** – **стол** (какой?) → стол, расположенный у окна / рядом с окном.

Опорному существительному может предшествовать целая цепочка определений, выраженных существительным:

**a space flight section** – *отдел космических полетов*

**an office telephone number** – *номер рабочего телефона*

Существительное в функции определения может, в свою очередь, иметь определение, выраженное существительным, прилагательным, причастием, числительным порядковым или количественным:

**a working people delegation** – *делегация трудящихся*

**a first year student** – *студент первого курса*

**foreign language study** – *изучение иностранного языка*

**a ten per cent wage increase** – *увеличение зарплаты на 10%*

**Существительное в функции левого определения может переводиться:**

- прилагательным: **a newspaper article** – *газетная статья*;
- существительным в родительном падеже: **a rest home** – *дом отдыха*, **a computer programme** – *программа компьютера*;
- существительным в одном из косвенных падежей с предлогом: **a watch pocket** – *карман для часов*, **air requirement** – *потребность в воздухе*;
- словосочетанием с описательной конструкцией: **return ticket** – *билет в обе стороны*, **the Children Rehabilitation Unit special education program** – *особая программа учебно-воспитательной работы, разработанная центром по оказанию помощи трудным детям.*

Для правильного перевода необходимо установить границы определения, выраженного существительным. Его **левая граница** –

определитель существительного, которым может быть **артикль, притяжательное, указательное или неопределенное местоимение**. Его **правая граница** – опорное существительное, признаком которого является формальный грамматический показатель начала следующего члена предложения:

The experiment traced the eye movements of children in the process of reading. – признаком опорного существительного является правое определение **of children**, начинающееся предлогом **of**.

**Упр. 1. Переведите на русский язык:**

A bus stop, a picture gallery, a river port, our university building, oil export, export oil, grammar rules, one way ticket, return ticket, the North Pole expedition, the Moon Exploration (*исследование*) Committee, a two centimeters thick rope, an everyday life case (*случай*), personality development, personality – social – emotional development, Vicky's growing memory (*память*) capacity (*объем*), separation (*расставание*) anxiety (*боязнь*).

**Упр. 2. Найдите комбинации слов с конструкцией “noun + noun”.**

**Предложения переведите:**

1. Organized teacher training did not begin in England and Wales until the 19<sup>th</sup> century. 2. From time to time he appeared at public protest meetings. 3. The orchestra's art director and conductor (дирижер) was Vasily Andreyev, a famous musician and a virtuoso balalaika player. 4. There are more study films and Moscow TV's education programmes are also used. 5. When adults begin to learn foreign language pronunciation, problems often arise. 6. People vary in their reading abilities and interests. 7. Vicky's growing memory capacity underlines the development of separation anxiety, the fear that Mother will not return.

**Задание на II семестр**

1. Знать ответы на все вопросы для самоконтроля.
2. Выполнить контрольную работу № 1.
3. Уметь читать и устно переводить тексты по специальности.  
Выучить слова активного словаря к этим текстам. Письменно выполнить упражнения к текстам.

**Вопросы для самоконтроля:**

1. Как располагаются слова в словаре, если в них совпадают первые 2 буквы?
2. Что является признаком принадлежности слова к определенной части речи?

3. Что помогает определить, что данное слово является существительным? Глаголом? Наречием? Прилагательным?
4. Какой порядок слов в простом повествовательном предложении?
5. Какие категории слов могут иметь окончание –s ? Как их отличить друг от друга?
6. Как переводятся на русский язык предложения с оборотом there is?
7. Что нужно сделать, чтобы предложение, содержащее оборот there is, превратить в вопрос?
8. Какое слово в цепочке существительных (the Institute lecture hall) является главным, опорным? Какую функцию выполняют остальные существительные цепочки?
9. В чем разница в употреблении слов some и any? В чем отличие в употреблении many и much, few и little?
10. Какая характеристика действия заложена в каждой из 4-х групп времен в английском языке? На примере любого глагола назовите формулы 4-х групп времен.
11. Какое действие передает Present Indefinite и какое – Present Continuous? Что в значении этих двух времен общее и чем они отличаются по значению друг от друга?
12. Как образуется вопрос и отрицание в Present Indefinite?
13. Как образуется утвердительная форма Past Indefinite? Как образуется вопрос и отрицание?
14. Как образуется Present Continuous?
15. Чем правильные глаголы отличаются от неправильных?
16. Как образуется Present Perfect?
17. Каким временем, как правило, переводятся глаголы в Present Perfect на русский язык?
18. Какие слова подсказывают, что в предложении надо употребить это время?
19. В чем смысловое различие в употреблении времен Present Perfect и Past Indefinite?
20. В чем смысловое отличие в употреблении Past Perfect и Past Indefinite?
21. Назовите формулу глагола в Future Perfect. Когда употребляется это время?



**Контрольная работа № 1****Вариант № I**

**Упр. 1. Перепишите предложения, указав время, в котором стоит глагол-сказуемое. Предложения переведите:**

1. I know that. 2. You knew that. 3. They will not go there. 4. They didn't understand us. 5. Dr. Johnson has given an interesting lecture today. 6. We have written some new articles. 7. They will have designed the program by that time. 8. Will you have finished discussing the problem before the class begins? 9. They will be studying English for two or three more years. 10. When Jane came home she saw that her two brothers Bobby and Tim had done nothing. 11. At 8 o'clock yesterday I was having dinner with some friends.

**Упр. 2. Сделайте предложения отрицательными и вопросительными:**

1. Mary knows three thousand English words. 2. Tom worked in the garden yesterday. 3. You will take the first place in the competition. 4. It is raining at present. 5. They are going to the stadium. 6. She had written the report by 6 o'clock. 7. Mary has composed some new music. 8. The behaviour of this child is troubling me. 9. By 4 o'clock we shall have interviewed all the children. 10. They were evaluating the interest of secondary school students the whole day yesterday. 11. Your sisters will be waiting for you.

**Упр. 3. Перепишите предложения, подчеркнув слово с окончанием -s. Укажите, какую функцию выполняет это окончание в каждом конкретном случае (т.е. служит ли оно для образования множественного числа существительного, 3 лица сказуемого в Present Indefinite или образует притяжательный падеж):**

1. There are a lot of studies at our Institute. 2. Bill studies well. 3. It was pleasant to see the children's rosy faces. 4. The room faces south. 5. My brother parks his car here. 6. Near our houses there is a large park. 7. I am going to my friend's.

**Упр. 4. Вставьте some, any, no и производные от них слова:**

1. Have you ... books? 2. Put ... sugar in your tea. 3. He does not need ... help. 4. Give me ... to eat. 5. We have read ... about it. 6. Is there ... on the table? 7. Is ... listening to the radio?

**Упр. 5. Раскройте скобки, употребив глагол-сказуемое в Past Indefinite или Present Perfect:**

1. He (to forget) to bring my book and I cannot do my lessons. 2. I (to read) much about the historical monuments of the city. 3. He (to close) the window and (to leave) the room. 4. Every evening we (to play) in the garden. 5. In a

moment (*мгновением позже*) we (to enter) the house. 6. Mr. Worthing (not to return) from town yet. 7. I (to see) this film last week.

**Упр. 7. Заполните таблицу, поставив данное предложение в соответствующие времена:**

<i>время</i>	<i>предложение</i>	<i>обстоятельство</i>	<i>перевод</i>
Present Indefinite	The doctor examines the patients	every morning.	Доктор обследует пациентов каждое утро.
Past Indefinite		two hours ago.	
Future Indefinite		tomorrow morning.	
Present Continuous		at the moment.	
Past Continuous		at 10 o'clock yesterday.	
Future Continuous		from 10 to 12 tomorrow morning.	
Present Perfect		just.	
Past Perfect		when the students came.	
Future Perfect		by 12 o'clock tomorrow.	

### Вариант № 2

**Упр. 1. Перепишите предложения, указав время, в котором стоит глагол-сказуемое. Предложения переведите:**

1. He reads well. 2. He read well. 3. What is he reading? 4. They will not read this book. 5. We have seen some boys there. 6. They have just gone out. 7. Look, it is getting dark. It will be raining in a few minutes. 8. Fred had studied French before he went to France. 9. By the end of the year I shall have known her a whole year. 10. At 4 o'clock tomorrow I shall be playing tennis. 11. What were you doing between 5 and 6 o'clock yesterday?

**Упр. 2. Сделайте предложения отрицательными и вопросительными:**

1. She thinks about you. 2. I shall see you tomorrow. 3. They are walking with little Alice. 4. She understood it well. 5. They have helped me. 6. Robert has thanked us. 7. He will be working at the library when you come. 8. He had seen the performance before I invited him. 9. Jane was looking through the mail when the telephone rang. 10. They will have collected the necessary information by the end of the week.

**Упр. 3. Перепишите предложения, подчеркнув слова с окончанием –s. Укажите, какую функцию выполняет это окончание в каждом конкретном случае (т.е. служит ли оно для образования множественного числа существительных, 3 лица сказуемого в Present Indefinite или образует притяжательный падеж):**

1. Their great aims are mental health and normal development. 2. Our foreign policy aims at promoting peace. 3. He is Tom's father. 4. The children's names are Peter, Jack and Bill. 5. This hall houses only a part of the exhibits. 6. There are many new houses in our town. 7. London stretches for many miles.

**Упр. 4. Вставьте some, any, no и производные от них слова:**

1. ... can understand this text: it is so difficult. 2. There is ... in the next room. 3. Did you read ... about it? 4. I can see ... without glasses. 5. Is there ... in that box? 6. Does ... like apples? 7. He wrote ... letters in the morning.

**Упр. 5. Раскройте скобки, употребив глагол-сказуемое в Past Indefinite или Present Perfect:**

1. We already (to learn) 1000 English words. 2. They (to come) to the theatre at 7 o'clock. 3. Why are you not reading the letter? – I (to read) it. 4. No scientist (to do) so much for the development of Russian science as M.Lomonosov. 5. I (not to miss) any lectures this month. 6. The sun (to come) out a moment ago. 7. I (not to sleep) since that night.

**Упр. 7. Заполните таблицу, поставив данное предложение в соответствующие времена:**

<i>время</i>	<i>предложение</i>	<i>обстоятельство</i>	<i>перевод</i>
Present Indefinite	The teacher marks the tests	every day.	Учитель проверяет тесты каждый день.
Past Indefinite		two hours ago.	
Future Indefinite		in the evening.	
Present Continuous		at the moment.	
Past Continuous		at 10 o'clock last night.	
Future Continuous		from 10 to 12 tomorrow morning.	
Present Perfect		just	
Past Perfect		when the students came.	
Future Perfect		by 2 o'clock.	

## Вариант № 3

**Упр. 1. Перепишите предложения, указав время, в котором стоит глагол-сказуемое. Предложения переведите:**

1. John writes poems. 2. What books did he write? 3. When will you write it? 4. They are laughing at us. 5. She has already shouted at us. 6. We have taken some papers. 7. Our students had completed the experiment by the end of last month. 8. I shall have been a teacher for 20 years by next May. 9. On Friday morning I was making an experiment when the phone rang. 10. I don't think that they will come. They will be moving (переезжать) to a new flat.

**Упр. 2. Сделайте предложения отрицательными и вопросительными:**

1. They will be staying here for 3 days. 2. At that time yesterday she was visiting her friend in the hospital. 3. The boys are watching TV. 4. He had finished his work before we came. 5. They will have reached the place by noon. 6. My brother goes to town every day. 7. I bought the book yesterday. 8. They'll come here on Tuesday. 9. I know Byelorussian. 10. I have lost your address. 11. They will have reached the place by noon.

**Упр. 3. Перепишите предложения, подчеркнув слова с окончанием –s. Укажите, какую функцию выполняет это окончание в каждом конкретном случае (т.е. служит ли оно для образования множественного числа существительного, 3 лица сказуемого в Present Indefinite или образует притяжательный падеж:**

1. There are two tram stops near our Institute. 2. The tram stops not far from my house. 3. The boy places his instrument into a special box. 4. I'd like to see all the places of interest in your town. 5. We looked at the women's faces. 6. My room faces south. 7. He plays Hamlet.

**Упр. 4. Вставьте some, any, no и производные от них слова:**

1. ... boys are football fans. 2. Have you ... questions? 3. Is there ... in the classroom? 4. It was very dark. We could see ... . 5. Is there ... in that box? 6. She is singing .... 7. He said ... about it.

**Упр. 5. Раскройте скобки, употребив глагол-сказуемое в Past Indefinite или Present Perfect:**

1. We (to come) home at 7 o'clock. 2. The students already (to pass) all their examinations. 3. My friend (to tell) me the news last night. 4. Nobody (to see) you, I am sure. 5. I (to be) always on friendly terms with all my groupmates. 6. He (to do) a great deal of work today. 7. We (to meet) in the club last night.

**Упр. 6. Заполните таблицу, поставив данное предложение в соответствующие времена:**

<i>время</i>	<i>предложение</i>	<i>обстоятельство</i>	<i>перевод</i>
Present Indefinite	He buys the newspaper	twice a week.	Он покупает газеты 2 раза в неделю.
Past Indefinite		two hours ago.	
Future Indefinite		in the morning.	
Present Continuous		now.	
Past Continuous		when I came up to him.	
Future Continuous		when you see him.	
Present Perfect		just.	
Past Perfect		before we saw him.	
Future Perfect		by 12 o'clock.	

## SECTION I

**Тексты для студентов, обучающихся по специальностям  
«Социальная работа» и «Социальная педагогика.  
Практическая психология».**

### TEXT I

**Упр. 1. Правильно прочитайте и запомните следующие слова:**

**achieve** [ə'tʃi:v] v - достигать, добиваться; **achievement** [ə'tʃi:vmənt] n - достижение; **academic** [ækə'demik] a - учебный, академический; **academically** adv - в учебе; **success** [sək'ses] n - успех; **successful** [sək'sesful] a - успешный; **to turn to smb for smth** - обращаться к кому-л. за чем-л.; **to turn smb into smb** - превращать в ...; **to provide an answer** [prə'vaɪd] - давать ответ; **emphasis** ['emfəsis] n - выразительность, сила, ударение; **to put an emphasis on smth** - придавать особое значение, особенно подчеркивать; **instruct** [ɪns'trʌkt] v - учить, обучать; **instruction** [ɪns'trʌkʃən] n - обучение; **investigate** [ɪn'vestigeɪt] v - исследовать; **investigation** [ɪn'vesti'geɪʃən] n - (научное) исследование; **reason** ['ri:zn] n - причина; **top** a - 1) самый главный; 2) верхний; **top-rated schools** - школы высшего разряда; **half** [ha:f] n - половина; **respondent** [rɪs'pɒndənt] n - отвечающий (в опроснике); **choice** [tʃɔɪs] n - выбор; **grade** [greɪd] n - класс; **rather** ['rɑ:ðə] adv - скорее,

предпочтительно, лучше; **skill** n – умение, искусство, мастерство; **persist** [pə'sist] v – упорствовать; настойчиво, упорно продолжать; **persistent** [pə'sistent] a – 1) упорный, настойчивый; 2) стойкий, постоянный; **persistence**, -cy [pə'sistəns] n – 1) упорство, настойчивость; 2) выносливость, живучесть; **concentrate** ['kɒns(e)ntreit] v – концентрировать(ся), сосредоточивать(ся) (on, upon); **concentration** [,kɒns(e)n'treiʃ(ə)n] – n сосредоточенность; **power of concentration** [paʊə] – способность сосредоточиться; **able** [eibl] - a способный, умелый; **to be able to ...** - мочь, быть в состоянии (в силах) делать что-либо; **ability** [ə'biliti] – n способность, умение, ловкость; **ability for music** – музыкальные способности; **a man of ability** – способный (умный) человек; **function** ['fʌŋ(k)ʃən] - v действовать, функционировать, работать; **member** ['membə] – n член (семьи, общества); **vast** [va:st] – a 1) обширный, громадный; 2) огромный; **compare** [kəm'pɛə] – v сравнивать; **comparison** [kəm'pærisn] – n сравнение; **experience** [iks'piəriəns] – n (жизненный) опыт, переживание, случай; **elementary school** [,eli'mentəri] – начальная школа; **wear** (wore, worn) [wɛə, wɔ:, wɔ:n] – носить, быть одетым в; **the same** [seim] – a такой же, одинаковый; **belong (to)** – v принадлежать; **intend** [in'tend] – v намереваться; **observe** [əb'zə:v] – v заметить, сказать; **impress on** [im'pres] – v внушать; **like** - a подобный, похожий; adv подобно, как; **diverse** [dai'vɜ:s] – a разнообразный, разный; **diversity** [dai'vɜ:siti] – n 1) разнообразие; 2) несходство, различие; **aim** [eim] – n цель; **attached** [ə'tætʃt] – a прикрепленный; **rate** [reit] – n разряд, сорт, класс; **to introduce** ['intrədʒu:s] – v вводить; **intellectualize** [,inti'lektjuəlaiz] – придавать интеллектуальный характер.

**Упр. 2. Отработайте чтение следующих интернациональных слов. Определите, к какой части речи они относятся. Переведите их:**

Education [edju'keiʃən], academic [ækə'demik], economic [i:kə'nɒmik], instruction [ins'trʌkʃən], aspect [æspekt], respondent [ris'pɒndənt], start [sta:t], contrast ['kɒntrəst], mathematics [mæθi'mætiks], concentration [,kɒns(e)n'treiʃən], function ['fʌŋkʃən], group [gru:p], percent [pə'sent], individually oriented *american* [,indi'vidjuəli ð:ri'entid], elementary school [,eli'mentəri], natural ['nætʃərəl], culture ['kʌltʃə], uniform ['ju:nifɔ:m], indicate ['indikeit], identical [ai'dentikəl], robot ['rɒbət], specific aims [spi'sifik eimz], musical ['mju:zikəl], practice ['præktis], university [ˌjuni'vɜ:siti], chance [tʃa:ns], progressive [prə'gresiv], antidote ['æntidout].

**Упр. 3. Проработайте тему «Существительные в функции левого определения» в уроке 9 и переведите письменно следующие словосочетания:**

Childhood education; early childhood education; preschool; preschool teachers; preschool education; elementary school education; development; child development; child development specialists; top reasons; top three reasons; top three choices; group experience.

**Упр. 4. Используя активный словарь данного текста, текстов I части пособия и знание грамматики, сделайте устный перевод текста. Значение неизвестных вам слов найдите в словаре и запишите в свою рабочую тетрадь.**

### **EARLY CHILDHOOD EDUCATION IN JAPAN**

The academic achievement of children in the United States is low, and many Americans are turning to Japan, a country of high academic achievement and economic success, for possible answers. However, the answers provided by Japanese preschools are not the answers Americans expected to find. Most Japanese preschools put surprisingly little emphasis on academic instruction. In one recent investigation on various aspects of early childhood education, only 2 percent out of 300 Japanese preschool teachers, parents and child development specialists wrote "to give children a good start academically" as one of their top three reasons for a society to have preschools. In contrast, over half the American respondents chose this as one of their top three choices. To prepare children for successful careers in first grade and beyond, Japanese schools do not teach reading, writing, and mathematics but rather skills, such as persistence, concentration, and the ability to function as a member of a group. The vast majority of Japanese parents teach their young children to read at home.

In the recent comparison of Japanese and American preschool education, 91 percent of Japanese respondents chose providing children with a group experience as one of their top three reasons for a society to have preschools (Tobin, Wu, & Davidson, 1989). Sixty-two percent of the most individually oriented Americans chose group experience as one of their top three choices. An emphasis on the importance of the group experience in Japanese early childhood education continues into elementary school education.

Lessons in living and working together grow naturally out of the Japanese culture. In many Japanese kindergartens, children wear the same uniforms, including caps, which are of different colours to indicate the classrooms to which they belong. They have identical sets of equipment, kept in identical drawers and shelves. Child development specialists and parents do not intend to turn the young children into robots, as some Americans have observed, but to

impress on them that other people, just like themselves, have needs and desires that are equally important (Hendry, 1986).

Like in America, there is diversity in Japanese early childhood education. Some Japanese kindergartens have specific aims, such as early musical training or the practice of Montessori aims (Hendry, 1986). In large cities, some kindergartens are attached to universities that have elementary and secondary schools. Some Japanese parents believe that, if their young children attend a university-based program, it will help them to enter top-rated schools and universities. Several more progressive programs have introduced free play as an antidote for the heavy intellectualizing in some Japanese kindergartens.

**Упр. 5. Письменно составьте возможные словосочетания из слов списка a and b и переведите их:**

**Model:** a) to put, academic

b) achievement, emphasis

to put emphasis – *особо выделять*

academic achievement – *успехи в учебе*

a) to turn for, investigation, aspects, successful, persistence, important to provide with, to increase, robots, economic, school;

b) various, answers, career, to teach, chances, recent, to turn into, elementary, group experience, needs, success.

**Упр. 6. Прочтите текст еще раз и письменно ответьте на следующие вопросы:**

1. Why are many Americans turning to Japan for answers of achieving success in school education?
2. What do Japanese preschool teach their children?
3. What did Japanese respondents choose as one of the top 3 reasons of having preschools?
4. Are all kindergartens in Japan the same?

## TEXT II

**Упр. 1. Правильно прочитайте и запомните следующие слова:**

**nation** ['nei|ən] страна; **caregiver** ['kæɡivə] лицо, ухаживающее за ребенком; няня; воспитатель; **substitute care** ['sʌbstɪtʃut] уход, который осуществляют не родители, а кто-то другой; **day-care centre** ['deɪkæ 'sentə] детское учреждение; детский сад; **determine** [di'tə:min] v определять; **effect** [i'fekt] n воздействие, влияние; **recent** ['ri:sənt] a последний, свежий, недавно изданный; **suggest** [sə'dʒest] v предлагать; **experience** [iks'piərəns] n (жизненный) опыт; **damage** ['dæmɪdʒ] v



повреждать, портить; наносить ущерб; **trust** [trʌst] n доверие, вера; **security** [si'kjuəriiti] n безопасность, надежность; уверенность, защита; **attachment** [ə'tætʃmənt] n привязанность; **bond** – n связь, узы; **engender** [in'dʒendə] v порождать, вызывать; **to reduce** [ri'dju:s] v понижать, ослаблять; **reduction** [ri'dʌkʃən] n снижение, уменьшение; **quality** ['kwɒliiti] n качество; **enrol** [in'roul] v набирать, зачислять; **rear** ['riə] v воспитывать; **weaken** ['wi:kən] v ослаблять; **observe** [əb'zə:v] v отмечать, заметить; **prefer smb over smb** [pri'fə:] v предпочитать кого-либо кому-либо; **stranger** ['streindəʒə] n незнакомец; **multiple** ['mʌltipl] a многочисленный; **affect** [ə'fekt] v воздействовать, влиять; **cooperative** [kou'ɒperətiv] a сотрудничающий; согласованно действующий; **adapt** [ə'dæpt] v адаптироваться (to); **environment** [in'vaiənmənt] n среда, окружение; **furthermore** ['fə:ðəmə:] более того; **peer** [piə] n сверстник; **teen, teen-ager** ['ti:n,eidʒə] n подросток; **carry over** ['kæri ouvə] v переносить(ся); **influence** ['influəns] v влиять на; **quality** ['kwɒliiti] n качество; **cognitive** ['kɒgnitiv] познавательный; **review** [ri'vju:] n обзор; **determine** [di'tə:min] v определять; **background** ['bækgraund] n происхождение; подготовка, образование, квалификация; **advantaged, advantageous** [æd'va:ntidʒd] благоприятный; **disadvantaged** неблагоприятный; **perform** [pə'fɔ:m] показывать результат; **whether** ли; **structured** [strʌktʃəd] a организованный; конструктивный; **feature** ['fi:tʃə] n черта (характерная), свойство, особенность; **evaluate** [i'væljueit] v оценивать; **associate** [ə'souʃiit] a объединенный, связанный, присоединенный; **little-less-the least** [li:st] prn мало-меньше-меньше всего; **sitter** ['sitə] n приходящая няня; **available** [ə'veiləbl] a имеющийся; **data** ['deitə] мн.ч. от datum сведения, данные; **do well** успевать хорошо; **withdraw** (withdrew, withdrawn) [wið'drɔ:, wið'dru:, wið'drɔ:n] v отходить назад, регрессировать; **raise** ['reiz] v поднимать; **offer** ['ɒfə] v предлагать; **a number of** n ряд, много; **avoid** [ə'vɔid] v избегать; **separation distress** [sepə'reiʃən dis'tres] страдание из-за разлуки (с родителями); **be responsible for** [ris'pɒnsibl] нести ответственность за; **exceed** [ik'sid] v превышать; **space** [speis] n пространство, территория; **variety** [və'raɪəti] n 1)разнообразие; 2) ряд, множество; **involve** [in'vɒlv] v вовлекать; **be involved** быть занятым, увлеченным.

**Упр. 2. Отработайте правильное чтение следующих интернациональных слов. Письменно переведите их. При необходимости пользуйтесь словарем.**

Nation ['neiʃən] n, center ['sentə] n, group [gru:p] n, determine [di'tə:min] v, effect [i'fekt] n, literature ['litritʃə] n, basic ['beisik] a, reduce [ri'dju:s] v, reduction [ri'dʌkʃən] n, multiple ['mʌltipl] a, social ['souʃəl] a, cooperative [kou'ɒperətiv] a, adapt [ə'dæpt] v, positive ['pɒzitiv] a, cognitive ['kɒgnitiv]

*a*, review [ri'vju:] *n*, address [ə'dres] *v*, optimize ['ɒptimaɪz] *v*, associate [ə'souʃieɪt] *v*, privileged ['prɪvɪlɪdʒd] *a*, popular ['pɒpjulə] *a*, alternative [əl'tə:nətv] *n*, program ['prəʊgrəm] *n*, passive ['pæsɪv] *a*, result [ri'zʌlt] *n*, psychologist [saɪ'kɒlədʒɪst] *n*, separation [ˌsepə'reɪʃən] *n*, class [kla:s] *n*, education [ˌedʒu'keɪʃn] *n*, physical ['fɪzɪkəl] *a*, material [mə'tɪəriəl] *n*.

**Упр. 3. Повторите тему «Существительное в функции левого определения» в уроке 9. Письменно переведите следующие словосочетания, встречающиеся в вашем тексте:**

Day care, day-care experience, attachment bond, mother-child relationship, a day-care center, high quality day-care centers, a day-care teacher, day-care staff, peer relationships.

**Упр. 4. Используя активный словарь к текстам данного пособия, устно переведите текст. Найдите в словаре значение незнакомых слов и запишите их в рабочую тетрадь.**

### **WORKING MOTHERS, DAY CARE, AND CHILD DEVELOPMENT**

Today, about half of the nation's mothers who have young children work outside the home while their children stay with substitute caregivers. Many of these children stay in day-care centers in which groups of caregivers care for children.

It is important that we determine what effects substitute caregivers will have on our children. Recent literature suggests answers to several important questions.

1. Does day-care experience damage the basic trust and security engendered by the attachment bond between mother and child?

A few studies have suggested that day-care experience can reduce the quality of the mother-child relationship. Most studies, however, have found no reduction in quality (Clark-Stewart & Koch, 1983). For example, one group of researchers compared infants enrolled in day-care centers with infants reared at home (Kagan, Kearsney, & Zelazo, 1977). They found that day-care did not weaken attachments to mothers. Similarly, Farron and Ramey (1977) observed that although children prefer their day-care teachers over strangers, they still prefer their mothers over their teachers.

2. How do multiple attachments to day-care staff and mother affect social development?

On the one hand, some researchers have suggested that children in day-care may be less cooperative with adults (e.g., Schwartz, Strickland, & Krolick, 1974). However, other researchers have found that infants with day-care experience play more with other children and adapt more quickly to new environments (Kagan et al., 1977). It seems to be the quality, not the number, of

attachments that makes the difference. Furthermore, a study by Moore (1975) suggests that the positive influence of day-care on peer relationships carries over to the teen years.

### 3. How does day-care experience influence cognitive development?

A recent review of studies on child care has addressed this question (Scarr, 1984). It seems that its effect is determined by a child's background. Children from advantaged backgrounds perform well in school whether they are reared at home or in day-care centers. It seems, however, that children from disadvantaged background do better in school if they have had experience in day-care centers that provide structured educational programs.

### 4. What features of day-care will optimize healthy child development?

Most of the research on day care has evaluated high quality day-care centers associated with universities. We know little about day-care programs in underprivileged areas, and still less about the effects of leaving children with sitters, which is a popular alternative to day-care. Available data, however, suggest that children left with sitters do not do as well as children enrolled in day-care programs. In fact, a study in England found that one-third of the children who spend their day in a sitter's home become withdrawn and passive (Bruner, 1980).

Such results raise the question of how to optimize the day-care experience. Psychologists have offered a number of suggestions: (1) To avoid severe separation distress, children should be enrolled in day-care either between 1 and 7 months of age or after they are about 18 months old; (2) each caregiver should be responsible for no more than three infants of toddlers; (3) class sizes for older preschoolers should not exceed 12 for 2- and 3-year-olds or 16 for 3- to 6-year-olds; (4) teachers should be trained in early childhood education; (5) the physical space should be safe and attractive, indoors and out; (6) a variety of play materials should be available; and (7) the children enrolled in the program should be happy and involved (Kagan et al., 1977; Ruopp et al., 1979).

### ***Упр. 5. Письменно соотнесите английские словосочетания с их русскими эквивалентами:***

- |   |   |
|---|---|
| 1. to work outside  | а. оценить высокое качество работы детских учреждений при университетах             |
| 2. recent literature                                      | б. кажется, дело именно в качестве привязанности, а не в количестве ее демонстрации |
| 3. to damage the basic trust                              | в. быстрее адаптироваться в новой среде   |
| 4. to reduce the quality of the mother-child relationship | г. дети из благополучных семей  |

- |  |  |
|--|--|
| 5. infants enrolled in day-care centers                                    | д. ослабить отношения между матерью и ребенком                             |
| 6. it seems to be the quality, not the number of attachments               | е. маленькие дети, посещающие детские учреждения                           |
| 7. children from advantaged backgrounds                                    | ж. нанести вред изначальному доверию                                       |
| 8. to optimize healthy child development                                   | з. свежая литература   |
| 9. to avoid severe separation distress                                     | и. иметь работу вне дома   |
| 10. to evaluate high quality day-care centers associated with universities | к. создавать наиболее благоприятные условия для развития здорового ребенка |
|  | л. чтобы избежать сильных страданий, вызванных разлукой (с мамой)          |

**Упр. 6. Письменно ответьте на следующие вопросы:**

1. What is this article about?
2. How many questions does the author (автор) ask and answer?
3. Can day-care experience reduce the quality of the mother-child relationship? What are the results of studies of these problems?
4. What is the positive influence of day-care?
5. Do psychologists offer any suggestions to optimize the day-care experience? What are they?

## SECTION II

### **Тексты для студентов, обучающихся по специальности «Олигофренопедагогика. Социальная педагогика»**

#### **Text 1. What Every Special Education Teacher Should Know**

#### **TEXT 1A**

**Упр. 1. Отработайте чтение следующих слов и выражений. Выучите их.**

- **gather** [ˈɡæðə] *v* накапливать, скапливать; to gather facts (information) собирать факты (сведения); to gather experience накапливать/приобретать опыт
- **regard** [rɪˈɡɑ:d] *v* 1. рассматривать, считать; 2. касаться, иметь отношение: It does not regard me – Это меня не касается; **regarding** [rɪˈɡɑ:dɪŋ] *prep* относительно, касательно, что касается, по отношению к
- **except** [ɪkˈsept] *v* исключать; **exception** [ɪkˈsepʃ(ə)n] *n* исключение;

**exceptional** [ɪk'sepʃənl] *a* исключительный, необычный; **exceptionality** [ɪk'sepʃə'nælɪtɪ] отклонение (от норм) • **require** [rɪ'kwaɪə] *v* требовать, приказывать; [rɪ'kwaɪəmənt] *n* requirement требование, необходимое условие; **to fulfil the requirements** [ful'fɪl] выполнять требования • **act** [ækt] *n* закон; постановление; акт • **handicap** ['hændɪkæp] *v* быть помехой, препятствовать; **handicapped children** дети с физическими или умственными недостатками развития • **evaluate** [ɪ'væljueɪt] *v* оценивать, давать оценку, определять качества, важность и т.п.; **evaluation** [ɪ'væljueɪʃən] *n* оценка, оценивание, определение (количества, качества, пригодности и т.п.); анализ (данных, обстановки) • **comprehensive** [kəm'prɪ'hensɪv] *a* всесторонний; всеобъемлющий; обширный • **conduct** [kən'dʌkt] *v* проводить; **to conduct a meeting (an examination)** проводить собрание, экзамен • **health** [helθ] *n* здоровье • **hear** [hɪə] *v* слышать; **hearing** ['hɪərɪŋ] *n* слух; **hard of hearing** – тугой на ухо, глуховатый • **intelligence** [ɪn'telɪdʒ(ə)ns] *n* ум, интеллект; умственные способности; **a person of good (or ordinary) intelligence** – человек с хорошими (со средними) умственными способностями; **to have/to possess/much intelligence** – быть умным • **level** [levl] *n* уровень; ступень, степень • **achieve** [ə'tʃi:v] *v* достигать, добиваться; **achievement** [ə'tʃi:vmənt] достижение, успех; **academic achievement** [ækə'demɪk] успеваемость • **develop** [dɪ'veləp] *v* развивать; разрабатывать; создавать; **to develop a program** ['prəʊgræm] создавать программу • **individualized education** [ɪndɪ'vɪdʒuəlaɪzd] индивидуальное обучение • **include** [ɪn'klu:d] *v* включать • **performance** [pə'fɔ:məns] *n* выполнение, исполнение; **educational performance** успеваемость • **along with** [ə'lɔŋ wɪð] – с, вместе с, наряду с • **annual** ['ænjʊəl] *a* годовой, годичный • **goal** [gəʊl] *n* цель, задача • **objective** [ɔb'dʒektɪv] *n* цель, задача, стремление; **short-term objectives** – краткосрочные задачи • **document** ['dɒkjumənt] *v* документально обосновывать, подтверждать • **placement** ['pleɪsmənt] *n* зд. определение ребенка в спецгруппу • **decide** [dɪ'saɪd] *v* решать, принимать решение; **decision** [dɪ'sɪz(ə)n] *n* решение

**Упр. 2. Обратив внимание на произношение следующих интернациональных слов. Правильно прочитайте их и дайте перевод.**

Information [ɪnfə'meɪʃ(ə)n], personal [pə:snl], personal information, education [ˈedʒuˈkeɪʃ(ə)n], act [ækt], education akt, factor [ˈfæktə], status [ˈsteɪtəs], social status [ˈsouʃəl], emotional status [ɪˈmouʃnl], intelligence [ɪnˈtelɪdʒəns], academic [ækə'demɪk], program [ˈprəʊgræm], individualized [ɪndɪ'vɪdʒuəlaɪzd] program, to document [ˈdɒkjumənt]

**Упр. 3. Прочитайте вслух и переведите текст.**

**TEXT 1A**

Schools gather very much information, some of it highly personal, regarding each child with exceptionalities. They must do it to fulfill the requirements of the Education for All Handicapped Children Act of 1975 (EHA). When the school conducts a comprehensive evaluation, it gathers personal information of such factors as the child's health, vision, hearing, social and emotional status, level of intelligence, and academic achievement.

The individualized education program (IEP) which the school develops includes the child's level of educational performance along with annual goals and short-term objectives. Schools must document the information which they use to make a placement decision.

**Упр. 4. Переведите на английский язык следующие слова и словосочетания:**

1. программа индивидуального обучения;
2. обосновать информацию документально;
3. закон об обучении всех детей с физическими или умственными недостатками;
4. уровень умственного развития;
5. ребенок с особенностями развития;
6. успехи в учебе.

**Упр. 5. Расшифруйте следующие сокращения; дайте их перевод.**  
IEP, EHA.

**Упр. 6. Дополните предложения в соответствии с текстом:**

1. ... on such factors as the child's health, ..., ..., ...,
2. The individualized education program includes the child's level ...
3. The schools use the information to make a ...

**Упр. 7. Ответьте на следующие вопросы:**

1. What children do these schools gather information about?
2. What factor do they gather information on?
3. What does the individualized education program include?
4. What information must schools document?

**TEXT I B**

**Упр. 1. а) Отработайте правильное чтение слов активного словаря. Выучите слова**

- **assess** [ə'ses] v оценивать; **assessment** [ə'sesmənt] n оценка, мнение, суждение;
- **curriculum** [kə'rikjuləm] n курс обучения; учебный план (в

школе, университете и т.п.) • **base** [beɪs] v основывать, обосновывать (on, upon) • **probe** [praʊb] n исследование; наблюдение; расследование • **to use** [juːz] v использовать, применять • **need** [niːd] n надобность, нужда; pl недостаток; **learning needs** проблемы в учебе • **chart** [tʃɑːt] n таблица (с символами) • **daily chart** [ˈdeɪli] таблица с символами, отражающая ежедневные успехи • **maintain** [menɪteɪn] v продолжать вести • **skill** n талант, дар, способности; **self-management skills** умение обслуживать себя • **list** n список • **check-list** [ˈtʃeklɪst] n контрольный список; перечень • **rating** [reɪtɪŋ] n амер. отметка, оценка (школьная); **rating scales** [skeɪlz] шкала отметок • **record** [ˈrekɔːd] n 1) дневник наблюдений 2) протокол (заседания), официальный документ 3) факты, данные (о ком-либо), характеристика • **concern** [kənˈsɜːn] v касаться, иметь отношение • **concerning** [kənˈsɜːnɪŋ] prep.v относительно, касательно • **right** [raɪt] n право • **privacy** [praɪvəsi] n тайна, секретность • **society** [səˈsaɪəti] n общество; общественность; объединение, организация • **behavior** [biˈheɪvjə] n поведение; манеры • **protect** [prəˈtekt] v защищать (from – от); ограждать • **access** [ˈækses] n доступ (to – к); **to ensure access** [ɪnˈʃʊə] обеспечить доступ • **legitimate** [lɪˈdʒɪtɪmət] а законный; оправданный, обоснованный • **act** n закон; постановление • **enact** [ɪˈnækt] принимать, вводить в действие (закон)

**Упр. 2. Найдите английские эквиваленты следующим словосочетаниям.**

1. дети с особенностями развития	1. a special education teacher
2. право на сохранение тайны	2. information collection
3. учитель-дефектолог	3. to enact an act
4. сбор информации	4. children with exceptionalities
5. потребности общества в информации	5. right to privacy
6. принять закон	6. society's need for information
7. естественный конфликт	7. a daily chart of the child's academic performance
8. собирать информацию	8. to gather information
9. трудности, характерные для данного ребёнка	9. natural conflict
10. таблица с символами, отражающая ежедневные успехи ребёнка в учёбе	10. the child's unique needs

**Упр. 3. Подготовьте хорошее чтение текста. Переведите его.**

**What Every Special Education Teacher Should Know**

**TEXT I B**

After placement, the special education teacher may conduct a curriculum-based assessment or use teaching probes to gather further information about the child's unique learning needs. The teacher may maintain a daily chart of the child's academic performance and also maintain a record of self-management skills.

The list also includes tests, rating scales and checklists, and charts and records concerning each child with exceptionalities.

The problem with a collection of such information is the natural conflict between the individual's right to privacy and society's need for information concerning individual behavior.

To protect the privacy of students and their families and at the same time to ensure access to information for people with a legitimate interest in a child's education, Congress enacted the Family Educational Rights and Privacy act (FERPA) in 1974.

**Упр. 4. Вставьте следующие пропущенные слова/словосочетания в предложения в соответствии с содержанием текста:**

1. collection	6. gathers
2. performance	7. conduct
3. need	8. right to privacy
4. maintains	9. to ensure access
5. includes	10. to protect

1. The special education teacher ... a daily chart of the child's academic...  
 2. The list ... tests, rating scales, check-lists, charts and records. 3. The teacher may ... a curriculum-based assessment. 4. The teacher ... information about the child's unique learning needs. 5. There is a problem with ... of such information. 6. The problem is in the natural conflict between the individual's ... and society's ... for information. 7. The Congress enacted the act to ... the privacy of students and their families and to ... to information. 8. The access to the information can have only people with a ... interest in a child's education.

**Упр. 5. Ответьте на следующие вопросы:**

1. What does the teacher gather information about?
2. Does the teacher maintain a record of the child's self-management skills?
3. How does the special education teacher gather further information?
4. Is there any problem in collection of such information?
5. What act was enacted by the USA Congress in 1974?
6. Why did the Congress enact the FERPA?



## TEXT 2

**Упр. 1. а) Отработайте правильное чтение слов активного словаря.**

1. directory	[di'rektəri] a	директивный, содержащий указания, рекомендации
2. harm	[ha:m] n	вред; зло; обида
harmful	['ha:mful] a	вредный
harmless	['ha:mlis] a	безвредный, безобидный, невиновный
3. ordinary	['ɔ:di:nri] a	обычный, обыкновенный
ordinarily	['ɔ:di:nri] adv	обычно, обыкновенно
4. previous	['pri:vjəs] a	предыдущий, предшествующий
previously	['pri:vjəslɪ] adv	прежде, до этого; предварительно
5. attend	[ə'tend] v	посещать; присутствовать (на лекциях, собраниях и т.д.)
6. disturbance	[dis'tə:bəns]	расстройство; патологическое отклонение
7. emotional	[i'mouʃənl] a	эмоциональный
8. severe	[si'viə] a	тяжёлый (о болезни); сильный
9. invasion	[in'veiʒən] n	посягательство (на чьи-либо права); вторжение
10. magnitude	['mægnɪtju:d] n	важность; значительность
11. notify somebody of something	['nəʊtɪfaɪ]	уведомить кого-либо о чём-либо
12. designate	['deziɡneɪt] v	определять, указывать, устанавливать
13. subject	['sʌbdʒɪkt] n	предмет, объект; повод, основание
subject (to)		подлежащий, зависимый
smth is subject to smth		что-либо подлжит чему-либо
14. in turn	[tə:n]	в свою очередь
15. release	[ri'li:s] v	разрешать публикацию, делать достоянием общества/гласности
16. consent	[kən'sent] n	разрешение; согласие
17. thus	[ðʌs] adv	следовательно, итак, таким образом, поэтому, в соответствии и этим
18. prior to	['pri:ətə] phr prep	до, перед, раньше, прежде
19. verify	['verɪfaɪ] v	проверить, выяснить
20. withhold (withheld)	[wɪð'həʊld] v	утаивать, умалчивать
21. request	[rɪ'kwest] v	просить; предлагать, предписывать

**б) Выучите слова.**

**Упр. 2. Найдите в правой колонке английский вариант данных русских словосочетаний.**

1. место рождения	a) this information must not be released without the child's parents
2. ребёнок с отклонениями в развитии	b) the teacher should verify
3. разглашение названия школы, которую раньше посещал ребёнок	c) to designate some information as directory
4. школа для детей, страдающих серьёзными нарушениями психики	d) a child with disabilities
5. относить информацию к директивной	e) disclosure of the name of the child's previous school
6. эту информацию нужно (можно) не скрывать	f) an invasion of privacy of a greater magnitude
7. посягательство на сохранение важной тайны	g) place of birth
8. эту информацию нельзя разглашать без согласия родителей ребёнка	h) a special school for children with severe emotional disturbances
9. учителю следует проверить (выяснить)	i) this information is subject to public disclosure
10. уведомлять школу об информации, которую нельзя обнародовать	j) to notify the school of any information that must not be released

**Упр. 3. Прочтите и переведите текст:**

**What Information May Teachers Disclose?**

Teachers may disclose directory information. For example, disclosure of a child's name, address, telephone number or date and place of birth is usually considered harmless. However, disclosure of other information that is considered ordinarily harmless may be harmful to a child with disabilities. Disclosure of the name of the child's previous school, for example, is harmless enough, but disclosure that the child had previously attended a special school for children with severe emotional privacy of a greater magnitude.

The school district must notify parents of the information that is designated directory information and thus subject to public disclosure. Parents may, in turn, notify the school of any or all information that must not be released without their consent. Thus, prior to disclosing even directory information, the teacher should verify that a child's parent has not requested to withhold it.

Directory information is somebody's name, address, telephone number, date and place of birth, marital status, and education.

**Упр. 4. Ответьте на следующие вопросы:**

1. Disclosure of what information is harmless for all children?
2. To what children is the disclosure of their previous school harmful?
3. Why is it considered an invasion of privacy?
4. What must the school district notify parents of?
5. Can parents notify the school of any special request?
6. What should the teacher do prior to disclosing even directory information?

**Упр. 5. Заполните пропуски подходящими по смыслу словами:**

1. Disclosure of some information may be ... to a child ... disabilities.
2. Disclosure of the child's ... school is ... enough for healthy children.
3. This child ... a special school for children with severe emotional ...
4. Teachers may ... directory information.
5. Some parents request to ... some information though it is directory.

**TEXT 3****Упр. 1. Правильно прочитайте слова активного словаря. Выучите слова.**

- |   |                |  |
|---|----------------|--|
| 1. manage                                     | [ˈmænɪdʒ] v    | суметь (сделать), ухитриться, справиться; умудриться                                     |
| 2. to get by                                  |                | сдавать (экзамен); проходить (осмотр)  |
| 3. although                                   | [ɔ:lˈðəʊ] cj   | хотя; несмотря на то, что  |
| 4. push                                       | [puʃ] v        | оказывать давление на кого-либо, осуществлять нажим; заставить кого-либо делать что-либо |
| to push somebody to do something              |                |  |
| 5. to get somebody to do something            |                | заставлять, убеждать, уговаривать кого-л. делать что-л.                                  |
| 6. accept                                     | [əkˈsept] v    | принимать,   |
| to accept a present (an invitation, an offer) |                | принять подарок (приглашение, предложение)   |
| acceptable                                    | [əkˈseptəbl] a | приемлемый, подходящий   |
| 7. trouble                                    | [trʌbl] n      | затруднение, усилие; беспокойство; неприятность  |
| 8. follow                                     | [ˈfɔ:ləʊ] v    | понимать; внимательно следить (за ходом мысли, словами); слушать:                        |
| 9. poor                                       | [puə] a        | плохой; бедный   |
| 10. span                                      |                | промежуток времени, интервал; объём (памяти у компьютера)                                |
| 11. physical                                  |                | врачебный осмотр   |

examination		
12. rule out	[ru:l] v	исключать (возможность чего-либо)
13. suspect	[səs'pekt] v	думать, полагать, предполагать; подозревать
14. on occasion	[ə'keɪzən] n	при случае, иногда
15. involve	[ɪn'vɒlv] v	включать в себя; содержать, предполагать (наличие чего-либо)
16. despair	[dis'pɛə] v	отчаиваться, терять надежду
desperation	[,despə'reɪʃən] n	отчаяние
17. arrange	[ə'reɪn(d)z] v	улаживать, договариваться
to arrange for an appointment		договориться о свидании
18. evaluate	[ɪ'væljuet] v	оценивать, определять качество, важность и т.п.
19. IQ = intelligence quotient	[ɪn'telɪdʒəns 'kwɒʃənt]	коэффициент умственного развития
20. score	[skɔ:]	черта, граница, количество баллов
21. range	[reɪdʒ] n	сфера, область, круг
a vast range of knowledge		огромный круг знаний
range from (between)		колебаться между
22. mentally retarded	['mentəlɪ rɪtə'dɪd]	умственно отсталый
retardation	[,rɪ:tə'deɪʃən] n	задержка умственного развития
23. deficit	['defɪsɪt] n	дефицит, нехватка
24. gift	[gɪft] n	дарование, талант, способность
to have a gift for music (mathematic, languages)		иметь способности к музыке (математике, языкам)
25. gifted	[gɪftɪd] a	одарённый, талантливый
26. refer to	[rɪ'fə:]	относить к (эпохе, классу и т.п.)
27. make up v		составлять
28. reach	[ri:tʃ] v	достичь, добиться
29. potential = potentiality	[prə'tenʃəl] n	потенциальные возможности

**Упр. 2. Составьте словосочетания из слов в левой и правой колонке и переведите их.**

1. short	1. quotient
2. physical	2. level
3. mentally	3. child

4. IQ	4. attention span
5. average	5. problems
6. intelligence	6. retarded
7. medical	7. scores
8. poorly behaved	8. intelligence
9. minimally acceptable	9. IQs
10. low	10. examination
11. high	11. gifted
12. special	12. potential
13. full	13. attention
14. intellectually	14. IQs

**Упр. 3. Найдите английские эквиваленты следующим словосочетаниям и предложениям:**

1. Проявлять большой интерес к урокам	1. Lessons that involved working with hands
2. Уроки, на которых что-то делали руками	2. They arranged that he was evaluated by a psychologist
3. Отчаявшись	3. He managed to get by
4. Они договорились, чтобы его осмотрел психолог	4. To show great interest in lessons
5. Ему удалось переходить из класса в класс	5. Out of desperation
6. Они сильно давили на него, чтобы заставить делать что-либо	6. Far below the average
7. Намного ниже среднего	7. To reach their full potential
8. Добиться наиболее полного раскрытия их возможностей	8. They pushed hard to get him to do it.

**Упр. 4. Прочитайте и переведите текст.**

### **Above and Below the Norm. Variations in Intellectual Ability**

Bill never liked school very much. For the first few years he managed to get by, although his parents pushed hard to get him to do a minimally acceptable level of first- and second-grade work. He always seemed slower in learning things that the other children had no trouble with. He wasn't exactly a poorly behaved child but his attention span was short and he had trouble following what was going on in class. He also seemed tired much of the time, but a physical examination ruled out any medical problems.

His teachers began to suspect that he was simply lazy and unmotivated, though he did, on occasion, show great interest in lessons that involved working

with his hands. Finally, out of desperation, his teachers and parents arranged that he was evaluated by a psychologist. To their surprise, they found out he had an IQ of 63 – so far below the average that his score fell into the range of IQ score classified as mentally retarded.

Bill is one of more than 6,5 million people in the United States who have intelligence far enough below average to regard it as a serious deficit. Both those people with low IQs, known as the mentally retarded and those with unusually high IQs, referred to as the intellectually gifted, make up classes of individuals who require special attention to reach their full potential. (Adapted from R.S. Feldman “Understanding Psychology”)

**Упр. 5. Заполните пропуски словами в соответствии с содержанием текста.**

1. a psychologist	6. IQ	11. ruled out	16. unmotivated
2. poorly	7. follow	12. acceptable	17. involved
3. span	8. problems	13. suspect	18. range
4. evaluated	9. physical	14. lazy	19. retarded
5. score	10. pushed	15. interest in	20. tired

1. Bill wasn't a ... behaved child. 2. His problem was that he couldn't ... what was going on in class because his attention ... was short. 3. Though he seemed ... much of the time, he wasn't ill and a ... examination ... any medical ... 4. But for the first two years at school his parents ... him hard and he did a minimally ... level of first- and second-form work. 5. Though his teachers started to ... that he was ... and ... he wasn't lazy. 6. He showed great ... lessons that ... working with his hands. 7. It was a ... who found out what Bill's problem was. 8. The psychologist ... Bill and found out that he had an ... of 63. 9. According to it Bill's ... fell into the ... of IQ scores classified as mentally retarded.

**Упр. 6. Ответьте на следующие вопросы к тексту:**

1. Why couldn't Bill do well at school?
2. Who diagnosed Bill as mentally retarded?
3. How high was Bill's IQ?
4. What does it mean?
5. But Bill managed to get by for the first few years at school, didn't he?
6. Was he one of the top pupils, during his first and second grades?
7. What were the problems that interfered with his studies?
8. The doctor found some medical problems for it, didn't he?
9. Bill's teachers began to think that he was simply lazy and unmotivated, didn't they?
10. Was Bill lazy at the lessons that involved working with his hands?

11. Who arranged his examination by a psychologist?
12. How many people in the US have intelligence far below average?
13. What are people with low IQs called (referred to)?
14. What are people with unusually high IQ called (referred to)?
15. What is necessary for the children of these two opposite groups to reach their full potential?

#### TEXT 4

##### *Упр. 1. Выучите следующие слова для работы с текстом:*

• intrinsic [in`trɪnsɪk] прирожденный, существенный • uniformly [ˈjuːnɪfɔːmli] однообразно, одинаково • accept [ək`sept] принимать, подчеркивать; acceptability [ək,septə`bɪlɪti] признание, акцент • assess [ə`ses] оценивать, определять; assessment [ə`sesmənt] оценка, мнение, суждение • discrepancy [dis`kreɪnsi] несоответствие, расхождение, различие • cause [kɔːz] причина, основание; cause and effect причина и следствие • exclude [ɪks`kluːd] исключать, не допускать • retardation [ˌrɪːtəː`deɪʃn] отставание, запаздывание, задержка умственного развития • sensory [ˈsensəri] чувствительный • impairment [ɪm`preɪmənt] ослабление, ухудшение (повреждение) • concurrently [kən`kʌrəntli] одновременно • exceptionality [ɪk,sep`ʃənəli] исключительность; exceptional [ɪk`sepʃən(ə)l] исключительный, необычный • disabled поврежденный, искалеченный, неспособный • frequently [ˈfriːkwəntli] часто, постоянно • male(s) [meɪl] мужчина; female(s) [fiːmeɪl] женщина, женского пола • occur [ə`kɔː] случаться, происходить • enrolment [ɪn`rəʊlmənt] регистрация, внесение в список, запись • stringent [ˈstrɪndʒənt] точный, обязательный, строгий, убедительный, веский • adolescent [ˌædɔː`lesnt] юноша, девушка, подросток • adulthood [ˈædʌlthʊːd] зрелость; взрослый, совершеннолетний • presume [pri`zjuːm] предполагать, допускать; presumed [pri`zjuːmd] предполагаемый • disturbance [dis`tɜːb(ə)ns] нарушение, беспорядок • prerequisite [priː`rekwɪzɪt] необходимый как предварительное условие; требуемый заранее • feedback [ˈfiːdbæk] обратная связь • comprehension [ˌkəmprɪ`henʃ(ə)n] понимание, разумение, понятливость • obvious [ˈɒbvɪəs] понятный, очевидный, ясный • deficiencies [di`fɪʃ(ə)nsɪz] нехватка, отсутствие, недостаток • adequate [ˈædɪkwɪt] достаточный, надлежащий, адекватный • overall [ˈəʊvəɹəːl] общее • intelligence [ɪn`telɪdʒəns] ум, интеллект, умственные способности • challenge [ˈtʃɑːlɪndʒ] бросать вызов; challenging вызывающий сомнение, небесспорный • resist [rɪ`zɪst] противиться, сопротивляться • to be confused [kən`fjuːzd] быть поставленным в тупик; зайти в тупик • fraught [frɔːt] полный, чреватый • ticklish problems [ˈtɪkliʃ] трудные, щекотливые проблемы • label [ˈleɪbl] ярлык; mislabelling навешивание ошибочных ярлыков • norm-referenced

[ˈrefr(ə)nst] со ссылкой на правило • criterion-referenced [kraɪˈtɪəriən] со ссылкой на критерий • informal inventories сделанные не по форме итоги, отступающий от правил итог • measurement(s) [ˈmeʒəmənt] измерения • multiple [ˈmʌltipl] многократный, составной, сложный • time-consuming требующий время • inconvenient [ɪnkənˈvɪnjənt] неудобный, затруднительный • common публичный, общепринятый, общеизвестный • lay public непрофессионалы, любители • multitude [ˈmʌltɪtjuːd] множество, большое число • appropriate [əˈprəʊpriət] соответствующий, подходящий • tailor [ˈteɪlə] приспособлять, угождать • remediation [rɪˈmiːdieɪʃn] лечение • fixe(s) дилеммы • benefit [ˈbenɪfɪt] приносить пользу, оказывать благотворное действие, приносить выгоду • intervention [ˌɪntəˈvenʃn] вмешательство • alert [əˈlɜːt] предупреждать об опасности • enhance [ɪnˈhɑːns] увеличивать, расширять • plasticity [plæsˈtɪsɪti] гибкость, пластичность

**Упр. 2. Прочитайте и переведите текст:**

### **CHILDREN WITH LEARNING DISABILITIES**

Learning disabilities (LDs) are disorders that are intrinsic to the individual and make some area(s) of learning difficult. No one definition of LD is uniformly accepted. However, most states assess the difficulty as LD when there is a discrepancy between the child's ability to learn and what has actually been learned; when there is a need for special assistance to learn in some area(s); and when other causes for difficulties in learning have been excluded. For example, LDs are not due to mental retardation, not due to sensory impairment (vision, hearing, taste, touch, smell), and not due to behavioral disorders, autism, or communication disorders. They may, however, exist concurrently with other conditions of exceptionality; for example, LD plus behavior disorder, or LD plus physical impairment. Some famous individuals have had both an LD and special gifts and talents; for example, Thomas Edison, August Rodin, George Patton, Woodrow Wilson, Albert Einstein, Benjamin Franklin, and Winston Churchill.

Learning disabilities are found three times more frequently in males than in females. They can occur at any age, although the vast majority of LDs are diagnosed in early elementary school. LDs are the most common exceptional condition for which special education services are provided. The enrolment of LD students in special programs almost doubled between 1980 and 1990. This is, in part, due to improved assessment procedures. It also reflects more stringent criteria for diagnosing mental retardation, more acceptability of the diagnosis of learning disabled, and more special services provided for LD preschoolers and LD adolescents in transition-to-adulthood programs.

The causes of learning disabilities are unknown. They are presumed to be due to some localized and minimal area(s) of central nervous system



dysfunction, or to some biochemical disturbance(s) affecting small area(s) of the brain, or to some environmental factor(s).

There are many types of learning disabilities. Two broad categories of LD are (1) developmental learning disabilities, and (2) academic learning disabilities. Developmental LDs affect the prerequisite skills that a child needs to learn (attention, memory, perception, perceptual-motor feedback, listening, comprehension, oral expression). Academic LDs are usually not obvious until a child enters school. They affect the ability to perform specific skills (reading, spelling, handwriting, arithmetic calculation, arithmetic reasoning). Deficiencies in reading and spelling are more common than in mathematics. All students with LDs have significant area(s) where they fail to learn despite adequate overall intelligence. Their level of academic achievement gets progressively worse as their grade level increases unless they get special help.

Children may have only one type of LD, or may have two or more LDs in any possible combination. Some students are very motivated to learn despite the LD; other students give up easily when asked to achieve any challenging task. Some highly motivated students appear to be resisting efforts to teach them because of the nature of their LD. It is not surprising that persons faced with the task of assessing or explaining LDs, or teaching LD students, are often confused about what to say or do.

Learning disabilities and difficulties due to mental retardation, or sensory impairments, or behavioral disorders, or autism, or communication disorders, are difficult to differentiate. Assessment is fraught with ticklish problems. Mislabelling is common. Assessment usually combines the use of a standardized test of intelligence plus several achievement tests. The achievement tests may be process tests, norm-referenced tests, criterion-referenced tests, informal inventories, informal observations, or formal daily measurements of some specific skill(s). Multiple, frequent, direct assessments of the specific problematic skill(s) are recommended, but they are time-consuming, expensive, and may be inconvenient for students, parents, teachers, and assessors.

Attention deficit (often referred to as hyperactivity) and dyslexia (difficulty in reading) are fairly common LDs. They are more readily comprehended and accepted by the lay public. However, because these terms are more readily accepted as labels, they have become "umbrella" terms. They are often misused to cover a multitude of conditions that are neither attention deficit disorders nor reading disorders. In order for each child with an LD to receive an appropriate individualized education program (IEP) and special services tailored to his or her specific needs, each child should have a thorough assessment of the unique area(s) in which he or she is having difficulty learning. An easy label such as attention deficit or dyslexia may suggest an easy program such as drug therapy or dyslexic reading remediation. There are no easy fixes for LDs. Each child's IEP should be based on his or her genuine area(s) of difficulty and meet his or her unique needs.

No one way of teaching has been demonstrated to be the best way to assist all children with learning disabilities. Children with developmental LDs (attention, memory, perception, perceptual-motor feedback, listening, comprehension, oral expression) benefit from early intervention in a preschool with special LD services. The central nervous system has more plasticity (ability to change) in infancy and early childhood. The earlier intervention begins the less difficulty the child will have later. However, it is hard to assess LDs, even developmental disabilities, very early in life. Children with academic LDs (reading, spelling, handwriting, mathematics) are seldom assessed until first or second grade. They need annually updated IEPs to meet their constantly changing needs and the types of instructional remediation most suited to their specific performance deficits.

The first article in this unit, "Enabling the Learning Disabled," answers questions about reaching, teaching, and meeting the special needs of LD students who are in regular education classrooms. It includes a definition of LDs and a check-list of signs of LD that may alert a teacher to request an LD assessment for a student. The second article gives a comprehensive review of an attention deficit disorder. It details the problems of assessment and the possibility of incorrect labelling, and it suggests many behavioral ways in which teachers can make their classrooms more appropriate for students with attention deficit LDs. It also discusses the use of drug therapy for attention disorders with possible effects and side effects. In the third article, James Ysseldyke and his colleagues discuss the usefulness of assessing the instructional environments of both school and home when developing an effective IEP. A table summarizes the components that are desirable in both the school and the home for valuable learning to take place. Selection four of this unit outlines many ways to adapt textbooks in order to enhance the instructional contexts of students with LDs.

***Упр. 3. Письменно ответьте на следующие вопросы:***

1. Are learning disabilities intrinsic to the individual?
2. Which definition of LD is uniformly accepted?
3. What other condition of exceptionality may LDs exist concurrently with?
4. Who are LDs found more frequently in: males or females?
5. At what age can LDs occur?
6. When did the enrolment of LD students in special programs double?
7. Did assessment procedures improve?
8. What reflects more stringent criteria for diagnosing mental retardation?
9. Are the causes of learning disabilities known? What are they presumed to be due to?
10. What are the two broad categories of learning disabilities?
11. When do academic learning disabilities become obvious?
12. What abilities do academic learning disabilities affect?
13. How many LDs may children have?
14. Why do highly motivated students appear to be resisting efforts to teach them?
15. Why are persons faced with the task of teaching LD students often confused about what to say or do?
16. Are LDs difficult to differentiate? Is assessment fraught with ticklish problems?
17. What tests does assessment usually combine?
- 18.

What are fairly common LDs? 19. What should each child's IEP (individualized education program) be based on? 20. Has any way of teaching been demonstrated to be the best way to assist all children with learning disabilities? 21. When does the central nervous system have more plasticity (ability to change)? 22. When can developmental disabilities and academic disabilities be assessed?

**Упр. 4. Согласитесь или не согласитесь со следующими утверждениями. Если не согласны, дайте правильный ответ:**

1. LDs are not due to mental retardation, not due to sensory impairment. 2. Some famous individuals have had both an LD and special gifts and talents. 3. Learning disabilities are found three times more frequently in females than in males. 4. The causes of learning disabilities are known, aren't they? 5. There are 6 types of learning disabilities. 6. Children may have only one type of learning disabilities. 7. Some highly motivated students appear to be resisting efforts to teach them because of their LD. 8. Attention deficit and dyslexia are fairly common LDs. 9. An easy label such as attention deficit or dyslexia may suggest an easy program such as drug therapy or dyslexic reading remediation.

## ЧАСТЬ II

### LESSON 1

#### *Степени сравнения прилагательных и наречий*

#### Степени сравнения прилагательных Degrees of Comparison

<i>Качественные прилагательные</i>	<i>Положительная the positive degree</i>	<i>Сравнительная the comparative degree</i>	<i>Превосходная the superlative degree</i>
одно- и двусложные на -er, -ow, -y, -e.	young heavy hot simple	younger heavier hotter simpler	the youngest the heaviest the hottest the simplest
многосложные	difficult	more }difficult less	the most }difficult the least
особая группа	good bad many, much little	better worse more less	the best the worst the most the least
имеющие по две формы степеней сравнения, различающиеся по значению и употреблению	far далекий	farther более далекий further дальнейший	the farthest самый дальний the furthest самый далекий
	old старый	older <i>старше</i> (по возрасту) elder <i>старше</i> (В пределах одной семьи или по обществ. положен.)	the oldest самый старый the eldest самый старший
	near близкий	nearer ближе	the nearest* ближайший
	late поздний	later более поздний  latter последний из двух	the latest** последний (по врем. появления)

\* Синоним: next - следующий (по порядку), будущий (по времени)

\*\* Синоним: last - последний (по порядку), прошлый (по времени)

**Упр. 1. Прочтите и переведите следующие прилагательные:**

Big – bigger – biggest, busy – busier – busiest, brave – braver – bravest, dirty – dirtier – dirtiest, hot – hotter – hottest, early – earlier – earliest, gay – gayer – gayest, nice – nicer – nicest, simple – simpler – simplest, easy – easier – easiest, sad – sadder – saddest.

**Упр. 2. Образуйте сравнительную и превосходную степени от следующих слов:**

Old, young, little, difficult, good, bad, rewarding, much, easy, meaningful, well, big, appropriate, far, mature.

**Упр. 3. Прочитайте следующие пословицы, назовите прилагательные и определите, в какой степени сравнения они употреблены. Предложения переведите:**

1. Honesty (честность) is the best policy. 2. East or west, home is best. 3. Better later than never. 4. Practice is the best of all instructions (теория). 5. The longest day must have an end. 6. Blood (кровь) is thicker than water. 7. Truth is stranger than fiction (вымысел). 8. Better be the head of a dog than the tail of a lion. 9. The poorest truth is better than the richest lie. 10. Actions (поступки) speak louder than words.

**Упр. 4. Употребите слова, данные в скобках, в нужной степени сравнения.**

1. American school children know (little) geography than school children in Iran. 2. They have (little) science information than school children in Spain. 3. The United States invests a (small) portion of its GNP (валовой национальный продукт) in education than 6 other industrialized countries. 4. (Many) than 20 percent of all children in the USA are raised in poverty. 5. Nurturing the next generation of children is the (important) function of our society. 6. We must take it (seriously) than we did in the past. 7. Every year (many) and (many) women enter the work force. 8. Child developmentalists can play a (important) role in social policy related to children. 9. Some researchers think that children in day care are (little) cooperative with adults than home-reared children. 10. Day care children interact (much) with peers ([‘piəz] сверстники), both positively and negatively. 11. These children are socially (competent) and mature, they are (well) adjusted (приспособлены) when they go to school.

**Для выражения сравнения существует также ряд конструкций**

<b>Конструкция</b>	<b>Значение</b>	<b>Перевод</b>	<b>Пример</b>
As... as	Равная степень качества	Такой же... как	He is as cheerful as his brother.
Not so... as,	Отрицание равного качества	Не такой... как	This table is not so small as that one.
the + сравн.степень, ... the + сравн.степень  the warmer..., the better	Зависимость одного от другого	Чем + сравнит. степень, тем + сравнит. степень Чем теплее..., тем лучше	The warmer the weather, the better I feel. ( <i>Чем теплее погода, тем лучше я себя чувствую</i> )
much + сравн.степень far much cheaper  far more serious	Значительное превышение качества одного предмета над другим	гораздо (намного) дешевле  гораздо серьезнее	Let's go by car. It's much cheaper.  Her illness was far more serious than we at first thought.
a bit + сравн.ст. a little a little warmer	Незначительное превышение	Немного (чуть) теплее	It's a little warmer today than it was yesterday.

**Упр. 5. Откройте скобки, употребив нужную степень сравнения, и переведите предложения на русский язык:**

1. The United States invests a (small) portion of its GNP (*валовой национальный продукт*) in education than 6 other industrialized countries. 2. (Many) than 20 percent of all children in the USA are raised in poverty. 3. Nurturing the next generation of children is the (important) function of our society. 4. We must take it (seriously) than we did in the past. 5. Every year (many) and (many) women enter the work force. 6. Child developmentalists can play a (important) role in social policy related to children. 7. Day care children interact (much) with peers ([*'piəz*] *сверстники*), both positively and negatively. 8. These children are socially (competent) and mature, they are (well) adjusted (*приспособлены*) when they go to school. 9. Children left with sisters do not do as (well) as children enrolled in day-care programs.

**Упр. 6. Переведите, обращая внимание на конструкцию типа "the warmer..., the better...".**

1. **The nearer** the winter, **the shorter** the days. 2. **The longer** (is) the night, **the shorter** (is) the day. 3. **The brighter** the sun, **the warmer** the days. 4. **The earlier** you get up, **the more** you will do. 5. **The more** we study, **the more** we know. 6. **The more** we know, **the more** we forget. 7. **The more** we forget,

**the less** we know. 8. **The less** you read, **the less** you know. 9. **The sooner** you come, **the better** it is.

**Упр. 7. а) Прочтите и переведите текст.**

*A Letter*

Dear Jane!

I am very happy in my new job and my new town. In fact I'm much happier than I was before. I like my new job very much. It's much better than my old one. My boss is more polite than my old boss. My office is larger than the previous one. My co-workers are more friendly than the ones I worked with before. My hours are shorter than the hours at my old job. And my salary is higher than my previous salary. I also like my new town. In general it's much cleaner, the buildings are nicer, and the weather is warmer and the people are more hospitable. You should visit here. I think you'll like it a lot. Please write soon.

Yours sincerely, Lucy.

**б) Ответьте на вопросы:**

1. What does Lucy think of her new job? 2. Does she like her new boss? Why? 3. What does she think about her new co-workers? 4. What else does she like about her new job? 5. What is her impression of her new town?

**с) Перескажите текст.**

## LESSON 2

**The Passive Voice Indefinite Tenses**

В любом языке глаголы могут употребляться в 2-х залогах: активном (действительном) и пассивном (страдательном). Если глагол-сказуемое стоит в активном залоге, это означает, что подлежащее активно, т.е. само выполняет действие над объектом.

В предложении **Я послал телеграмму**

Я – подлежащее (деятель) выполнил действие над объектом (дополнением).

Если глагол-сказуемое стоит в пассивном залоге, это означает, что объект действия выполняет функцию подлежащего, и действие производится над ним. Исполнитель действия может не указываться. В предложении **Телеграмма была послана мною** подлежащее пассивно, действие выполняется над ним.

**Упр. 1. Определите залог сказуемого в следующих предложениях.**

1. Том убирает класс. 2. Мистер Грин коллекционировал марки. 3. Работа сделана вовремя. 4. Телеграмма будет отправлена вовремя. 5. Я отправлю телеграмму завтра. 6. Мы получили ответ 2 дня спустя. 7. Ответ был получен 2 дня спустя. 8. Они покажут тебе дорогу к университету. 9. Дом был построен 5 лет назад. 10. Текст будет переведен завтра.

В английском языке формы пассивного залога совпадают с русскими: т.е. они образуются при помощи вспомогательного глагола **to be** в соответствующем времени (Present: am, is, are; Past: was, were; Future: will be) и смыслового глагола в форме причастия прошедшего времени (V-ed/V3)

**to be + V-ed/V<sub>3</sub>**

**Спряжение глагола to invite в Present, Past и Future Indefinite**

<i>Present Indefinite</i>	<i>Past Indefinite</i>	<i>Future Indefinite</i>
I am He is We are	I was We were They were	I shall He will They will
invited	invited	be invited

**Сравните:**

<i>Active Voice</i>	<i>Passive Voice</i>
I invite – я приглашаю	I am invited – меня приглашают
I invited – я пригласил	I was invited – меня пригласили
I will invite – я приглашу	I will be invited – меня пригласят



**Упр. 2. Переведите предложения:**

I teach – I am taught; I ask – I am asked; he introduced – he was introduced; they prepared – they were prepared; we ensure – we were ensured; I shall instruct – I shall be instructed; she will dress – she will be dressed; she admires – she is admired; we took – we were taken; it made – it was made; we shall invite – we shall be invited.

**Способы перевода предложений со сказуемым в пассивном залоге**

1) глаголом «быть» в сочетании с краткой формой причастия страдательного залога (I was invited to the concert. – Я был приглашен на концерт);

2) глаголом, оканчивающимся на **–ся, –сь** (This question is being discussed. – Этот вопрос обсуждается);

3) глаголом в действительном залоге в 3-ем лице множественного числа в составе неопределенно-личного предложения (Houses are built very quickly now. – Дома строят теперь очень быстро);

4) глаголом в действительном залоге, если в предложении (в страдательном залоге) есть дополнение с предлогом **by** (The telegram was delivered in the morning by a new post-man. – телеграмму принес утром новый почтальон);

5) если дополнение с предлогом **by** отсутствует, то страдательный оборот переводится на русский язык неопределенно-личным предложением (The telegram was delivered in the morning. – Телеграмму принесли утром).

**Упр. 3. Выберите нужный вариант перевода сказуемого:**

1) Special attention is paid to the translation of passive constructions.

а) уделяли; б) уделяется; в) уделяет; г) будет уделено; д) уделялось.

2) The students will be shown a new film.

а) показывают; б) показали; в) будут показывать; г) покажут; д) были показаны.

3) This road was built last year.

а) строят; б) строилась; в) строится; г) была построена; д) будет построена.

**Обратите внимание**, что предлог **by** присоединяет исполнителя действия (кем?): by me – мною, by him – им, by her – ею. А предлог **with** присоединяет орудие, при помощи которого выполняется действие (чем?): with a knife – ножом, with snow – снегом.

**Упр. 4. Заполните пропуски предложениями «by» или «with»:**

1. America was discovered ... Columbus in 1492. 2. It was made ... simple tools *инструментами*. 3. The ground was covered ... snow. 4. Rice is eaten ... chopsticks in China. 5. Donald Duck was created ... Walt Disney in 1936. 6. Whatever he did was always done ... passionate conviction *с горячей убежденностью*. 7. These contests are held ... Olympic Committee. 8. Only one of his books was translated into Russian ... our specialists. 9. The bridge was destroyed ... a bomb. 10. A lot of damage was done ... the earthquake *землетрясение*. 11. The house was seriously damaged ... the flood *наводнение*.

**Упр. 5. Переведите на английский язык, употребляя глаголы в Past Indefinite Active или Past Indefinite Passive ( $V_2$  /  $V_{-ed}$  – was/were  $V_3$ ).**

Я рассказал	- Мне рассказали
Я показал	- Мне показали
Она привела	- Ее привели
Мы спросили	- Нас спросили
Мы ответили	- Нам ответили
Мы послали	- Нас послали
Они дали	- Им дали
Он помог	- Ему помогли
Он посоветовал	- Ему посоветовали
Он забыл	- Его забыли
Он вспомнил	- Его вспомнили
Мы пригласили	- Нас пригласили
Мы поправили	- Нас поправили
Он вылечил	- Его вылечили
Он позвал	- Его позвали

**Упр. 6. Переведите на английский язык, употребляя глаголы в Present, Past или Future Indefinite Passive (to be +  $V_3$ ).**

Мне рассказали	- Мне рассказывают	- Мне расскажут
Мне показали	- Мне показывают	- Мне покажут
Ее привели	- Ее приводят	- Ее приведут
Нас спросили	- Нас спрашивают	- Нас спросят
Нам ответили	- Нам отвечают	- Нам ответят
Нас послали	- Нас посылают	- Нас пошлют
Им дали	- Им дают	- Им дадут
Ему помогли	- Ему помогают	- Ему помогут
Ему посоветовали	- Ему советуют	- Ему посоветуют
Его забыли	- Его забывают	- Его забудут
Его вспомнили	- Его вспоминают	- Его вспомнят
Нас пригласили	- Нас приглашают	- Нас пригласят
Нас поправили	- Нас поправляют	- Нас поправят
Его позвали	- Его зовут	- Его позовут

**Упр. 7. Найдите сказуемые в следующих предложениях и определите их видо-временную форму.**

1. In one recent investigation (*исследование*), 300 Japanese and 210 American preschool teachers, child development specialists, and parents were asked about various aspects of early childhood education. 2. At Japanese preschools children are taught skills (*умения*), such as persistence (*упорство*), concentration, and the ability to function as a member of group. 3. The great majority [*мэ'dʒɔ:riti*] (*большинство*) of young Japanese children are taught to read at home by their parents. 4. In large cities some kindergarten are attached (*прикреплять*) to universities that have elementary and secondary schools. 5. In the 1960s, an effort was made to try to break the cycle of poverty and poor education for young children in the USA through compensatory (*компенсирующий, возмещающий*) education. 6. Little effort was made to find out whether some programs worked better than others. 7. Television teaches children that problems are resolved (*решать*) easily. 8. Cognitive style is determined not only by an individual's attention to a task, organized skills, and cognitive strategies, but by the person's personality and motivation as well. 9. Little is known about the effects of leaving children with sitters.

**Упр. 8. Преобразуйте предложения из активного залога в пассивный, сделав все необходимые изменения. Используйте таблицу, данную выше, как образец.**

1. Hob opened the door. 2. Mary helped the teacher. 3. The porter takes the luggage to the train. 4. Mrs. Priestley welcomes the visitors. 5. Susan brought in the coffee. 6. I'll finish my work at about 5 o'clock. 7. Susan washes the dishes. 8. Lucille drives the car. 9. Sir Joseph Binks will give Tom a small cheque. 10. Mr. Priestley brings some students for tea. 11. Hob tells the students about Uncle Tom. 12. My friend took me to the cinema yesterday. 13. Hob sends some cigarettes to Uncle Albert. 14. We'll use your books in our class. 15. Hob often tells us jokes.

## LESSON 3

Особые случаи употребления пассивного залога

В английском языке ряд глаголов: to ask, to give, to invite, to offer, to order, to pay, to promise, to show, to tell, to teach и некоторые другие могут принимать два дополнения: прямое (кого? что?) и косвенное (кому?):

They showed **the children** (кому?) **his photograph** (что?).

В пассивном залоге с этими глаголами возможны две конструкции:

1) **His photograph** was shown to the children. – *Его фотография была показана детям* (Совпадает по форме с пассивным залогом в русском).

2) **The children** were shown his photograph. – *Детям (кому?) показали его фотографию* (Пассивный залог невозможен в русском языке).

Во второй конструкции подлежащим стало косвенное дополнение. При переводе его следует поставить в дательный падеж, а остальную часть предложения переводим неопределенно-личным оборотом, если не указан деятель (**by** + существительное или местоимение в объектном падеже (см. пример выше). При наличии дополнения с предлогом **by** оно становится подлежащим русского предложения: **The children were shown his photograph by the policeman.** – **Полицейский** показал его фотографию детям.

**Упр. 1. Постройте как можно больше предложений и переведите их, обращая внимание на особенности употребления пассивного залога:**

Pete and Mike	was shown	his photograph.
The children	were given	tickets for the concert.
He	were promised	new toys.
The pupils	was offered	the post of a headmaster.
They	will be shown	the new games.
We	have been promised	a large sum of money.
	shall be allowed	a short trip.

**Составные глаголы в пассивной форме**

Многие глаголы получают свое смысловое значение только в сочетании с предлогом, частицей или существительным.

**Запомните:**

**а) Глаголы с предлогами:**

**to look at** – смотреть на, **to look after** – присматривать за, **to look for** – искать кого-либо, что-либо, **to arrive at/in** – достигать чего-либо, принимать (решение), **to deal with** – иметь дело с кем-либо, рассматривать,

излагать, **to insist on** – настаивать на чем-либо, **to laugh at** – смеяться над, **to rely on (upon)** – полагаться на кого-либо, **to speak about** – говорить о чем-либо, **to send for** – посылать за кем-либо, **to refer to** – ссылаться на что-либо, **to depend on** – зависеть от чего-либо, **to listen to** – слушать кого-либо, **to comment upon** – толковать, объяснять.

**б) Фразеологические сочетания:**

**to do away with** – избавиться от чего-либо, **to lose sight of** – потерять из виду, **to make use of** – использовать, **to take care of** – заботиться о, **to make a fool of** – делать дурака из кого-либо, **to pay attention to** – обращать внимание на кого-либо, что-либо.

В тех случаях, когда в качестве подлежащего пассивной конструкции употребляется предложное дополнение, предлог **сохраняет** свое место **после глагола** и стоит под ударением:

Everyone listened **to him** with great attention. – He was `listened `to with `great `attention. The headmaster sent **for the boy's parents**. – The `boy's `parents were `sent `for. *За родителями мальчика послали.*

При переводе предлог ставится впереди английского подлежащего, превращая его в предложное дополнение. Некоторые английские глаголы с предлогами переводятся на русский язык глаголами, требующими прямого дополнения:

to listen to smb – слушать кого-либо, to look for smb – искать кого-либо и др.

**Упр. 2. Переведите шутку, обращая внимание на предлоги:**

He was **talked about**.

He was **sent for**.

He was **waited for**.

He was **looked at**.

He was **listened to**.

He was **laughed at**.

**Упр. 3. а) Определите сказуемое; б) переведите смысловой глагол с предлогом; в) определите время сказуемого; г) переведите предложение:**

1. After a long and heated discussion the compromise was arrived at.
2. These terms will be insisted upon.
3. This problem will be dealt with in a number of articles.
4. Her strange behaviour was commented upon.
5. Geometry is much written about.
6. Children are looked after by their parents.
7. This problem was not spoken about.
8. The doctor was sent for.
9. The film "Titanic" was much spoken about.
10. They will be waited for.
11. His article is referred to in all recent publications.

**Упр. 4. Письменно постройте как можно больше предложений. Переведите их на русский язык:**

He	is always listened to	everywhere.
His new article	was sent for	with great attention.
The student teachers	were laughed at	by many scientists.
The papers	are looked for	everywhere.
His advice	was referred to	by many students.
She	is listened to	carefully.
The freshmen	will be spoken to	seriously.

**Упр. 5. Скажите то же самое, поставив сказуемое в страдательный залог:**

**Образец:** *They sent for him – He was sent for.*

1. They speak much about B. Akunin's new book. 2. Everybody often laughs loudly at his jokes. 3. Readers often ask for this book. 4. We looked for the prefect in the hostel. 5. They listened to the chief with great attention. 6. We often look after the children. 7. Parents take great care of children. 8. The administration will pay for their work.

### **Английские переходные глаголы, соответствующие русским глаголам с предложным косвенным дополнением**

В английском языке имеется ряд глаголов, которые, являясь переходными, требуют прямого дополнения, а соответствующие им русские глаголы являются непереходными и имеют после себя предлог.

К ним относятся: to affect (smb, smth) – влиять на (кого-либо, что-либо), to answer (smth) – отвечать на что-либо, to attend (smth) – присутствовать на (чем-либо), to enjoy (smth) – получать удовольствие от (чего-либо), to follow (smb, smth) – следовать за (кем-либо, чем-либо), to join – присоединяться к (кому-либо, чему-либо), to need (smb, smth) – нуждаться в (ком-либо, чем-либо), to watch – следить за (кем-либо, чем-либо).

Трудность перевода таких страдательных оборотов заключается в том, что соответствующие русские глаголы не могут употребляться в страдательном залоге.

#### *Active Voice*

An interesting film **followed** the lecture.

За лекцией **последовал** интересный фильм.

#### *Passive Voice*

The lecture **was followed** by an interesting film.

За лекцией **последовал** интересный фильм.

Как видно из примера, на русский язык такие глаголы в пассивном залоге переводятся соответствующими действительными оборотами, причем перевод предложения следует начинать с предлога, превращая подлежащее английского предложения в предложное косвенное дополнение.

The lecture **was attended** by a great number of students.

**На лекции** присутствовало большое количество студентов.

При отсутствии дополнения с предлогом **by** такие пассивные обороты переводятся на русский язык неопределенно-личными предложениями, которые начинаются с предложного дополнения.

**Your help** is needed.

**В вашей** помощи нуждаются.

**English** is spoken all over the world.

**На английском** говорят во всем мире.

**Упр. 6. Определите сказуемое предложения, переведите смысловой глагол, подобрав соответствующий предлог. Начните перевод предложения с этого предлога:**

**Образец:** *Young F.S. Fitzgerald was influenced by a spirit of competition ruling at the University.* – На молодого Ф.С.Фитцджеральда повлиял дух соперничества, царящий в университете.

1. The letter will be answered immediately. 2. Our group was joined by some new people. 3. The football match was watched with great interest by everybody. 4. His report was followed by a discussion. 5. The concert was enjoyed by the children. 6. That discovery was soon followed by another one. 7. The meeting was attended by thousands of people. 8. These textbooks are needed by all our students.

**Упр. 7. Составьте письменно как можно больше предложений. Переведите их на русский язык.**

The lecture	are needed	by thousands of people.
These text-books	was followed	by all our students.
All your questions	will be watched	with great interest.
The hockey match	will be answered	in three days.

## LESSON 4

**Длительные и перфектные времена глаголов**  
**в Passive Voice**

<i>Continuous (процесс) to be being V<sub>3</sub></i>	<i>Perfect (завершенность) to have been V<sub>3</sub></i>
I am being shown He } She } is being shown It } We } You } are being shown They }	I have been shown He } She } has been shown It } We } You } have been shown They }
I } He } was being shown She } It } We } You } were being shown They }	I } He } had been shown She } It } We } You } had been shown They }
-	I } shall have been shown We } He } She } It } will have been shown You } They }

Времена страдательного залога употребляются по тем же правилам, что и времена действительного залога.

Так как глагол в форме Continuous Passive показывает действие в его развитии, он переводится на русский язык формами глагола несовершенного вида с окончанием – ся или неопределенно-личным предложением.

A vast Palace of Sports is being built in our street. – Грандиозный дворец спорта строят/строится на нашей улице.

При переводе глагола в Perfect Passive необходимо подчеркнуть законченность действия, поэтому его всегда переводят глаголом совершенного вида.

A vast Palace of Sports has been built in our street. – На нашей улице построили грандиозный дворец спорта.

**Упр. 1. Переведите следующие предложения, сказуемые которых обозначают действия в процессе развития:**

1. His lecture was being listened to attentively when the door suddenly opened. 2. The new film was being shown in all the cinemas of our town the



whole week. 3. The children were being sent for when I entered the room. 4. This question is not connected with the problem which is being discussed now. 5. He is being waited for. 6. The new project is still being worked at. 7. What was being displayed in the Pushkin Art Museum when you visited it? 8. What's going on in the yard? – Trees and bushes are being planted *сажать* there. 9. What is going on in the laboratory? – A new device *прибор* is being tested there.

**Упр. 2. Переведите следующие предложения, сказуемые которых обозначают действия завершенного характера:**

1. When you rang up, the work had just been finished. 2. Come at 11. The documents will have been checked and the letters will have been typed when you come. 3. His problem has been solved *решать* by Russian scientists. 4. The house will not have been lived in till warm days come. 5. That house hasn't been lived in any longer. 6. The children have been already sent for. 7. This room hasn't been used for ages. 8. You have been warned *предупреждать*. 9. I had a letter from my brother some days ago. He wrote he had been accepted to the college. 10. For many decades, dropping out of high school has been viewed as a serious educational and social problem.

**Вопросы для самоконтроля:**

1. Как образуются степени сравнения от прилагательных и наречий, состоящих из 1-2 слогов?
2. Как образуются степени сравнения от многосложных прилагательных?
3. Назовите степени сравнения от good, bad, much, many, little, well, far.
4. Назовите, из каких компонентов состоит сказуемое в пассивном залоге. Какой из них несет смысловую нагрузку, а какой отвечает за видовременную форму?
5. Совершается ли действие, выраженное глаголом в страдательном залоге, подлежащим?
6. Какой предлог употребляется перед дополнением, называющим производителя действия?
7. Какие способы перевода предложений со сказуемым в страдательном залоге вы знаете?
8. Как переводится предложение при употреблении в пассивном залоге глаголов, требующих после себя предлог (**These children are not looked after**)?
9. Поставьте глагол **to answer** во всех видовременных формах пассивного залога.

## Задание на III семестр:

1. Знать ответы на все вопросы для самоконтроля.
2. Выполнить письменно контрольную работу № 2.
3. Уметь читать и устно переводить тексты по специальности.
4. Выучить слова активного словаря текстов.

## SECTION I

*Тексты для студентов, обучающихся по специальностям  
«Социальная работа» и «Социальная педагогика.  
Практическая психология»*

## TEXT I

## Social Policy and Children's Development

*Упр. 1. Отработайте правильное чтение слов активного словаря текста. Запомните их значение.*

a) Verbs:

**to design** [di'zain] – 1) предназначать; 2) планировать; 3) вынашивать замысел, задумки; **to produce** [prə'dju:s] – создавать; давать, приносить; **to produce knowledge** ['nɒlɪdʒ] – давать знания; **to revise** [ri'vaɪz] – пересматривать, изменять; **to miscarry** [mis'kæri] – мед. иметь выкидыш, аборттировать; **to die** [daɪ] – умирать; **to die from poverty** ['pɒvəti] – умирать от нищеты; **to prove** [pru:v] – доказывать, подтверждать; **to wound** [wu:nd] – ранить; **to commit suicide** [kə'mɪt 'sju:saɪd] – покончить жизнь самоубийством, покончить с собой; **to arrest for smth** [ə'rest] – арестовать, задержать за что-либо; **to drop out of smth** – выбывать из чего-либо; **to loose (lost) jobs** [lu:z] – терять работу; **to abuse** [ə'bju:z] – 1) плохо, жестоко обращаться; 2) оскорблять, ругать, поносить; **to urge** [ə:dʒ] – 1) побуждать; 2) убеждать, настаивать; 3) настоятельно советовать; **to declare rights** [di'kleə raɪts] – провозглашать права; **to protect smb from smth** [prə'tekt] – защищать, охранять, предохранять кого-либо от чего-либо; **to obligate** ['ɒblɪgeɪt] – обязывать; **to undertake** [ʌndə'teɪk] – брать на себя (определ. функции); **to prevail** [pri'veɪl] – превалировать, преобладать; **to take into account** [ə'kaʊnt] – принимать во внимание; **to engage in** [ɪn'geɪdʒ] – заниматься чем-либо; **to enjoy** [ɪn'dʒɔɪ] – пользоваться, иметь; **to enjoy rights** [raɪts] – обладать правами; **to deprive** [di'praɪv] – лишать; отбирать, отнимать; **to be deprived of family support** [sə'pɔ:t] – быть лишенными поддержки семьи; **to provide smb with smth** [prə'vaɪd] – обеспечивать кого-либо чем-либо; давать;

**provision** [prə'viʒ(ə)n] – снабжение, обеспечение; **to ensure** [in'ʃuə] – гарантировать; **to foster** ['fɒstə] – воспитывать; **to foster respect for smth** [ris'pekt] – воспитывать уважение к чему-либо; **to achieve** [ə'tʃi:v] – достигать, добиваться; **to point out** [pɔɪnt] – указывать, подчеркивать; **to encourage** [in'kʌrɪdʒ] – поощрять, поддерживать; **to propose** [prə'pəʊz] – предлагать, вносить предложение; **proposal** [prə'pəʊzəl] *n* предложение, план; **to house** – размещать, помещать; **to augment** [ɔ:g'ment] – увеличивать; **to range (from...to)** [rein(d)ʒ] – колебаться между; **to mount** [maʊnt] – возрастать, повышаться; **to affect smth** [ə'fekt] – (воз)действовать на что-либо, влиять на; **to deserve** [di'zə:v] – заслуживать; **to promote smth** [prə'məʊt] – способствовать, содействовать, поддерживать, поощрять; **to benefit** ['benɪfɪt] – помогать, приносить пользу; **to benefit children's welfare** – способствовать благополучию детей; **to upgrade** ['ʌp'greɪd] – повышать качество;

b) Nouns:

**trend** *n* – направление; тенденция; **a current trend** ['kʌrənt] – нынешняя (современная, теперешняя) тенденция; **teenager** ['ti:n,eɪdʒə] – подросток, юноша; **birth** [bɜ:θ] – 1) рождение, 2) происхождение; **to give birth to** – родить, произвести на свет; **birth weight** ['bɜ:θweɪt] – вес при рождении; **poverty** ['pɒvəti] – бедность, нищета; **gun** [gʌn] – револьвер, пистолет; **suicide** ['sju:saɪd] – самоубийство; **drug** [drʌg] – 1) наркотик, 2) лекарство, медикамент; **drug abuse** [ə'bju:s] – злоупотребление наркотиками; **jail** [dʒeɪl] – тюрьма, тюремное заключение; **wedlock** ['wedlɒk] – законный брак, супружество; **convention** [kən'ven(ə)n] – собрание, съезд, заседание; **a number of** ['nʌmbə] – ряд; **sampling** ['sɑ:mplɪŋ] – образец, выборочное исследование; **neglect** [ni'glekt] – пренебрежение, небрежность, невнимание; **neglect of the child by the parents** – отсутствие родительской заботы о ребенке; **treatment** ['tri:tmənt] – 1) обращение, обхождение; 2) лечение, уход; **decision** [di'siʒ(ə)n] – решение; **legal decision** ['li:gəl] – решение суда; **opinion** [ə'pinjən] – мнение, взгляд, убеждение; **labour** ['leɪbə] – труд; **threat** [θret] – угроза; **minority** [m(a)i'nɔ:riti] – меньшинство; национальное меньшинство; **background** ['bækgraʊnd] – происхождение; **support** [sə'pɔ:t] – поддержка, помощь; **care** [kɛə] – забота, попечение; **alternative care** [ɔ:l'tə:nətiʋ] – альтернативная забота; **preventive health care** – профилактическая медицина; **production** [prə'dʌkʃ(ə)n] – производство; **distribution** [distri'bju:ʃən] – распространение, раздача; **dignity** ['digniti] – достоинство, чувство собственного достоинства; **respect (for smth)** [ris'pekt] – уважение (к); **value** ['vælju:] – ценность, важность; **exception** [ik'sepʃn] – исключение; **handicapped children**

[**'hændikæpt**] – дети с физическими или умственными недостатками; **self-reliance** [**'selfri'laɪəns**] – уверенность в себе, в своих силах; **health services** [**'helθ 'sə:vɪzɪz**] – медицинское обслуживание; **access to smth** [**'ækses**] – доступ к ч.-л.; **expectant mother** [**ɪks'pektənt**] – женщина, готовящаяся стать матерью; **infant** [**'ɪnfənt**] – младенец, дитя, ребенок (до 7 лет); **mortality** [**mɔ: 'tælɪti**] – смертность; **leisure** [**leʒə**] – досуг; **recreation** [**,rekri'eɪ(ə)n**] – отдых, восстановление сил, развлечение; **participation** [**pa:,tɪsi'peɪ(ə)n**] – участие; **responsibility** [**ris,pɔ:nsɪ'bɪlɪti**] – ответственность; **to meet (to take, to accept) responsibility** – взять на себя ответственность; **defence** [**di'fens**] – защита, оборона; **advocate** [**'ædvəkit**] – защитник, сторонник; **attention** [**ə'tenʃən**] – внимание; **to call attention to smth** [**kɔ:l**] – обращать чье-либо внимание на; **bottom** [**'bɔ:təm**] – дно, самый низкий уровень; **parenting** [**'peərənɪŋ**] – отцовство, материнство; **nurturing** [**'nʊ:tʃərɪŋ**] – воспитание, обучение; **policy** [**'pɔ:lɪsi**] – политика, линия, поведение, курс; **day care** [**kɛə**] – уход (присмотр) за детьми в детских учреждениях; **law** [**lɔ:**] – закон; **hub** [**hʌb**] – центр внимания, интереса или деятельности, «сердце», основа; **network** [**'netwɜ:k**] – сеть; **family child-care provider** [**prə'vaɪdə**] – человек, содержащий детский сад (ясли) у себя на дому; **staff** [**sta:f**] – штат, персонал; **issue** [**'ɪʃu:**] – (спорный) вопрос, предмет обсуждения; **era** [**'iərə**] – эра, эпоха; **concern** [**kən'sə:n**] – участие, забота, интерес; **work force** [**'wɜ:kfɔ:s**] – рабочая сила; **poll** [**pəʊl**] – опрос; **public-opinion poll** – выяснение мнения населения путем выборочного опроса; **tax** [**tæks**] – налог; **a nonprofit organization** [**'nɔ:n'prɔ:fɪt**] – общественная организация; **disadvantage** [**,dɪsəd'va:ntɪdʒ**] – 1) ставить в невыгодное положение; 2) причинять вред, ущерб; **child developmentalist** – ученый, занимающийся проблемами развития детей; **opinion** [**ɔ'pɪnjən**] – мнение, взгляд, убеждение; **to develop opinion** – создать мнение; убедить; **bill** – законопроект; **legislation** [**'ledʒɪsleɪ(ə)n**] – законы; **legislator** [**'ledʒɪsleɪtə**] – законодатель, член законодательного органа; **fund** [**fʌnd**] – 1) фонд, 2) организация;

### c) Adjectives:

**current** [**'kʌrənt**] – современный, нынешний, теперешний; **wise** [**waɪz**] – мудрый; **effective** [**i'fektɪv**] – действующий, имеющий силу (о законе); действенный, эффективный; **adequate** [**'ædɪkwɪt**] – отвечающий требованиям, соответствующий, адекватный; **prenatal** [**'pri:'neɪtl**] – предродовой; **prenatal care** – наблюдение за беременной женщиной; гигиена беременности; **preventive** [**pri'ventɪv**] – 1) предупредительный, 2) превентивный; **legal** [**'li:gəl**] – юридический, правовой, законный; **illegal** [**i'li:gəl**] – незаконный, противозаконный, запрещенный; **ethnic** [**'eθnɪk**] –

этнический; **alternative** [ɔ:l'tə:nətiv] – альтернативный; **own** [oun] – 1) свой собственный, 2) родной; **free education** – бесплатное образование; **compulsory** [kəm'pʌlsəri] – обязательный; **artistic** [a:'tistik] – художественный; **artistic activities** – занятие каким-либо видом искусств; **tireless** ['taiəlis] – неутомимый; **be instrumental** [instru'mentl] – играть ведущую роль в достижении чего-либо; **troubling** ['trʌblɪŋ] – тревожный; **public school** ['pʌblik] – (бесплатная) средняя школа в США; **available** [ə'veiləbl] – 1) пригодный, 2) имеющийся в наличии; **comprehensive** [kəm'pri'hensiv] – 1) обширный, 2) всесторонний, всеобъемлющий; **disadvantaged children** [disəd'va:ntidʒd] – дети с недостатками развития;

d) Names:

**1. UNICEF** ['ju:nisef] – **United Nations Children's Fund** – Детский Фонд при ООН; **2. The Children's Defense Fund** – Фонд защиты детей; **3. Project Head Start** – программа компенсирующего обучения для детей из семей с низким доходом (действует в США с 1965 г.).

**Упр. 2. Прочтите следующие интернациональные слова. Определите, к какой части речи они относятся. Переведите их:**

National [ˈnæʃənəl] – национальный, государственный, policy ['pɒlisi], abortion [ə'bɔ:ʃ(ə)n], sexual exploitation, sexually active ['seksjuəli 'æktiv], syphilis ['sifilis], gonorrhea [ˈgɒnə'ri:ə], to arrest [ə'rest], preventive program [pri'ventiv prəʊgrəm], legal ['li:gəl], administrative [əd'ministrətiv], economic exploitation [i:kə'nɒmik ,eksplɔ'i'teɪʃ(ə)n], ethnic ['eθnik], culture [kʌltʃə], cultural [ˈkʌltʃərəl], religion [ri'lɪdʒ(ə)n], special ['speʃəl], alternative [əl'tə:nətiv], production [prə'dʌkʃən] – производство, discipline ['diʃiplin], personality [ˌpɜ:sə'næliti], talent ['tælənt], prostitution [ˌprɒsti'tju:ʃ(ə)n], pornography [pɔ:'nɒgrəfi], discrimination [diskrimi'neiʃ(ə)n], adequate [ˈædikwɪt], standard ['stændəd], president ['prezɪdənt], presidential [ˌprezi'denʃ(ə)l], indicator [ˌindi'keɪtə], industrialized nations [in'dʌstriəlaɪzd neɪʃənz], function [ˈfʌŋkʃn], politician [ˌpɒli'tɪʃ(ə)n], federal ['fedərəl], respondent [ris'pɒndənt], committee [kə'miti], business ['biznis], leaders ['li:dəz], educational officials [ˌedju'keɪʃənəl ɔ'fɪʃəlz], information [ˌɪnfə'meɪʃən].

**Упр. 3. Повторите тему «Существительные в функции левого определения» в части 1. Переведите следующие словосочетания письменно:**

Treatment program, child development research, United Nations convention, the Children's Defense Fund, a home visitation program for new parents, parent education, traditional child-care services, children from ethnic

minority backgrounds, family support, drug abuse, school discipline, health services, preventive early childhood education programs health care, health education, child labor, child mortality, family values, public school, public concern, public opinion, before-school and after-school programs, family day-care providers, child-care staff, federal child-care policy, the work force, children's health issues, a non-profit organization of business leaders and higher education officials, child developmentalist, comprehensive child welfare legislation.

**Упр. 4. В вашем тексте встречаются случаи употребления прилагательных в сравнительной и превосходной степенях, сведения о которых даны во второй части пособия, урок 1. Проработайте этот материал и письменно переведите:**

good – better – the best; to fund better early childhood education programs; the best interests of children; high – higher – the highest; the right to the highest standard of health; much/many – more – the most; important – more important – the most important; our society's most important function; seriously – more seriously – the most seriously; positive – more positive; to help develop more positive public opinion.

**Упр. 5. В вашем тексте вы встретите случаи употребления герундия – это неличная форма глагола (V+ing), обозначающая название действия: to read – reading (читать - чтение), to develop – developing (развивать - развитие). Герундий имеет свойства глагола и существительного. Подобно существительному, может выполнять функцию подлежащего, именной части сказуемого (после глаголов to be, to become), дополнения, определения (с предшествующим предлогом «of») и обстоятельства (всегда с предшествующим предлогом).**

**Переведите письменно:**

To drink – drinking; to drive – driving; to arrest for drinking or drunken driving; to make decision – effective decision making; to engage – engaging; to protect children from engaging in work that is a threat to their health; to live – living; standard of living; to train – training; the special care and training; to parent – parenting; to nurture – nurturing; parenting and nurturing the next generation of children is our society's most important function; to fund – funding; to urge funding of the project; to upgrade – upgrading; upgrading of the quality and status of child-care providers; to help – helping; child developmentalist can play an important role by helping (помогая) develop more positive public opinion, by contributing to and promoting research.

**Упр. 6. В данном тексте вы встретите глаголы в форме страдательного залога: to be+V3 (to be done, to be taken). О способах перевода предложений с глаголом-сказуемым в страдательном залоге**

*(Passive Voice) прочитайте в части 2 данного пособия. Письменно переведите:*

1. Every day 30 children are wounded by guns. 2. 211 children are arrested for drug abuse. 3. 437 children are arrested for drinking or drunken driving. 4. 1,849 children are abused or neglected. 5. Its course of action is designed to influence the welfare of its citizens. 6. A number of children's rights were declared. 7. The government is obligated to undertake preventive programs. 8. The government should (должно) be obligated to provide free and compulsory education. 9. Several child-care bills have been proposed in Congress but have not yet been made law. 10. These programs will be housed in available classrooms.

*Упр. 7. Используя активный словарь текста и знание грамматики, устно переведите текст. Найдите значение незнакомых вам слов в словаре, запишите их в свою рабочую тетрадь.*

### **Social Policy and Children's Development**

Social Policy is a national government's course of action which is designed to influence the welfare of its citizens. A current trend is to conduct child development research that produces knowledge which will lead to wise and effective decision making in the area of social policy.

The research shows that the nation needs revised social policy related to children. One day in the lives of children in the United States proves it:

- 17,051 women get pregnant.
- 2,795 of them are teenagers.
- 1,106 teenagers have abortions.
- 372 teenagers miscarry.
- 1,295 teenagers give birth.
- 689 babies are born to women who have had inadequate prenatal care.
- 719 babies are born at low birthweight.
- 129 babies are born at very low birthweight.
- 67 babies die before one month of life.
- 105 babies die before their first birthday.
- 27 children die from poverty.
- 10 children die from guns.
- 30 children are wounded by guns.
- 6 teenagers commit suicide.
- 135,000 children bring a gun to school.
- 7,742 teens become sexually active.
- 623 teenagers get syphilis or gonorrhea.
- 211 children are arrested for drug abuse.
- 437 children are arrested for drinking or drunken driving.
- 1,512 teenagers drop out of school.

1,849 children are abused or neglected.

3,288 children run away from home.

1,629 children are in adult jails.

2,556 children are born out of wedlock.

2,989 see their parents divorced.

34,285 people lose jobs.

Among the groups that have worked to improve the lives of the world's children are UNICEF in New York and the Children's Defense Fund in Washington. At a recent United Nations convention, a number of children's rights were declared. A sampling of these rights appears in table 1.

<p><b>Table 1.1</b>  <i>A Partial Listing of the Declaration of Children's Rights Presented to the United Nations</i></p>
<p><i>Abuse and neglect</i>  The need to protect from all forms of maltreatment by parents and others: In cases of abuse and neglect, the government is obligated to undertake preventive and treatment programs</p> <p><i>Best interests of the child</i>  The need for the best interests of children to prevail in all legal and administrative decisions, taking into account<sup>(1)</sup> children's opinions</p> <p><i>Child labor</i>  The need to protect children from economic exploitation and from engaging in work that is a threat to their health, education, and development</p>
<p><i>Children of ethnic minorities</i>  The right of children from ethnic minority backgrounds to enjoy their own culture and to practice their own religion and language</p> <p><i>Children without families</i>  The right to receive special protection and assistance from the government when deprived of family support and to be provided with alternative care</p> <p><i>Drug abuse</i>  The need of children to be protected from illegal drugs, including<sup>(2)</sup> their production or distribution</p>
<p><i>Education</i>  The right to education: The government should be obligated to provide free and compulsory education and to ensure that school discipline reflects children's human dignity</p> <p><i>Aims of education</i>  Education that develops a child's personality and talents and fosters respect for human rights and for children's and others' cultural and national value</p>
<p><i>Sexual exploitation</i>  The right of children to be protected from sexual exploitation and abuse,</p>



including prostitution and pornography

*Freedom from discrimination*

The need to protect children without exception from any form of discrimination

*Handicapped children*

The right of handicapped children to special care and training designed to help them achieve self-reliance and a full, active life in society

*Health and health services*

The right to the highest standard of health and access to medical services: The government should be obligated to ensure preventive health care, health care for expectant mothers, health education, and the reduction of infant and child mortality

*Leisure and recreation*

The right to leisure, play, and participation in cultural and artistic activities

*Standard of living*

The right to an adequate standard of living: The government should have a responsibility to assist parents who cannot meet this responsibility

Marian Wright Edelman, president of the Children's Defense Fund, has been a tireless advocate of children's rights and has been instrumental in calling attention to the needs of children. Especially troubling to Edelman are the indicators of societal neglect that place the United States at or near the bottom of industrialized nations in the treatment of children, Edelman says that parenting and nurturing the next generation of children is our society's most important function and we need to take it more seriously than we did in the past. She points out that we hear a lot from politicians these days about the importance of "family values", but that when we examine our nation's policies for families, they don't reflect the politicians' words.

*Notes:* 1. taking into account – принимая во внимание; 2. including – включая

**Упр. 8. Прочитайте текст еще раз и письменно ответьте на следующие вопросы:**

1. What is social policy? 2. What is the aim (цель) of one of current trends in social policy? 3. What are the names of organizations that try to improve the life of the world's children? 4. What place does the United States occupy in the treatment of children? 5. Have they made comprehensive child-care bills law? 6. Why is public concern over the provision of day care increasing? 7. In what way can child developmentalists influence the social policy related to children?

**Упр. 9. Письменно закончите данные предложения, выбрав правильный вариант из предложенных:**

1. Social policy is a national government's course of action designed to influence
  - a) the health of its citizens.
  - b) the welfare of its young generation.
  - c) the welfare of its citizens.
2. The research data show that
  - a) the government is providing children with everything necessary for happy life.
  - b) the nation needs to revise its social policy related to children.
3. The Declaration of Children's Rights was presented
  - a) at the meeting of the British Parliament.
  - b) in Congress.
  - c) at one of the United Nations Conventions.

## SECTION II

**Тексты для студентов, обучающихся по специальностям  
«Олигофренопедагогика. Социальная педагогика»**

### Text "The Story of Raun Kaufman"

**Упр. 1. Правильно прочитайте и запомните следующие слова.**

initial	[i'nɪ](ə)l] a	первоначальный, исходный
support	[sə'pɔ:t] v	поддерживать, помогать
alert	[ə'lɜ:t] a	осторожный, бдительный
alertness	[ə'lɜ:tnɪs] n	бдительность, настороженность
unresponsive	[ʌnrɪs'pɔ:nsɪv] a	не реагирующий на что-либо, невосприимчивый
severe	[sɪ'viə] a	тяжёлый, серьёзный (о болезни), сильный (о простуде)
intensive care unit	[ɪn'tensɪv keə `ju:nɪt]	палата интенсивной терапии
comfort	[kʌmfət] v	утешать, успокаивать
announce	[ə'naʊns] v	объявлять, извещать
survive	[sə'vaɪv] v	пережить, выжить, уцелеть
partially	[pɑ:ʃəli] adv	частично
deaf	[def] a	глухой
delightful	[di'laitfl] a	радостный, счастливый
responsive	[ris'pɔ:nsɪv]	отзывчивый

supply	[sə'plai] v	поставлять, снабжать
supply attention		уделять внимание
peculiar	[pi'kju:liə] a	особенный, присущий определённому лицу
peculiarity	[pi'kju:li'æriti] n	особенность, характерная черта
to attend to a sound		реагировать на звук
minor	['mainə] a	незначительный, второстепенный
concern	[kən'sə:n] n	забота, интерес, беспокойство
aloofness	[ə'lu:fnis] n	равнодушие
hug	[hʌg] v	крепко обнимать, сжимать в объятиях
dangle	[dæŋgl]	качаться, висеть
desperately	[ˈdesp(ə)ritli] adj	очень, крайне, ужасно
to stare blankly	[stɛə]	бездумно уставиться
abnormal	[əb'nɔ:məl] a	аномальный
a dreaded pattern		внушающий ужас образец, модель, тип
infantile autism	['infəntail]	младенческий аутизм
irreversible	[iri'və:səbl] a	необратимый
profoundly	[prə'faundli] adj	основательно, серьёзно
disturbed children	[dis'tə:bd]	дефективные дети
to be absorbed	[əb'sɔ:bd]	быть увлечённым, захваченным
spinning objects		кружащиеся предметы
violent	['vaiələnt] a	неистовый, резкий, быстрый
self-destructive	['selfdis'trʌktiv] a	саморазрушительный, самоуничтожающий
bang	[bæŋ] v	удариться, стукнуться
reluctant	[ri'lʌktənt] a	делающий с неохотой, вынужденный
sign	[sain]	признак, знак
to assign	[ə'sain]	устанавливать, предназначать, давать
a label	[leibl]	клеймо
confirm	[kən'fə:m]	подтверждать
cure	[kjuə]	исцелять, лечить
incurable	[in'kjuərəbl] a	неизлечимый
urge	[ə:dʒ] v	понуждать, настаивать
slip away		скатываться, ускользать
to devise a plan	[di'vaiz]	разработать план, придумать

		план
to process	['prəuses] v	развивать, начинать процесс
perception	[pə'sepʃn]	восприятие, ощущение
perceptual problems		проблемы восприятия
reveal	[ri'vi:l] v	выявить, обнаружить
to retain	[ri'tein] v	удерживать, сохранять
to retain in mind		помнить
similar(i)ly	['similə(ri)li] adv	так же, подобным образом
insert	[in'sə:t]	вставить, вкладывать
interactions	[,intər'ækʃ(ə)n]	взаимодействие
to accept	[ək'sept] v	принимать, допускать
acceptance	[ək'septəns] n	признание, одобрение
approval	[ə'pru:v(ə)l] n	одобрение, согласие
distracton	[dis'trækʃn] n	отвлечение внимания
schedule	['ʃedju:l] n	график, расписание
rocking	['rɒkiŋ] a	качающийся, раскачивающийся
establish	[is'tæbliʃ] v	устанавливать, создавать
to establish a contact		устанавливать контакт
request	[ri'kwest] n	просьба, требование
on request		по просьбе
effort	['efət] n	усилие, напряжение
to remove	[ri'mu:v] v	передвигать, перемещать
anticipatory	[æn'tisipeitəri] a	предупреждающий, преждевременный

**Упр. 2. Отработайте чтение следующих интернациональных слов.**

Physical ['fizikəl], examination [ig,zæmi'neiʃn], standardised ['stændədaɪzd], reflexes [ri:'fleksɪz], infection [in'fekʃn], antibiotics [æntibaɪ'ɒtɪks], plastic ['plæstɪk], pediatric [pi:di'ætrɪk], intensive [in'tensɪv], dehydrated [di'haidreɪtɪd], crisis [kraɪsɪs], normal ['nɔ:məl], distant ['dɪstənt], psychology [saɪ'kɒlədʒi], infantile ['ɪnfəntaɪl], autism ['ɔ:tɪzəm], schizophrenia [ˌskɪtsəʊ'fri:njə], express [ɪks'pres], program ['prəʊgræm], type [taɪp], based [beɪst], utilization [ˌju:taɪl'aɪz'eɪʃn], problem ['prɒbləm], motivation [məʊti'veɪʃn], alternative [ɔ:l'tə:nətɪv], progress ['prəʊgres], contact ['kɒntækt], session [seʃən].

**Упр. 3. Прочитайте и устно переведите текст.**

**The story of Raun Kaufman**

1. A perfect specimen, the nurse said, as newborn Raun Kahlil Kaufman began to breathe and cry at the same time. Raun's parents, Suzi and Barry

Kaufman, experienced the birth of their third child and first son with pride and joy.

2. But during Raun's first month at home, Suzi Kaufman sensed that something was wrong. Raun cried much of the time and seemed unresponsive when he was held aut. The doctors found nothing wrong, but when the infant was 4 weeks old he developed a severe ear infection. Instead of improving in response to antibiotics, Raun's condition became worse. He became so dehydrated that he was put in a plastic isolette in a pediatric intensive care unit. His parents visited twice a day but could not hold and comfort their son. This crisis ended after 5 days, when the doctors announced that Raun would survive, but he might be deaf or partially deaf.

3. The second beginning at home was far more delightful than the first. Raun smiled continually, he enjoyed eating, and he was alert and responsive. He soon won the hearts of his older sisters. Bryn, the oldest, happily attended to him instead of her dolls. Thea, on the other hand, needed some help adjusting to her new role as a middle child. She soon readjusted, however, because her parents supplied the extra attention she needed.

4. At 1 year, Raun seemed on the way for normal and healthy development. The only exception was that he did not put out his arms to be picked up. This peculiarity was of only minor concern until he started to show other signs of aloofness during his second year. Raun became less responsive to his name, even though he would sometimes attend to a soft and distant sound. When his sisters or parents tried to hold or hug him, he often pushed their hands away, and when someone picked him up, he let his arms dangle at his side. Although his family wanted desperately to play with him, he preferred to sit alone and to stare blankly into space. As an experienced and sensitive father, Barry Kaufman knew that these behaviors were unusual. As a former graduate student in psychology, he also knew that many of his son's abnormal behaviors fit a dreaded pattern that defined infantile autism. This subcategory of childhood schizophrenia is the most irreversible condition of profoundly disturbed children.

5. Besides the aloofness and blank stares, other behaviors fit the pattern. For example, Raun spent long periods rocking back and forth while sitting on the floor. Sometimes he would sit on the floor and spin plates, seeming to be completely absorbed with the spinning objects. However, Raun was unlike autistic children because he seemed calm. Autistic children often engage in violent, self-destructive behaviors – for example, some will bang their heads against walls. Raun never did these things. But Raun's parents knew that something was seriously wrong.

6. They consulted with experts in New York, Philadelphia, and California. When Raun was 17 months old, he was examined and the results were analyzed. Signs of autism are usually not recognized before the ages of 2<sup>1/2</sup> or 3 years. At first, doctors were reluctant to assign a label. They confirmed, however, that

Raun was definitely autistic. They also expressed the widely held belief that autism is irreversible and incurable. Although some treatment programs existed, they were aimed at older children. The Kaufmans were therefore urged to wait until Raun was 9 to 12 months older before starting any type of treatment.

7. But waiting was impossible; they could not stand by and watch their son slip farther and farther away. After reading everything that they could find about autism and carefully observing Raun, they devised a plan based upon three beliefs about Raun:

1. They believed that Raun's processing of perceptions and utilization of memories were disorganized. A "hidden cookie test" helped reveal this problem. Raun would look at a cookie and follow it as one parent moved it in the boy's field of vision. The parent would then hide the cookie behind a sheet of paper. Raun would then stare and turn away. The average 8-month-old has the ability to retain the hidden object in his or her mind and to look for it, but Raun, at 20 months, could not. For him, out of sight seemed to be out of mind. Similarly, each time his own hands came into view he acted as if he were seeing them for the first time. From these observations, the Kaufmans decided to simplify events as much as possible for Raun. For example, the task of inserting a puzzle piece was divided into four parts. They first taught him to pick up the piece, then to move the piece to the puzzle, to find the right place, and finally to insert the piece.
2. The Kaufmans believed that Raun needed extra motivation because his perceptual and memory problems made interactions very difficult for him. They tried to show Raun that the extra effort was worth it because the outside world is beautiful and exciting.
3. They strongly believed that their son deserved their acceptance and approval. They tried to motivate him to accept attractive alternative behaviors but did not disapprove of his preferred behaviors. They did not try to stop him from rocking or from spinning plates. Instead, they joined in these activities with him. Most importantly, no matter how much time they spent, they were willing to accept no progress. They considered any contact with Raun its own reward.

Since the program called for long, one-on-one sessions in an environment with few distractions, Suzi spent many hours alone with Raun on a bathroom floor in their home. At first, 9 hour sessions were planned. But gradually the time increased until Suzi was spending 75 hours per week working with her son. In addition, Barry spent whatever time he could on evenings and weekends. This schedule continued for 8 weeks. Two volunteers, trained by the Kaufmans, assisted Suzi so she could have more breaks while Raun could continue one-on-one sessions for about 75 hours per week. By the end of 8 weeks, Suzi noted the following changes:

Much less rocking movement

Real eye contact established when playing certain games  
 More facial expression  
 Attentive to being called, although most often will not come on request  
 Making less motion with fingers against lips  
 Hardly ever pushes away his mother  
 Has started to indicate wants by crying – first time definite communications effort  
 Starting to mimic words  
 Reacts to some spoken words when being addressed – car, cup, bottle, come, up, water  
 For the first time expressed anger in a game environment – when we tried to remove something he did not want to give up  
 For the first time he did make an anticipatory arm gesture when about to be picked up  
 Has begun to drink out of a glass  
 Cried twice when someone he was playing with left the room  
 Has started to feed himself with his fingers.

**Упр. 4. Подтвердите или отрицайте следующие утверждения по тексту:**

1. The nurse's initial evaluation of Raun's condition was supported by a standardized test for alertness and reflexes.
2. Instead of improving in response to antibiotics, Raun's condition became worse.
3. The second beginning at home was far more delightful than the first one.
4. At 1 year, Raun didn't seem on the way for normal and healthy development.
5. Although his family wanted desperately to play with him, he preferred to sit alone and to stare blankly into space.
6. As an experienced and sensitive father, Barry Kaufman knew that his son's behaviors were usual.
7. However, Raun was unlike autistic children because he seemed calm.
8. At first, doctors were reluctant to assign a label.
9. After reading everything that they could find about autism and carefully observing Raun, Raun's parents devised a plan based upon three beliefs about Raun.
10. By the end of 8 weeks Suzi didn't note any positive changes in Raun's behavior.

**Упр. 5. Прочтите текст еще раз и письменно ответьте на следующие вопросы.**

1. How did Suzi and Barry Kaufman experience the birth of their third child, the birth of their first son?

2. What was wrong with Raun?
3. What kind of infection did Raun develop when he was 4 weeks old?
4. When did the crisis end?
5. What were Raun's behaviors during his second staying at home? Did his father consider his behaviors unusual?
6. Was Raun like other autistic children?
7. Did Raun's parents think that something was seriously wrong?
8. Who did Raun's parents consult with?
9. Until what age were the Kaufmans urged to wait before starting any type of treatment?
10. What kind of plan based upon three beliefs about Raun did Raun's parents devise? What were these three beliefs?
11. How much time did Suzi begin to spend with Raun and did she note any changes in her son's behavior?
12. What main changes did Suzi note by the end of 8 weeks?



## Контрольная работа № 2

### Вариант № 1

**Упр. 1. Поставьте слова, данные в скобках, в нужную степень сравнения:**

1. The sooner, the (good). 2. I think that rainy autumn is the (bad) season of the year. 3. One of the (rich) libraries in the world is situated in the British Museum. 4. It is the (big) risk I have ever taken. 5. John is (little) musical than his sister. 6. He looked (young) than his years. 7. You are not as (nice) as people think.

**Упр. 2. Заполните таблицу, поставив предложения в соответствующие времена пассивного залога:**

<i>Время</i>	<i>Предложение</i>	<i>Обстоятельство</i>	<i>Перевод</i>
Present Simple	A dictation is written	twice a week.	
Past Simple		an hour ago.	
Future Simple		in the morning.	
Present Continuous		now.	
Past Continuous		when I came into the classroom.	
Present Perfect		just.	
Past Perfect		before the bell rang.	
Future Perfect		by 12 o'clock.	

**Упр. 3. Распределите предложения на 2 группы:**

1) предложения в *Active Voice*;

2) предложения в *Passive Voice*;

**Определите время каждого предложения. Предложения переведите:**

1. We have read the book. 2. The book has already been read. 3. Water surrounds an island. 4. Bob mailed the package. 5. He was invited to the party. 6. I'll ask you to do this work. 7. I'll be asked to help him. 8. The meeting was canceled by the president. 9. I was given the money. 10. They were brought the telegram. 11. They brought me the telegram.

**Упр. 4. Переведите:**

1. Her letter was not answered. 2. His strange behavior was commented upon. 3. The child was greatly affected by the scene. 4. Sometimes intelligence tests have been misused. 5. Traditionally, giftedness has been assessed (оценивать) in one dimension – intellectual exceptionality.

## Вариант № 2

**Упр. 1. Поставьте слова, данные в скобках, в нужную степень сравнения:**

1. The farther you go, the (long) is the way back. 2. He is 2 years (old) than his brother. 3. He knows the history of your town (good) than you. 4. What is the (large) city in the world? 5. The University of London is the (important) higher school and the (big) research centre in Great Britain. 6. To my mind the (interesting) thing in art is the personality of the artist. 7. It was as (cold) as in winter there.

**Упр. 2. Заполните таблицу, поставив предложения в соответствующие времена пассивного залога:**

<i>Время</i>	<i>Предложение</i>	<i>Обстоятельство</i>	<i>Перевод</i>
Present Simple	A text is discussed	twice a week.	
Past Simple		an hour ago.	
Future Simple		in the morning.	
Present Continuous		now.	
Past Continuous		when I came into the classroom.	
Present Perfect		just.	
Past Perfect		before they bell rang.	
Future Perfect		by 12 o'clock.	

**Упр. 3. Распределите предложения на 2 группы:**

3) предложения в *Active Voice*;

4) предложения в *Passive Voice*;

**Определите время каждого предложения. Предложения переведите:**

1. She was offered a new job. 2. You will teach English next year. 3. You will be taught English next year. 4. She has been always admired. 5. I am being waited for. 6. They helped me a lot. 7. She is laughed at. 8. They were helped a lot. 9. The documents haven't been typed yet. 10. I interviewed some people to the job. 11. Ann is often spoken about.

**Упр. 4. Переведите:**

1. The parents were being shown the day-care center when the storm began. 2. We were joined by the psychologist. 3. Intelligence tests have been used to discover indications of mental retardation or intellectual giftedness. 4. No relation between giftedness and mental disorder has been found.

## ЧАСТЬ III

### LESSON 1

#### *Modal Verbs*

Модальность – это отношение говорящего к действительности, выраженное различными языковыми средствами.

Модальность может быть выражена:

- 1) лексически – при помощи слов и выражений, имеющих модальное значение: **evidently** (очевидно), **maybe** (возможно), **probably** (вероятно) и др.;
- 2) специальными модальными глаголами **can, may, must, should, ought (to)** и их эквивалентами.

#### Общая характеристика модальных глаголов:

- 1) они не изменяются по лицам и числам (единая форма для всех лиц ед. и мн. числа);
- 2) у них нет форм инфинитива и причастия;
- 3) инфинитив смыслового глагола следует за ними без **to** (кроме **ought to; to be to; to have to**);
- 4) вопросительная и отрицательная форма образуется без вспомогательного глагола.

Вопросительная форма образуется путем постановки этих глаголов перед подлежащим.

Can he speak French?

May I take the book?

Отрицательная форма образуется при помощи отрицательной частицы **not**, которая ставится после глагола.

I can not (can't) come to you next Sunday.

#### MODAL VERBS

<i>Present Indefinite</i>	<i>Past Indefinite</i>	<i>Отрицательная форма</i>	<i>Перевод</i>	<i>Что обозначает</i>	<i>Эквиваленты (синонимы)</i>
can	could	cannot can't could not	могу, можем, сможешь	1) физическая или умственная возможность, умение; 2) вежливая просьба	to be able (to)

may	might	may not might not	можно, возможно, могу, быть может	1) разрешение 2) предположе- ние	to be allowed (to)
must	had to	must not mustn't need not needn't	должен, надо	долженствование	to have (to)
to have (to) has (to)	had (to)	don't have (to), doesn't have (to), didn't have (to)	приходится вынужден, надо (было)	необходимость, вызванная обстоятельствами	-
to be (to) am } is } (to) are }	was (to) were (to)	is not (to) was not (to)	должен, надо	необходимость совершения заранее запланированного (обусловленного) действия	-
should	-	should not shouldn't	следует, надо	совет, желательность (субъективное мнение)	ought (to)
ought (to)	-	ought not oughtn't	следует, надо	необходимость, обусловленная логикой вещей, моральный долг	-

### Can, could and be able to

Глагол **can** имеет две формы: **can** и **could** [kud].  
Полная отрицательная форма **cannot** или **can't** [ka:nt].

Глагол **can** выражает:

1. Физическую возможность или способность совершить действие:

Can you lift this box?

Вы можете поднять этот ящик?

Ann can swim well.

Аня умеет хорошо плавать.

I'm afraid I can't translate  
this text.

Боюсь, я не могу перевести этот  
текст.

В прошедшем времени в этом же значении мы употребляем **could**.

When he was young  
he could dance well.

Когда он был молод, он умел (мог)  
хорошо танцевать.

I could already read  
at the age of 4.

Уже в 4 года я умел читать.

Но если говорящий хочет сказать, что ему **удалось (он мог)** сделать что-либо в конкретной ситуации, ему следует употреблять **was/were able to** (а не **could**).

We were able to finish our work by noon.

The fire spread quickly but everyone was able to escape.

2. И **can**, и **could** используются для выражения вежливой просьбы.

Причем **can** употребляется в более дружеской обстановке.

Jill, **can you give** me a lift, please?

Джилл, **не могла бы ты** меня подвезти?

Excuse me. **Could you show** me the way to the bus station?

Извините, **не могли бы вы** мне показать, как пройти на автобусную остановку?

3. **Could** в сочетании с **перфектным инфинитивом** относится к прошедшему времени и обозначает, что у вас была возможность сделать что-то, но вы не сделали это.

- Did you go to the cinema?

- Вы ходили в кино?

- No, We **could have gone** to the cinema, we decided not to.

- Нет. Мы **могли бы** (пойти в кино), но решили не ходить.

4. В будущем времени эквивалентом глагола **can** выступает **will be able to (inf.)**.

Now I **can't** speak English well but in a year of practising I'll **be able to** do it better.

Сейчас я не умею хорошо говорить по-английски, но после года практики я **смогу** говорить лучше.

*Note:* Отрицательная форма **can't** может означать запрещение (переводится «**нельзя**»).

You **can't** cross the street here.

Здесь **нельзя** переходить улицу.

*Упр.1. Прочитайте следующие предложения и прокомментируйте значения модального глагола can. Предложения переведите:*

1. I can't understand what you're talking about. 2. Timothy can't be so unfair. 3. Can I give you a lift home? 4. "Did you buy a new car?" – "No, we could have bought it, but we decided not to". 5. Could I borrow your camera? 6. Kate can't play the piano, but in a year she will be able to play well. 7. We were able to run very fast when I was a boy.

### **May, Might and Be Allowed (Permitted) to**

Глагол **may** имеет две формы:

**may** для настоящего времени, **might** [maɪt] для прошедшего.

Глагол **may** обозначает:

1. Разрешение совершить действие.

May I use your phone?

May I take (borrow your car)?

\*Эквивалент **may – to be allowed (permitted) to** – тоже употребляется в этом значении.

Are we allowed to use a dictionary?

Отрицательный ответ на вопрос, содержащий **просьбу** или **разрешение**, может быть следующим:

1) No, don't, please.  
(пожалуйста, не надо)

2) No, you may not.  
(Нет, нельзя = не смей.)

3) No, you must not.  
(запрещено, нельзя)

4) No, you can't  
(нельзя)

**Don't** менее строгий, чем **may not**. Скорее это просьба. Запрещает что-либо.

Имеется в виду, что не человек запрещает действие, а не позволяют обстоятельства, правила.

Запрещено из-за обстоятельств, законов, правил.

## 2. Возможные действия в будущем.

На русский язык переводится при помощи слов «возможно», «может быть».

I may go to Spain. (=perhaps I will go)

It might rain this evening. (=perhaps it will rain)

В этом значении нет разницы в употреблении **may/might**.

## 3. Возможность, предположение, вероятность совершения действия.

В этом значении глагол **may (might)** употребляется не только с Indefinite Infinitive, но и с Continuous Infinitive, Perfect Infinitive и Perfect Continuous Infinitive.

На русский язык переводится при помощи модальных слов «возможно», «может быть».

**Might** выражает меньшую степень вероятности совершения действия.

He may (might) be here.

Может быть, он здесь.

He may (might) be sleeping.

Возможно, он спит (сейчас).

He may (might) have translated the article.

Он, возможно, перевел статью.

He may (might) have been sleeping.

Может быть, он спал.

## 4. **Might** может выражать упрек. На русский язык переводиться «мог бы».

You **might be** more attentive. Why aren't you following me?

Вы **могли бы быть** повнимательнее. Почему вы не слушаете меня?

He **might have helped** you! The bag was so heavy.  
Он **мог бы и помочь** вам. Сумка была такая тяжелая!

5. В будущем времени вместо **may** употребляется его эквивалент **will be allowed to (permitted) to**.

They **won't be allowed to** leave the lecture.

**Упр. 2. Проанализируйте значение глагола *may* и его эквивалентов и переведите предложения:**

1. You are not permitted to shout here. 2. Mary will be allowed to drive a car soon. 3. May I smoke here? – No, you may not. 4. She may like pop music. 5. He might come later. 6. It was some special occasion. I don't remember what. It may have been my birthday. 7. He may not have learned the news, that's why he looks as if nothing had happened. 8. Never put off till tomorrow what may be done today.

### Must

Глагол **must** выражает:

1. Долженствование, необходимость совершить действие.

You must respect your parents. Вы должны уважать своих родителей.

Отрицательная форма глагола **must** – **must not (mustn't)** – означает запрещение, т.е. является противоположной по значению глаголу **may**.

May I do it? Можно мне сделать это?

- No, you mustn't. – Нет, нельзя.

Для выражения значения, противоположного гл. **must**, т.е. для выражения отсутствия необходимости, употребляется **needn't** – «не нужно», «не надо».

You needn't go there now. Тебе не нужно идти туда сейчас.

На вопрос **Must I do it?** – Нужно ли мне делать это? возможны ответы:

Yes, you must. – Да, надо. или No, you needn't. – Нет, не надо.

Must I learn it by heart? Я должен выучить это наизусть?

2. Команду, настоятельную просьбу.

You must leave the room at once! Сейчас же выйдите из комнаты!

3. Уверенность в том, что действие совершается или совершилось. В этом случае глагол **must** переводится на русский язык модальными словами «очевидно», «должно быть», «наверняка», «вероятно» и употребляется с разными формами инфинитива.

Peter must be at home. Петр, должно быть, дома.

He must be working at the library.	Он, вероятно, работает в библиотеке.
He must have been working hard lately.	Он, очевидно, много работает в последнее время.
She must have mentioned it.	Она, должно быть, упомянула об этом.

Для выражения долженствования в будущем и прошедшем времени вместо **must** употребляется глагол **to have** в прошедшем и будущем времени в сочетании с инфинитивом и частицей **to**.

I had to post the letter.	Мне надо было отправить письмо.
I shall have to do it.	Я должен буду это сделать.

Глагол **to be to** (v) употребляется для выражения долженствования согласно ранней договоренности или плана.

He was to come at 5	Он должен был (договорился) прийти
but he didn't come.	в 5 часов, но не пришел.

**Упр. 3. Прокомментируйте употребление must и его эквивалентов:**

1. You must do it. 2. You mustn't go there. 3. It must be very difficult. 4. He must have repaired his car. 5. I must write to Ann. I haven't written to her for ages. 6. He must be laughing at us now. 7. It must have been a plane. 8. Mary must be crazy if she wants to marry that man. 9. You mustn't steal other people's things. 10. I'm doing the work you had to do last week. 11. We are to take four exams this term. 12. We had to help our social worker. 13. We were to meet at the day-care center. 14. He is to make his report first. 15. They will have to work all day. 16. You will have to teach your children English.

**Упр. 4. Переведите, обращая внимание на различные значения двух отрицательных форм глагола must.**

**Отрицательная форма**

They must not go there. <i>Выражает категорическое запрещение. В переводе – нельзя, не должен.</i> Им нельзя идти туда.	They needn't go there. <i>Выражает отсутствие необходимости и долженствования. В переводе – не надо, не нужно.</i> Им не надо идти туда.
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1. You mustn't do it. 2. Peter must not come here today. 3. Peter needn't come here today. 4. We must not stay here long. 5. Children must not smoke. 6. You needn't do this translation. 7. You needn't call the doctor. 8. You mustn't take this medicine.

**Упр. 5. Пользуясь таблицей, переведите предложения. Обратите внимание на перевод модальных глаголов и их эквивалентов:**

1. He couldn't do this work. 2. We will be able to finish this work in time. 3. Will you be allowed to take this magazine? 4. You ought to help your sister in



English. 5. Students have to pass exams twice a year. 6. Our sportsmen can win gold medals at the competition. 7. You may ring me up. 8. She can enter the University. 9. That Sunday I might get up later. 10. They must wait for us. 11. You should be more tactful. 12. You ought to visit your parents. 13. I am to come at 5. 14. I'm typing the letter you had to type in the morning.

**Упр. 6. Поставьте частицу to перед инфинитивами после модальных глаголов, где необходимо.**

I can ... see; he ought ... know; he will be able ... change; he was allowed ... translate; I may ... arrive; he could ... go; I must ... do; he has ... ask; they are ... read; they have ... translate; he should ... help; we had ... build; they may ... build; they were allowed .. answer; he will be able ... make; he has ... arrive; she must ... change; you will be able ... translate; they should ... tell; they ought ... tell the truth.

**Упр. 7. Сделайте предложения отрицательными и вопросительными.**

1. You can lift this box. 2. I could translate this text then. 3. I may smoke at the performance. 4. You must leave the room at once. 5. You should take an aspirin. 6. We will have to change our style of living. 7. We are to hand in our projects on Monday. 8. Ann can dance well. 9. They could do it themselves. 10. Alice can give you her book.

**Упр. 8. Поставьте следующие предложения в прошедшее и будущее время.**

1. The students have to work hard. 2. I can go shopping with you. 3. We may borrow books from the library. 4. They are to read all texts from this book. 5. We must help him. 6. You may ask any questions you like. 7. She can act on the stage well. 8. We must discuss this problem in detail. 9. She has to take part in the conference. 10. He may come in. 11. You must pay your taxes. 12. I can run very fast. 13. They are to answer these questions. 14. They have to get up early.

**Упр. 9. Раскройте скобки, выбрав нужный модальный глагол.**

1. The talker (can, must) remember that conversation (must, should) serve a purpose (цель). 2. We often (may, have to) use encyclopaedias where we (must, can) find information that we need at the moment. 3. Writers do not always express things directly so that you (have to, may) think carefully to see what they mean. 4. Reading a book (may, should) be a conversation between you and the author. 5. To achieve (чтобы достичь) progress in any subject we (may, must) discuss things. 6. You (can't, shouldn't) worry. 7. When we are introduced to new people we (may, should) try to appear friendly (казаться дружелюбными). 8. You (must, can) be there on time. 9. I (may, have to) get up early. 10. The lecturer (may, must) remember the names of his students.

**Упр. 10. Переведите, указав значения модальных to be и to have.**

<b>To have to – to be to</b>		
<i>необходимость</i>		
To have to + inf – <i>вынужденная необходимость</i>		
To be to + inf – <i>необходимость по договоренности, плану или приказу</i>		
I have to go there <i>Я вынужден идти туда</i>	I had to go there <i>Я вынужден был идти туда</i>	I'll have to go there <i>Я вынужден буду идти туда</i>
I am to go there <i>Я должен идти туда</i> (договорились)	I was to go there <i>Мне предстояло идти туда</i>	

1. We are to meet Jane at the station. 2. Helen is to go to the country. 3. Ann has to cook dinner as her mother is away. 4. They had to wait long as she didn't return in time. 5. The Dean isn't in the Dean's office. You will have to come here again. 6. What time were they to come here yesterday? 7. My sister is to arrive on Sunday. 8. We are to take four exams in winter. 9. The train goes out at 5 a.m., so we shall have to get up early. 10. The meeting is to take place after classes.

**Упр. 11. Поставьте нужную форму глагола to be. Предложения переведите.**

1. The lecture ... to begin at eight. 2. She ... to come and help. 3. You ... to learn all the new words. 4. The planters ... to gather their cotton at once. 5. I ... to leave tomorrow. 6. The youngest children ... to play on the beach. 7. We ... to wait for them at the door. 8. He ... to meet her at the station yesterday. 9. They ... to stay at that hotel yesterday. 10. They ... to start on Monday.

**Упр. 12. Поставьте нужную форму глагола to have. Предложения переведите.**

1. She ... to send a telegram because it was too late to send a letter. 2. I ... to finish some work at the phonetics laboratory. 3. The child has stomach trouble (проблемы с желудком) and ... to take castor oil. 4. If I don't ring up before six o'clock, then you ... to go to the concert hall alone. 5. He ... to wear glasses as my eyesight (зрение) is very weak. 6. You ... to do it alone, without anybody's help. 7. They ... to translate this article. 8. It's raining. You ... to put on your rain-coat. 9. I didn't feel well yesterday but I ... to go to the University because I was to take an exam. 10. The text is rather difficult that's why you ... to look the new words up in the dictionary.

**Упр. 13. Передайте содержание следующих предложений, употребив сказуемое в пассивном залоге. Предложения переведите:**

**Образец:** *You must do it.* – *It must be done.*

Вам нужно это сделать. – Это нужно сделать.

*You can do it.* – *It can be done.*

Ты можешь это сделать. – Это можно сделать.

1. You must do three of these exercises tomorrow. 2. You can find the book you need in any library. 3. We must send these letters at once. 4. You must take the box to the station. 5. You can cross the river on a raft. 6. The workers can finish the building of the house very soon. 7. You must return the books the day after tomorrow. 8. I can easily forgive this mistake. 9. You can find such berries everywhere. 10. You must do this work very carefully.

**Упр. 14. Неопределенное местоимение one может быть подлежащим для обозначения неопределенного лица. Такие предложения на русский язык переводятся неопределенно-личными предложениями.**

One can see – можно видеть

One must know – нужно знать

One needn't hurry – не надо спешить

One must not be late – нельзя опаздывать

1. One must know at least one foreign language. 2. If one wants to study, one can always find time for it. 3. One can easily do it. 4. One must work hard at a foreign language if one wants to master it. 5. One mustn't be late for classes. 6. What can one see out of the window of your classroom? 7. One may take magazines from the library. 8. One needn't use a dictionary if the text is clear. 9. One must know a lot of words to read books on the speciality.

## LESSON 2

**Функции глаголов to be и to have (обобщение)**

<b>Функция</b>	<b>to be</b>	<b>to have</b>
1. Смысловой глагол	Справа нет другого глагола. Имеет значение «быть, находиться». We <u>are</u> in the Institute now.	Справа нет другого глагола. Имеет значение «иметь». He <u>has</u> a good library.
2. Вспомогательный глагол	Справа стоят другой глагол в 3 форме или с суффиксом <b>-ing</b> . Не переводится. She <u>is</u> reading a book. We <u>were</u> invited there.	Справа стоит другой глагол в 3 форме. Не переводится. I <u>have</u> read your letter.
3. Глагол-связка	<b>To be</b> в этом случае является первой частью составного именного сказуемого и не переводится. Справа стоит основная часть сказуемого, выраженного существительным, прилагательным, местоимением, инфинитивом, герундием или наречием: She is a pretty child. His aim is to become a teacher.	-
4. Модальный глагол для выражения долженствования	Справа стоит другой глагол в инфинитиве (с частицей to). Переводится словами «надо, должен...» I was to send a telegram but I forgot to do it.	Справа стоит другой глагол в инфинитиве (с частицей to). Переводится словами «пришлось, придется, надо...». I shall have to stay at home as my mother is ill.
5. Первый компонент устойчивого сочетания с существительным или другой частью речи	Значения таких словосочетаний надо найти в словаре и запомнить: to be fond of – увлекаться; to be afraid of – бояться; to be late – опаздывать; to be proud of – гордиться.	Значения таких словосочетаний надо запомнить:  to have dinner – обедать; to have a smoke – покурить; to have a look – взглянуть.
6. Первый компонент объектного причастного оборота	-	Оборот состоит из have + существительное (или местоимение) + причастие II. Оборот указывает, что действие, выраженное причастием, выполняется по настоянию (просьбе, требованию) подлежащего: She has her hair cut short. – Она коротко постриглась (т.е. ее постригли).

***Упр. 1. Определите функции глагола to be и переведите предложения:***

1. She is an experienced teacher. 2. We were to meet on Sunday. 3. Where are you going? 4. Were you in the south last summer? 5. Don't forget that we are to meet in the evening. 6. He is in the library now. 7. There will be an

interesting concert next week. 8. He is reading up for his exams. 9. They are to come in 20 minutes. 10. You were to tell us about it. 11. I am afraid of nothing.

**Упр. 2. Переведите, учитывая разные функции глагола to be:**

He was to listen to you; he was listening; he was listened to; he was a rich person; it is translated; it is to translate; he is translating; it is a difficult text; they are caused; they are to cause; he will be changed; he is changed; he is to change.

**Упр. 3. Определите функции глагола to have и переведите предложения:**

1. I have a very good English dictionary. 2. Have a look at this picture! 3. I have to write a letter to my parents today. 4. I have already seen this film. 5. She has just read an interesting story. 6. They have an English lesson every day. 7. We have breakfast in the morning. 8. He had to stay at home as it was raining hard. 9. We had a meeting after the lessons yesterday. 10. We had to wait for him for half an hour. 11. They had had dinner before we came. 12. Next week I shall have to return this textbook. 13. I'll have the car brought round. 14. Why don't you have your hair waved? 15. The man had his leg amputated. 16. We have to translate all these texts. 17. They will have a new flat soon.

**Упр. 4. Переведите, учитывая разные функции глагола to have:**

I have arrived; I have to arrive; he had to translate; he had translated; he had the text to translate; I will have to understand; he has helped; he has to help; he will have to help; he had to help; he has asked; they have to ask; you had asked; she has to ask.

## LESSON 3

**The Infinitive    Инфинитив**

Инфинитив – неличная форма глагола, обладающая признаками и глагола, и существительного.

Формальным признаком инфинитива является частица **to** (to go, to do, to help).

Частица **to** не ставится:

- 1) после модальных глаголов (**can, may, must, need, could, might, should**): She can **swim** well. They should **do** it.
- 2) после глаголов **to make** (в значении «заставлять» в активном залоге), **to let** (*разрешать*): She let them **go**.
- 3) после выражений **had better** (*лучше бы*): You'd better **sing** us. А также **would rather** (*предпочел бы*): I would rather **do** it later.

**Упр. 1. Найдите инфинитив в предложении. Объясните случаи, где инфинитив употреблен без частицы to. Предложения переведите:**

1. He wanted to help us in biology. 2. They promised to inform us about their work. 3. His parents let him watch this film. 4. To swim in cold water is healthy. 5. Jane wants to buy a present to her Mum. 6. Our teacher makes us read every class. 7. You had better think about it. 8. Let me know what's happening. 9. They will go to the library to read new magazines. 10. You needn't decide at once how to act. 11. Don't make him eat. 12. His friend made him learn English.

**Упр. 2. Раскройте скобки, употребив инфинитив с частицей to или без нее:**

1. You may (join) us, if you wish. 2. Let her (do) what she wants (do). 3. When I was a child my granny made me (practise) the piano every day. 4. I won't make Jim (come) to the club tonight. 5. You'd better (try) not to think about it. 6. I will make him (do) the work again. 7. I'd like (eat) fish this evening. 8. I'm glad (see) you. 9. She will be happy (invite) them. 10. Give me something (read). 11. She doesn't like (ask) questions. 12. I want (learn) English.

**Свойства инфинитива**

1. Инфинитив имеет формы залога (т. е. может быть активным и пассивным).

2. Инфинитив имеет формы относительного времени (т. е. выражают одновременность по отношению к другому действию (Indefinite Infinitive,

Continuous Infinitive) или предшествование по отношению к другому действию (Perfect Infinitive).

Перевод инфинитива на русский язык зависит от его формы.

### The Infinitive

	<i>Active</i>	<i>Passive</i>
Indefinite	to write	to be written
Continuous	to be writing	-
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	-

**Упр. 3. а) пользуясь таблицей, дайте остальные формы следующих инфинитивов:**

to ask, to do, to help, to make, to translate, to pass, to take, to answer;

**б) определите форму данных инфинитивов:**

to trouble (беспокоить), to have troubled, to be working, to have been told, to be invited, to have been working, to be done, to be doing, to have invited, to have lost, to stay, to be answered, to have made, to have been made, to have been reading, to have phoned, to have been asked, to have met, to be met, to have been helped, to be helping, to be helped, to have sent, to have been questioned.

**Упр. 4. Укажите форму инфинитива. Сравните значения различных форм:**

1. I like to ask questions. Я люблю задавать вопросы. 2. I like to be asked many questions. Я люблю, когда мне задают много вопросов. 3. They happened, at the moment, to be asking something about the examination. В этот момент они как раз что-то спрашивали об экзамене. 4. I remember to have asked this question. Я помню, что задавал этот вопрос. 5. I remember to have been asked this question. Я помню, что мне задавали этот вопрос. 6. For about twenty minutes they seemed to have been asking one and the same question formulating it in different ways. Минут двадцать они, казалось, задавали один и тот же вопрос, по-разному формулируя его.

**Упр. 5. а) вставьте подходящую по смыслу форму инфинитива: Passive или Active:**

1. The lecturer wants ... The students wants ... (to understand, to be understood). 2. We expected the meeting ... next month. He expected ... the attention of the audience (to hold, to be held). 3. Some changes had ... He wanted ... some changes in the project (to make, to be made). 4. There were a lot of things ... He was nowhere ... (to see, to be seen).

***b) вставьте подходящую по смыслу форму инфинитива Indefinite или Perfect:***

1. It's good ... work for the day (to finish, to have finished). 2. She admits ... the same mistake in her previous paper (to make, to have made). 3. He was sorry not ... the idea earlier (to give up, to have given up). 4. She confessed ... the man before (to see, to have seen). 5. The negotiations seem ... to an end (to come, to have come). 6. The relations between the two countries seem ... the lowest point (to reach, to have reached).

### **Употребление и способы перевода инфинитива**

Инфинитив употребляется в английском языке в целом ряде функций.

*Инфинитив – подлежащее*

<i>To make mistakes is easy.</i> <i>It is easy to make mistakes.</i>	Ошибки <i>делать</i> легко.
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*Инфинитив – дополнение*

He asked us <i>to help</i> . We found <i>it</i> difficult <i>to help</i> him.	Он просил нас <i>помочь</i> . Нам было трудно <i>помочь</i> ему.
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*Инфинитив – часть сказуемого*

Our plan was <i>to introduce</i> new methods of research. They must <i>continue</i> their research.	Наш план заключался в том, <i>чтобы ввести новые</i> методы исследования. Они должны <i>продолжить</i> свое исследование.
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Особое внимание нужно обратить на инфинитив-определение и инфинитив-обстоятельство.

Инфинитив в функции определения следует переводить придаточным определительным предложением, начиная его словом «который».

При переводе предложения с инфинитивом в функции обстоятельства перед инфинитивом логично поставить слово «чтобы».

*Инфинитив-определение*

Here is an example <i>to be followed</i> . The examples <i>to be found</i> in this paper are interesting. Can you give me some work <i>to do</i> .	Вот пример, которому <i>нужно следовать</i> . Примеры, которые <i>содержатся (можно найти)</i> в этой статье, интересны. Дайте мне какое-нибудь дело (работу), <i>которую я мог бы выполнить</i> .
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## Инфинитив-обстоятельство

He stopped for a minute <i>to rest (in order to rest)</i> . We were too tired <i>to discuss</i> the matter. You are old <i>enough to earn</i> your own living.	Он остановился на минуту, <i>чтобы отдохнуть</i> . Мы <i>слишком устали, чтобы обсуждать</i> этот вопрос. Ты уже <i>достаточно</i> взрослый, <i>чтобы самому зарабатывать</i> на жизнь.
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**Упр. 6. Переведите:**

1. We were ready to take the exam beforehand. 2. I wanted to be invited to the concert. 3. He is glad to have chosen this institute. 4. I am glad to have seen you. 5. There was nothing left for him to do but watch and wait. 6. Laws are not made to be broken. 7. To visit her was all that I wanted. 8. He is proud to have been offered this post. 10. My greatest wish was to tell her everything. 11. All I want to do is to help you. 12. Alice arrived in time to hear Tom's remark. 13. I am sorry not to have seen her. 14. I don't like to be interrupted. 15. I don't like to interrupt.

**Упр. 7. Переведите, обращая внимание на различные функции инфинитива:**

1. To see is to believe. 2. To swim in the Black Sea was a real pleasure. 3. He wants to accept your offer. 4. He wants to be accepted to the University. 5. He is happy to have been accepted to the Academy. 6. To produce a great number of excellent consumer goods, meeting the requirements of the population, is the task of our light industry. 7. I am sorry to have interrupted you. 8. To resume meetings of our circle we have to speak to the Dean. 9. This is the problem to be solved as soon as possible. 10. That was a nice seaside place to spend the holidays. 11. I need a pen to write with. 12. Lomonosov was the first to use the Russian language in scientific books. 13. She was the last to speak at the meeting. 14. We were the first to ring him up and to tell the news. 15. He told us nothing about his plan of research work to be carried out next year. 16. I have something interesting to tell you. 17. There was nothing interesting at the exhibition to attract our attention. 18. To master this speciality one must work hard. 19. To improve the drawing skill one must draw every day. 20. To come to my office in time I must leave at 7.30. 21. To greet the teacher the students stand up when the teacher enters the classroom.

**Упр. 8. Переведите следующие предложения, обращая внимание на форму и функцию инфинитива:**

1. To do well on school tasks, children must carefully examine the details of information and reflect on what the best answer is. 2. Children spend many

years in school where there are tasks to be accomplished (*выполнять*), people to socialize [*ˈsouʃəlaɪz*] (*общаться*) and be socialized by, and competencies [*ˈkɒmpɪ:tənsɪz*] (*умение*) to be developed. 3. To identify gifted disadvantaged children adequately, it is necessary to widen the assessment [*əˈsesmənt*] (*оценка*) procedure to include not only intellectual abilities but also behavior, motivation and personality attributes [*ˈætrɪbjʊ:ts*] (*черты, свойства*). 4. When T. Edison was a young boy, his teacher told him he was too dumb [*dʌm*] (*тупой*) to learn anything.

## LESSON 4

Gerund Герундий

Герундий – одна из неличных форм глагола, выражающая **название** действия. Кроме глагольных свойств, герундий имеет свойства имени существительного. В русском языке соответствующей формы нет; по значению к герундию близки такие русские отглагольные существительные, как *хождение, ожидание, воспевание* и т. п.

Формы герундия совпадают с формами Participle I: V + ing: to work – working, to read – reading.

Значение герундия может передаваться существительным, инфинитивом, деепричастием (в функции обстоятельства), глаголом в личной форме и придаточным предложением:

**Reading** English books every day will improve your knowledge of the language. Ежедневное чтение английских книг улучшит ваше знание языка.

I remember **hearing** this song in my childhood. Я помню, что слышал эту песню в детстве.

Выбор способа перевода герундия зависит от его формы и функции в предложении.

Глагольные свойства герундия

## Формы герундия

<i>Tense</i> \ <i>Voice</i>	<i>Active</i>	<i>Passive</i>
Indefinite <i>одновременность</i>	telling	being told
Perfect <i>предшествование</i>	having told	having been told

**Упр. 1.** Рассмотрите предложения, иллюстрирующие значение разных форм герундия:

Indefinite Tense <i>действие происходит одновременно со сказуемым</i>	Perfect Tense <i>действие предшествовало действию сказуемого</i>
He likes <b>telling</b> fairy-tales. Он любит <b>рассказывать</b> сказки.	He is proud of <b>having done</b> the work.

He <i>liked</i> <b>telling</b> fairy-tales. Он любил <b>рассказывать</b> сказки.	Он гордится, что <b>сделал</b> эту работу. He was proud of <b>having done</b> the work. Он гордился, что <b>сделал</b> эту работу.
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**Упр. 2. По форме сказуемого определите, одновременно ли его действие действию сказуемого или предшествовало ему. Предложения переведите:**

1. I remember (*помнить*) having read the book before. 2. She likes sitting in the sun. 3. He talked without stopping. 4. Can you remember having seen the man before? 5. I avoided (*избегать*) speaking to them about that matter. 6. Excuse my interrupting (*прерывать*) you. 7. Excuse my having interrupted you. 8. They accuse (*обвинять*) him of having robbed (*грабить*) the house.

<i>Active Voice</i>	<i>Passive Voice</i>
Действие выполняет подлежащее предложения или лицо, выраженное притяжательным местоимением/существительным, которые стоят перед герундием.	Действие герундия выполняется над подлежащим или лицом, обозначенным притяжательным местоимением/существительным, которые стоят перед герундием.
1. I am looking forward to <b>sending</b> my children to the country. Я с нетерпением жду, когда отправлю своих детей в деревню.	1. I am looking forward to <b>being sent</b> to the country. Я с нетерпением жду, когда меня отправят в деревню.
2. I object to <b>her asking</b> such questions. Я возражаю (я против того), чтобы она задавала такие вопросы.	2. I object to <b>her being asked</b> about it. Я возражаю, чтобы ее спрашивали об этом.

**Упр. 3. Переведите предложения, обращая внимание на залог герундия:**

1. I am against being helped in this work, I can do it myself. 2. They are against helping him. 3. Mankind (*человечество*) is interested in atomic energy being used only in peaceful purposes (*цели*). 4. I never mind (*возражать*) seeing a good film twice. 5. He keeps asking me the time and I keep telling him to buy himself a watch. 6. She doesn't like being interrupted. 7. They must not come to the party without being invited.

### **Свойства существительного, присущие герундию**

Герундий, как и существительное, может выполнять в предложении функции подлежащего, части сказуемого, прямого и предложного дополнения, определения, обстоятельства.

## Упр. 4. Изучите таблицу:

Функция	Особенности	Примеры	
подлежащее	занимает первое место в предложении	<b>Reading</b> means gaining knowledge.	Читать – значит, приобретать знания.
дополнение	третье место в предложении	1. Do you like <b>dancing</b> ? 2. He insisted <b>on adopting</b> the new plan.	1. Вы любите танцевать? 2. Он настаивал на принятии нового плана.
часть сказуемого	после to be; to stop <i>прекращать</i> ; to finish <i>заканчивать</i> ; to continue, to keep on, to go on <i>продолжать</i> ; to begin, to start <i>начинать</i>	1. My favourite occupation is <b>walking</b> in the forest. 2. He began <b>writing</b> his books in 1990. 3. The young man stopped <b>reading</b> the notices.	1. Мое любимое занятие – прогулки в лесу. 2. Он начал писать книги в 1990 году. 3. Молодой человек перестал читать объявления.
определение	всегда с предлогом после абстрактных существительных, как: opportunity (of) <i>возможность</i> ; way (of) <i>способ</i> ; experience (in) <i>опыт</i> ; interest (in) <i>интерес к</i> ; reason (for) <i>причина, основание</i> ; chance (of) <i>возможность</i>	1. I see no other way <b>of doing</b> it. 2. Do you realize the importance <b>of learning</b> foreign languages? 3. It is difficult to improve your English if you haven't much chance <b>of speaking</b> it. 4. She takes much interest in reading French books.	1. Я не вижу другого способа сделать это. 2. Осознаете ли вы важность изучения иностранных языков? 3. Трудно усовершенствовать свой английский, если у вас мало возможностей говорить на нем. 4. Она проявляет живой интерес к чтению французских книг.

обстоятельство времени, образа действия или сопутствующего действия	всегда с предлогом: after, on <i>после того, как</i> ; before <i>до того, как</i> ; by <i>существительным в</i> <i>творительном падеже</i> <i>или деепричастием</i> ; instead of <i>вместо того,</i> <i>чтобы</i> ; besides <i>кроме</i>	1. <b>After training</b> for a long time, ... 2. <b>On seeing</b> his father, the boy ran up to him. 3. We learn a lot <b>by reading</b> . 4. You can't leave <b>without saying</b> good-bye to them. 5. <b>Besides taking</b> part in amateur performances, he ...	1. После длительной тренировки... 2. Увидев отца, мальчик подбежал к нему. 3. Читая, мы многое познаем. 4. Вы не можете уехать, не попрощавшись с ними. 5. Помимо того, что он принимает участие в концертах самодеятельности, он...
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**Упр. 5. Переведите на русский язык, определив формы и функции герундия:**

1. Learning rules without examples is useless. 2. She suspected (*подозревать*) him of deceiving (*обманывать*) her. 3. She denied (*отрицать*) having been at home that evening. 4. After graduating from the university she left Vitebsk and went to teach in her home town. 5. Seeing a good film is a pleasure. 6. He went home without seeing the film. 7. He talked without stopping. 8. Miss Brown was in the habit of asking Mr. Dick his opinion (*мнение*). 9. He solved the problem of inventing such a device (*прибор*). 10. He solved the problem, by inventing a new device. 11. Ring us up before leaving home. 12. Instead of reading up for his exam, he is watching TV.

**Упр. 6. Переведите на русский язык:**

1. Examining the shape of childhood allows us to understand it better. 2. The book Child Development is about the rhythm and meaning of children's lives, about turning mystery (*тайна*) into understanding. 3. A Black American child born in such a large city as Boston has less chance of surviving during the first year of life than a child born in Panama [*ˈpænəmə*], North or South Korea [*kɒˈri:ə*], or Uruguay [*ˈju:ərəgwai*]. 4. Some school children are impulsive in solving problems, others are more reflective. 5. Much learning that takes place in classrooms requires reflection rather than impulsivity. 6. Researchers have trained impulsive children to become more reflective by improving their scanning (to scan – *бегло просматривать*) strategies, by teaching them to take more time and by instructing them to talk to themselves to control their behavior. 7. Understanding is a two way street. 8. Reading is to the mind what exercise is to the body. 9. We read about educating children with special needs – handicapped children and learning disabilities.

## LESSON 5

**Сложные герундиальные обороты**

Подобно существительному, герундий может определяться притяжательным местоимением или существительным в притяжательном (иногда в общем) падеже. Это сочетание называется сложный герундиальный оборот.

При переводе на русский язык это существительное или местоимение становится подлежащим придаточного предложения, а герундий – сказуемым. Такой оборот часто вводится словами *то, что; о том, что*.

**Сравните:**

I don't mind <b>opening</b> the window.	Я не против того, чтобы открыть окно.
I don't mind <b>his opening</b> the window.	Я не против того, чтобы <b>он открыл</b> окно.
She insisted on <b>being allowed</b> to go home.	Она настаивала, чтобы ей разрешили поехать домой.
She insisted on <b>her son being allowed</b> to go home.	Она настаивала, чтобы <b>ее сыну разрешили</b> поехать домой.

**Упр. 1. Переведите на русский язык, обращая внимание на сложный герундиальный оборот:**

1. I am told of your being very busy. 2. Do you mind my smoking here? 3. My teacher insists (*настаивать на*) on my reading aloud every day. 4. I am not very friendly with him, so I was surprised by his asking me to dinner. 5. The thieves (*воры*) broke into the shop without anyone seeing them. 6. He doesn't mind his daughter going to the cinema once a week. 7. The teacher insists on these articles being translated into Russian. 8. There is no hope of our coming in time.

**Упр. 2. Выучите значение следующих глаголов и словосочетаний, после которых употребляется герундий:**

Would you mind ... - Будьте любезны ...;

I don't mind ... - Я не возражаю ...;

It is worth ... - Стоит (что-либо делать) ...;

I cannot help ... - Я не могу не ...;

to succeed in ... - удаваться ...;

to fail ... - потерпеть неудачу, не суметь сделать что-либо.

**Образец:**

1. Would you mind passing me the salt?

*Будьте любезны, подайте мне соль.*

2. I don't mind your staying with your friend.

*Я не возражаю, если ты погостишь у своего друга.*

3. His lectures are worth listening to.

*Стоит послушать его лекции.*

4. I cannot help laughing at his stories.

*Я не могу не смеяться над его рассказами.*

5. He succeeded in mastering his speciality.

*Ему удалось овладеть специальностью.*

6. They failed passing the exam.

*Они не сдали экзамен.*

**Упр. 3. Составьте предложения, пользуясь таблицей, и переведите предложения на русский язык:**

I can't help	inviting him to our party. looking at you. doing morning exercises. going in for sports. making mistakes. listening to the latest news on the radio.
She succeeded in	arranging the party. mastering her speciality. getting the new textbook. organizing the discussion.
He failed	coming in time. catching the 7 o'clock train. bringing the dictionaries. going on the trip with the group.
Do you mind	my smoking? my opening the windows? his answering this question? our going sightseeing? our watching TV now?
I don't mind	your smoking here. taking part in the work. his using my notes. resuming our research work.
Would you mind	telling us another story? not interrupting him now? switching on the light? bringing us some hot water? sending this letter at once? ringing me up tomorrow morning?



**Упр. 4. Переведите на русский язык:**

1. You look wonderful today. I can't help looking at you. 2. She can't help telling him about this letter. 3. I couldn't help inviting them to our party. 4. Do you mind my switching on the TV? 5. Do you mind our publishing the results of our work? 6. The exhibition (*выставка*) is worth seeing. 7. The article is worth seeing. 8. This country is worth visiting. 9. She succeeded in organizing the discussion. 10. They succeeded in getting the permission to see their son. 11. They failed keeping their promise. 12. John failed finding any job in London. 13. He didn't come that evening. He failed catching the last train.

## LESSON 6

**The Participles Причастия**

Participle I	V + ing: reading, doing
Participle II	V3/Ved: translated, done

В английском языке различают причастие первое (Participle I) и причастие второе (Participle II).

Вы уже встречались с ними, изучая времена английского глагола, где Participle I и Participle II являлись частью сказуемого и входили в состав времен: Participle I – в состав времен группы Continuous, а Participle II – в состав времен группы Perfect и форм пассивного залога.

He is **reading** now. – Он читает сейчас (Participle I).

They will have **finished** the work by 5 p.m. – Они закончат работу к 5 вечера; Texts are **translated** by students. – Тексты переводятся студентами (Participle II).

Кроме того, Participle I и Participle II могут быть в предложении определением и обстоятельством. Тогда Participle I переводится на русский язык действительным причастием (имеет суффиксы **-ащ, -ящ, -ущ, -ющ**) или деепричастием (словом, отвечающим на вопрос *что делая?* в зависимости от его функции в предложении): reading – читающий, читая; doing – делающий, делая.

Participle II переводится на русский язык страдательным причастием с помощью суффиксов **-анн, -енн**: read [red] – прочитанный, читаемый; done – сделанный, делаемый; asked – заданный, задаваемый.

**Упр. 1. а) Разделите причастия на 2 группы: I и II:**

Speaking, seen, standing, asked, destroyed, written, shut, living, falling, interested, given, singing, repeated, sent, chosen, broken, eaten.

**б) Образуйте причастие I и II:**

To work, to walk, to give, to send, to arrest, to write, to read, to offer, to form, to go, to bring, to do, to approach, to take, to break, to forget, to grow, to know, to change, to plan.

**Упр. 2. Переведите на русский язык, обращая внимание на Participle I:**

1. Everybody looked at the dancing girl. 2. The little plump woman standing at the window is my grandmother. 3. The man playing the piano is Kate's uncle. 4. Entering the room, she turned on the light. 5. Coming to the theatre, she saw that the performance had already begun. 6. Looking out of the window, he saw his mother watering the flowers. 7. Hearing the sounds of music we stopped talking. 8. She went into the room, leaving the door open.

**Упр. 3. Переведите на русский язык, обращая внимание на Participle II:**

1. My sister likes boiled eggs. 2. We stopped before a shut door. 3. Tied to the tree, the goat could not run away. 4. They saw overturned tables and chairs and pieces of broken glass all over the room. 5. This is a church built many years ago. 6. The books written by Dickens give us a realistic picture of the 19<sup>th</sup> century England. 7. She put a plate of fried fish in front of me. 8. The coat bought last year is too small for me now. 9. Nobody saw the things kept in that box.

**Упр. 4. Переведите на русский язык, обращая внимание на Participle I и Participle II:**

1. a) A fish taken out of the water cannot live.  
b) A person taking a sun-bath must be very careful.  
c) Taking a dictionary, he began to translate the text.
2. a) A line seen through this crystal looks double.  
b) A teacher seeing a mistake in a student's dictation always corrects it.  
c) Seeing clouds of smoke over the house, the girl cried: "Fire! Fire!"
3. a) The word said by the student was not correct.  
b) The man standing at the door of the train carriage and saying goodbye to his friends is a well-known musician.  
c) Standing at the window, she was waving her hand.
4. a) A letter sent from St. Petersburg today will be in Moscow tomorrow.  
b) He saw some people in the post-office sending telegrams.  
c) When sending the telegram she forgot to write her name.
5. a) Some of the questions put to the lecturer yesterday were very important.  
b) The girl putting the book on the shelf is the new librarian.  
c) While putting the eggs into the basket she broke one of them.
6. a) A word spoken in time may have very important results.  
b) The students speaking good English must help their classmates.  
c) The speaking doll interested the child very much.  
d) While speaking to Nick some days ago I forgot to ask him about his sister.

**Упр. 5. Выберите из скобок требующуюся форму причастия:**

1. a) The girl (writing, written) on the blackboard is our best pupil.  
b) Everything (writing, written) here is quite right.
2. a) The house (surrounding, surrounded) by tall trees is very beautiful.  
b) The wall (surrounding, surrounded) the house was very high.
3. a) Who is that boy (doing, done) his homework at that table?  
b) The exercises (doing, done) by the pupils were easy.
4. a) The girl (washing, washed) the floor is my sister.  
b) The floor (washing, washed) by Helen looked very clean.
5. a) We listened to the girls (singing, sung) Russian folk songs.  
b) We listened to the Russian folk songs (singing, sung) by the girls.

6. Do you know the girl (playing, played) in the garden?
7. The book (writing, written) by this scientist is very interesting.
8. Translate the words (writing, written) on the blackboard.
9. We could not see the sun (covering, covered) by dark clouds.
10. The (losing, lost) book was found at last.
11. (Going, gone) along the street, I met Mary and Ann.
12. Read the (translating, translated) sentences once more.
13. Name some places (visiting, visited) by you last year.
14. I picked up the pencils (lying, lain) on the floor.
15. She was reading the book (buying, bought) the day before.
16. Yesterday we were at a conference (organizing, organized) by the pupils of the 10<sup>th</sup> form.
17. (Taking, taken) the girl by the hand, she led her across the street.
18. It was not easy to find the (losing, lost) stamp.
19. I shall show you a picture (painting, painted) by Hogarth.
20. Here is the letter (receiving, received) by me yesterday.
21. Look at the beautiful flowers (gathering, gathered) by the children.
22. His hat (blowing, blown) off by the wind was lying in the middle of the street.
23. "How do you like the film?" he asked, (turning, turned) towards me.
24. When we came nearer, we saw two boys (coming, come) towards us.
25. I think that the boy (standing, stood) there is his brother.

**Упр. 6. Переведите на английский язык, употребив либо Participle I, либо Participle II.**

Помогающий, приносящий, сломанный, растущие силы, известный писатель, работающие студенты, забытая книга, посылающий, данная задача, играющие дети, спящая девочка, выполненное задание, бегущий мальчик, написанное письмо, переведенный текст, изученный материал, съеденный обед, прочитанный журнал.

**Вопросы для самоконтроля:**

1. В чем разница в значении модальных глаголов **can, may, must**?
2. Назовите разницу между **mustn't** и **needn't**.
3. Назовите форму прошедшего времени глаголов **can, may** и эквиваленты **must** в прошедшем времени.
4. Назовите эквиваленты **can, may, must** в будущем времени.
5. В чем разница в значении модальных глаголов **to be, to have**?
6. После каких модальных глаголов и их эквивалентов инфинитив ставится с частицей **to**?
7. Какие формы инфинитива передают действие, происходящее одновременно с действием, выраженным сказуемым? Приведите примеры.

8. Какие формы инфинитива передают действие, предшествующее действию, выраженному сказуемым? Приведите примеры.
9. В чем разница между активным и пассивным инфинитивом? Приведите примеры.
10. После каких слов частица **to** не употребляется перед инфинитивом?
11. Как образуется Participle I и какие функции выполняет и как переводится на русский язык (в функции определения и обстоятельства)? Приведите примеры.
12. Как образуется Participle II и как переводится на русский язык? Приведите примеры.
13. Какие свойства, общие с существительными, имеет герундий,
14. Какая разница между простой и перфектной формами герундия?
15. Назовите словосочетания, после которых англичане предпочитают употреблять герундий.

#### Задание на IV семестр

1. Знать ответы на все вопросы для самоконтроля.
2. Прочитать и перевести тексты по специальности.
3. Письменно выполнить контрольную работу № 3.

#### TEXT I

*Упр. 1. Отработайте правильное чтение слов активного словаря текста. Запомните их значение.*

• **aim** [eɪm] *n* - цель; • **objective** [ˈɒbjɪktɪv] *n* - цель; • **quality** [ˈkwɒlɪti] *n* - качество; • **to manage** [ˈmænɪdʒ] - суметь (сделать что-л.); • **to avoid** [əˈvɔɪd] - избежать; • **substantial** [səbˈstænʃəl] *a* - существенный; • **to relate (to)** [rɪˈleɪt] - относиться (к), иметь отношение (к); **related to** - связанный с; • **employ** [ɪmˈplɔɪ] 1) *n* - служба, занятие; 2) *v* предоставлять работу, нанимать; **to be employed by smb** - работать, служить у; **unemployed** [ˌʌnɪmˈplɔɪd] *a* - безработный; • **employment** [ɪmˈplɔɪmənt] *n* - служба, занятие, работа; • **out of employment** - без работы; • **employment pension** [ˈpenʃən] - трудовая пенсия; • **drastic** [ˈdræstɪk] *a* - решительный, крутой; • **drastic stratification** [ˌstrætɪfɪˈkeɪʃən] - сильное расслоение; • **income** [ˈɪnkʌm] *n* - доход; • **access** [ˈækses] *n* - доступ; • **health** [helθ] *n* - здоровье; • **health care** [keə] - медицинское обслуживание; • **health service** [ˈsəːvɪs] - здравоохранение; • **etc = et cetera** [ɪtˈsetrə] - *лат.* и так далее; • **market** [ˈmɑːkɪt] *n* - рынок; • **market model of relations** - рыночная модель отношений; • **to promote** [prəˈməʊt] - поддерживать, помогать, способствовать; • **to improve** [ɪmˈpruːv] - улучшать; • **housing** - обеспечивать жильем; • **obvious** [ˈɒbvɪəs] *a* - явный, очевидный; •

**commonwealth** ['kɒmənwelθ] *n* – содружество, федерация; • **terms** *n pl* – язык, выражения; • **in terms of ...** – в смысле, с точки зрения; • **to take into account** [ə'kɑʊnt] – принимать во внимание; • **to expect** [iks'pekt] – ожидать; рассчитывать, надеяться; • **expectancy** [iks'pektənsɪ] – 1) *n* ожидание, предвнушение; 2) надежда, упование; 3) вероятность; • **expectancy = expectation** [ˌekspek'teɪʃən] *n* – вероятность; • **life expectancy = expectation of life** – средняя вероятная продолжительность жизни (*по статистич. данным*); • **legislative** ['ledʒislətɪv] *a* – законодательный; • **framework** ['freɪmwɜ:k] *n* – структура, строй; • **to prevent** [pri'vent] **smth from smth** – мешать, препятствовать, не допускать; • **to protect** [prə'tekt] – защищать; • **to decrease** [di:'kri:s] – уменьшать(ся), убывать; • **to upgrade** ['ʌp'greɪd] – улучшать, повышать (качество); • **to retire** [rɪ'taɪə] – уходить на пенсию; • **retirement** [rɪ'taɪəmənt] *n* – выход на пенсию; • **retirement age** – пенсионный возраст; • **retirement pension** – пенсия по возрасту; • **single** *a* – один, одинокий; • **single parent family** – неполная семья; • **male** – *n* мужчина; *a* мужской (пол); • **female** ['fi:meɪl] – *n* женщина; *a* женский (пол) • **work record** ['rekɔ:d] – стаж работы; • **to be entitled to smth** [ɪn'taɪtld] – иметь право на что-л.; • **the handicapped** ['hændɪkæpt] – люди, страдающие каким-либо недостатком, отражающемся на трудоспособности; • **breadwinner** ['bredwɪnə] *n* – кормилец; • **grant** [gra:nt] *n* – дотация, субсидия; • **benefit** ['benɪfɪt] – пособие, пенсия; • **to grant benefits** – давать пособия; • **allowance** [ə'laʊəns] *n* – пособие, содержание (годовое, месячное и т.д.); • **family allowance** – пособие многосемейным; • **prenatal** [pri:'neɪtl] **allowance** – дородовое пособие; • **burial** ['beriəl] *n* – похороны; • **pregnant** ['pregnənt] *a* – беременный; • **maternity** [mə'tɜ:nɪtɪ] *n* – материнство; • **maternity leave** – отпуск по беременности и родам; • **maternity benefit** – пособие роженице; • **to nurse smb** [nə:s] – ухаживать за кем-л; • **to infect** [ɪn'fekt] – заражать; • **infected with** – зараженный (чем-л.); • **HIV – Human Immune Deficiency Virus** [hjumən ɪ'mju:n dɪ'fɪʃənsɪ 'vaɪrəs] – вирус иммунодефицита человека (ВИЧ); • **AIDS = Acquired Immune Deficiency Syndrome** [ə'kwɔɪəd ɪ'mju:n dɪ'fɪʃənsɪ 'sɪndrəm] – синдром приобретенного иммунодефицита, СПИД; • **supplement** ['sʌplɪmənt] *n* – добавка, добавление; • **extramarital** ['ekstrəmərɔɪtl] *a* – внебрачный;

*Упр. 2. Прочитайте следующие интернациональные слова. Дайте их письменный перевод.*

**Social** ['souʃəl] *a*, **policy** ['pɒlɪsɪ] *n*, **to guarantee** [ˌgærən'ti], **standard** ['stændəd], **standard of living** – уровень жизни, **negative processes** ['prəʊsesɪz], **sphere** [sfɪə], **to reform the economy** [rɪ'fɔ:m ðɪ ɪ'kɒnɒmɪ], **socially oriented model** ['souʃəlɪ 'ɔ:rientɪd mɒdl]; **business initiative** ['bɪznɪs

ɪˈnɪʃɪətɪv], **the demographic situation** [ˌdi:məˈɡræfɪk ˌsɪtjuːˈeɪʃn], **reproduction** [ˌriːprəˈdʌkʃən] – воспроизводство, восстановление, **constitutional rights** [ˈkɒnstɪtjuːʃənəl], **social protection** [prəˈtekʃən]; **a dynamic social policy** [daɪˈnæmɪk]; **progress** [ˈprəʊɡres] *n*, **economy** [i(:)ˈkɒnəmi]; **index** – показатель, **human development index**; **standard** [ˈstændəd], **standard of life (of living)** – жизненный уровень; **category** [ˈkætɪɡəri] *n*, **less protected categories**; **pension** [ˈpenʃ(ə)n] *n*, **pensioner** [ˈpenʃənə] *n*; **invalid** [ˈɪnvəli(:)d] *n*, **program** [ˈprəʊɡræm] *n*, % = **per cent** [pəˈsent]; **category** [ˈkætɪɡəri] *n*.

*Упр. 3. Прочитайте текст. Найдите в словаре и запишите в рабочую тетрадь значение незнакомых вам слов. Используя активный словарь урока и знание грамматики устно переведите текст.*

### Social Policy in the Republic of Belarus

The aim of the social policy is to guarantee constant growth in the standard and quality of living of the people. Belarus has managed to avoid substantial negative processes in the social sphere related to unemployment, drastic stratification of the population by income level, lower access to health services, education, etc while reforming the economy.

The Government follows socially oriented market model of relations. Business initiative of the population is promoted. Much is done to improve the demographic situation by expanding reproduction of the Belarusian population. Well-being and living conditions are being substantially improved. Constitutional rights of citizens to employment, social protection, education, health care, culture and housing, are guaranteed.

A dynamic social policy of the state and obvious progress in the economy, allowed Belarus to become one of the highest among the CIS countries (the Commonwealth of Independent States – СНГ) in terms of human development index according to the UN data which takes into account the standard of living of the population, its level of education and life expectancy.

The objective of the Belarusian legislative framework (basis) is to prevent the living standard of the population, primarily less protected categories (retirement pensioners: invalids, families with children and single-parent families) from being decreased, to upgrade effectiveness of social programs. There are 2,6 mln pensioners in Belarus which accounts for 26.4% of the population. Males have the right to the retirement pension upon reaching 60 years of age and with the work record not less than 25 years. Females retire at the age of 55 and with the work record not less than 20 years.

Citizens not receiving the employment pension are entitled to social pensions – the handicapped, including handicapped from childhood, who reached the pension age, and children who lost the breadwinner.

The following most important categories of benefits are provided in Belarus: temporary disablement benefit, benefit for families with children, unemployment allowance, and burial benefit.

Working pregnant women have a maternity leave (отпуск по беременности). The benefit is paid to working women, students and unemployed).

In accordance with the law “On State Benefits to Families with Children”, the following benefits are granted:

- \* prenatal allowance;
- \* birth grant;
- \* allowance to women for registration in the medical institution prior to 12-week pregnancy period;
- \* benefit and leave for caring a child under 3 years of age, with the leave period being included in the continuous work record;
- \* benefit for children at the age from 3 to 16 (18) years of age; its size depends on the total monthly family's income;
- \* benefit for nursing sick children and handicapped children under 18 years of age; children infected with HIV or sick with AIDS;
- \* supplements to the state benefits for extramarital children, children brought up by single parent.

***Упр. 4. Письменно закончите данные предложения, выбрав вариант из предложенных.***

1. The aim of the social policy in the republic of Belarus is
  - a. to entitle social pensions to all the citizens.
  - b. to guarantee constant growth in the standard and quality of living of the people.
  - c. to decrease the living standard of the population.
2. Belarus occupies one of the highest places
  - a. among the European countries.
  - b. among the Common Market countries.
  - c. among the Commonwealth of Independent States countries.
3. Women have the right to the retirement pension.
  - a. at the age of 60.
  - b. at the age of 55.
  - c. at the age of 55 and with the work record not less than 20 years.

***Упр. 5. Восстановите правильный порядок слов в следующих предложениях. Предложения запишите.***

1. Negative avoided Belarus processes in sphere the social has substantial.
2. Socially follows of market Belarus oriented model relations.



3. Improved is well-being substantially being.
4. Thanks to progress Belarus has development human obvious the reached in the economy high index.
5. To upgrade much social is of effectiveness done programs.

**Упр. 6. Письменно переведите следующие слова и словосочетания на английский язык.**

Постоянный рост уровня и качества жизни; безработица; резкое разделение населения по уровню доходов; реформировать экономику, доступ к медицинскому обслуживанию; жилищные условия; права на труд; динамичная социальная политика, принимать во внимание; стаж работы; средняя ожидаемая продолжительность жизни; неполная семья; мужчины; женщины; пенсионеры по возрасту; трудовая пенсия; пособие; отпуск по беременности и родам.

**Упр. 7. Письменно ответьте на следующие вопросы к тексту.**

1. What is the aim of the social policy in your country?
2. What negative processes in the social sphere has Belarus managed to avoid?
3. What model of economic relations does the Government follow?
4. What does human development index take into account?
5. Belarus is not the last one among the CIS countries in terms of human development index, is it?
6. Can you name the less protected categories of Belarusian population?
7. Can you name the most important categories of benefits that are provided in your country?
8. What is done in your country to expand the reproduction of its population?

**(Только для ДО)**

**Ex. 8. Complete the following statements.**

I am going to tell you ... . 2. A dynamic social policy ... . 3. The human development index takes into account ... . 4. The aim of the legislative framework is ... . 5. The number of pensioners ... . 6. But much is done to ... the demographic ... . 7. The handicapped and children who lost the breadwinners ... . 8. Working pregnant women have... . 9. The aim of the social policy is ... .

**Ex. 9. 1) Choose one topic to speak about.**

- a. The aim of the social policy in your Republic and how it is achieved;
- b. Human development index in Belarus;

- c. The pensioners in Belarus;
- d. The demographic situation and what's being done to improve it.

**2) Retell the text Social Policy in the Republic of Belarus.**

## TEXT II

### THE PROFESSION OF A PSYCHOLOGIST

**Упр. 1. Выучите следующие слова и выражения:**

• **state** *v* утверждать, заявлять • **statement** [ˈsteɪtmənt] *n* утверждение, заявление, констатация • **accept** [əkˈsept] *v* принимать, признавать • **fascinating** [fæsiˈneɪtɪŋ] увлекательный • **to solve a problem** разрешить проблему • **soul** [saʊl] *n* душа, сердце • **this man has no soul** это бессердечный (бездушный) человек • **he puts his heart and soul into his work** он вкладывает всю душу в свою работу • **cure** [ˈkjʊə] *v* исцелить, излечить • **to know right away** знать сразу (немедленно) • **focus** [ˈfoukəs] **on smth** сосредотачивать(ся) на чём-либо • **to focus attention (thoughts, efforts) on smth** сосредоточить внимание (мысли, усилия) на ч.-либо • **clear-cut** [ˈkliəˈkʌt] ясно очерченный, чёткий, определённый • **career** *n* [kəˈrɪə] профессия, занятие • **fairly** [ˈfeəli] *adv* довольно; в известной степени • **fairly good** довольно хороший • **respond** [rɪsˈpɒnd] *v* ответить, среагировать • **to come to one's mind** прийти на ум • **state** *n* состояние, положение • **state of mind** душевное состояние • **state of depression** состояние депрессии • **strained relations** [streɪnd reˈleɪʃnz] натянутые отношения • **to feel a need for something** испытывать потребность в чём-либо • **to face a problem** столкнуться с проблемой • **gift** [ɡɪft] *n* дарование, талант, способность • **developmental psychology** возрастная психология • **experimental psychology** экспериментальная психология • **social psychology** социальная психология • **applied psychology** [əˈpləɪd] прикладная психология • **educational psychology** педагогическая психология • **industrial psychology** психология труда • **organizational psychology** психология управления • **clinical psychology** клиническая психология • **affect** [əˈfekt] влиять, воздействовать • **expectation** [ˌekspekˈteɪʃən] надежда, виды на будущее • **value** [ˈvælju] *n* ценность • **demand** [dɪˈma:nd] *n* требование, потребность

**Упр. 2. Прочитайте следующие интернациональные слова:**

Crisis [ˈkraɪsɪz], psychology [saɪˈkɒlədʒɪ], psychologist [saɪˈkɒlədʒɪst], intensive [ɪnˈtensɪv], conflict [ˈkɒnflikt], problem [ˈprɒbləm], patient [ˈpeɪʃənt], special [ˈspeʃəl], specialize [ˈspeʃəlaɪz], it specializes [ˈspeʃəlaɪzɪz], profession

[prə'fɪ(ə)n], personality [ˌpə:sə'nælɪtɪ], experimental [ɪks,perɪ'mentəl], social [ˈsouʃəl], industrial [ɪn'dʌstriəl], organizational [ˌɔɡənɪ'zeɪʃ(ə)nəl], clinical [ˈklɪnɪkəl], chemistry [ˈkemɪstrɪ], biology [baɪ'ɒlədʒɪ], physics [ˈfɪzɪks].

**Упр. 3. Прочитайте и переведите текст.**

### **The Profession of a Psychologist**

Student A:

I want to tell you about my unusual, wonderful profession – the profession of a psychologist. At present psychology is a science and this statement is widely accepted. To my mind, it is a very interesting and fascinating science.

I have chosen this profession because I want to help people to solve their problems and keep them feel well and comfortable again.

To my mind, psychology is the science of soul, that keeps to cure it.

If you tell your friends that you are going to study chemistry or biology, or physics they know right away that you are going to focus your efforts on a science and that you are likely to become a scientist, a fairly clear-cut career.

But if you tell them, that you are going to study psychology they may very well respond, “Oh, are you going to analyze us?”. You becoming a scientist is probably not the first thing that comes to their minds.

**Упр. 4. Письменно ответьте на вопросы к тексту:**

1. Do you also think that psychology is an interesting and fascinating science?
2. Why do people study psychology?
3. Why have you decided to have this profession?
4. Can everybody be a psychologist?
5. Have you ever met people who have a gift of a psychological analysis without special education?
6. What do your friends think about psychology?

### **TEXT III**

**Упр. 5. Прочитайте и переведите текст.**

### **What Students Think about Their Future Profession**

Student B:

I think that my future profession is very useful because every person needs help at the state of crisis.

Some years ago people did not need a psychologist's help. But every year the life around us is becoming more intensive, full of conflicts and strained relations. Our society feels an increasing need for people of this profession.

It may seem very easy to be a psychologist but if you can't feel like a psychologist then this profession is not for you. You must understand people, listen to them, be ready to solve their problems and give advice. But it may be very difficult to do if you have your own problems that you can't solve. Having this career you are to forget your own problems and difficulties and think about the difficulties of your patient.

But here you face one more problem – studies at the University don't help you much – you must have a special gift of understanding people. To my mind, a psychologist is not just a profession, it is something inside you.

Besides, psychology is not just a profession. Psychology is a science. As science it specializes in different fields such as developmental psychology, personality psychology, experimental psychology, social psychology. There are also fields of applied psychology such as educational, school, industrial, organizational and clinical psychology. This science is affected by people's expectations, social values and demands of the society.

At present many discoveries have been made in this field of knowledge. And still people want to know more about mental processes and they think that this science will continue to develop. There will be more discoveries made and people will understand each other better.

***Упр. 6. Письменно ответьте на вопросы к тексту:***

1. Who can help people who are in a state of depression? 2. What other situations need a psychologist's help? 3. What reasons can you give for increasing need in this profession? 4. What qualities are necessary to be a good psychologist? 5. A psychologist is an ordinary person, with his own problems, isn't he? 6. What can you recommend to your colleague who has some family problems? 7. Do you agree that the knowledge you receive at the University is not enough? 8. Have you met people who are bad/very good psychologists? 9. What fields of psychology are there? Which of them would you choose as your future job? 10. Has everything been discovered in psychology? Do you know/Can you name any recent discoveries made in this field of science?

**Контрольная работа № 3**

**Вариант № 1**

***Упр. 1. Подчеркните модальные глаголы и их эквиваленты. Предложения переведите:***

1. You ought to have another opinion. 2. The little boy could not open the heavy door, so a passer-by had to do it for him. 3. It cannot be true. 4. I had to do it yesterday. 5. You should do it now. 6. We were to meet at the entrance of the theatre at a quarter to eight. 7. I shall have to take the pupils into the hills, as

usual. 8. Did you have to walk all the way home? 9. You should be more careful. 10. It may snow soon. 11. Why couldn't you do it yourself? 12. Can I have my photo taken?

**Упр. 2. Подчеркните инфинитив и укажите его форму. Предложения переведите:**

1. To do it seemed a natural thing. 2. Andrew was the third to be interviewed. 3. There is always a question or two to be considered. 4. It is so glorious to love and to be loved. 5. I was glad to have seen this man. 6. I happened to be spending a day in Paris. 7. He looked too young to have taken part in this conference. 8. I am glad to have been working at school all these years. 9. He hoped to be sent with that expedition.

**Упр. 3. Переведите, обращая внимание на разные функции глагола to be. Глагол to be подчеркните:**

1. How are they to know that you are here? 2. In silence the soup was finished – excellent, if a little thick; and fish was brought. In silence it was handed. 3. I am leaving tonight. 4. The house was too big. 5. It will be much cooler there. 6. They were to go to Spain for the honeymoon. 7. They were thus introduced by Holly. 8. When I returned to town the school was still being built. 9. I never talk while I am working. 10. She is to say nothing of this to anybody.

**Упр. 4. Переведите, обращая внимание на разные функции глагола to have:**

1. As I was to be there at 5 o'clock, I had to take a taxi. 2. I did not have to walk, I took a tram. 3. I am a little frightened for I have lost my way. 4. Have you ever translated technical articles? 5. I am tired. I shall go and have a nap before dinner. 6. I'd like to have a look at that part of the world. 7. She wants to have her hair cut. 8. You will have many new friends.

**Упр. 5. Прочтите предложения, найдите Participle I и II. Переведите на русский язык:**

1. The flying plane is TU-144. 2. The broken cup was lying on the floor. 3. The lost document was returned to Helen. 4. The girl playing in the garden is my daughter. 5. Passing the shop I saw a beautiful dress. 6. She sat looking out of the window. 7. I saw her smiling. 8. All books taken from the library were new. 9. She sent all the letters written by her father. 10. Knowing English well she spoke fluently.

**Упр. 6. Переведите на русский язык, обращая внимание на разные формы герундия:**

1. Watching football matches may be exciting enough, but of course it is more exciting playing football. 2. Can you remember having seen the man

before? 3. She was terrified of having to speak to anybody, and even more, of being spoken to. 4. He never agreed to their going on that dangerous voyage. 5. He did not approve of her drinking so much coffee. 6. The teacher of mathematics did not approve of his pupils dreaming.

### Вариант № 2

**Упр. 1. Подчеркните модальные глаголы и их эквиваленты. Предложения переведите:**

1. We'll have to wait for Ann. 2. I was to do this work. 3. May I use your phone? 4. You must not smoke so much. 5. She was and remains a riddle to me. She may not be a riddle to you. 6. He ought never to have married a woman 18 years younger than himself. 7. You should be more careful. 8. What am I to do? 9. Why should I do it? 10. It couldn't be true. 11. You ought to say a word or two about yourself. 12. He may have been at home for about two hours.

**Упр. 2. Подчеркните инфинитив и укажите его форму. Предложения переведите:**

1. My friend was glad to have been given such an interesting assignment. 2. To know her is to love her. 3. I wanted to be answered at once. 4. We are happy to have been working together all these years. 5. He likes to speak with us on this subject. 6. I ought not to have stayed there so long. 7. I hoped to have written you a long letter. 8. I don't like to be interrupted. 9. This work must be finished today.

**Упр. 3. Переведите, обращая внимание на разные функции глагола to be. Глагол to be подчеркните:**

1. Erik says that you may be coming to New York. 2. We are to go there tonight. 3. Where is he to be found? 4. What were you doing at that time? 5. I am fond of animals. 6. He was not answered. 7. He may be ill. 8. They are in the next room. 9. My sister says I am to leave you alone. 10. She was my friend.

**Упр. 4. Переведите, обращая внимание на разные функции глагола to have:**

1. He had his watch mended. 2. Let's have a smoke in the corridor. 3. She has no time for me. 4. You have to go to the dentist. 5. Where have you been since last Thursday? 6. I have known him for many years. 7. These two had not spoken to each other for three days and were in a state of rage. 8. Did you have to walk all the way home?

**Упр. 5. Прочтите предложения, найдите Participle I и II. Переведите на русский язык:**

1. The flying plane is TU-144. 2. The broken cup was lying on the floor. 3. The lost document was returned to Helen. 4. The girl playing in the garden is my daughter. 5. Passing the shop I saw a beautiful dress. 6. She sat looking out of the window. 7. I saw her smiling. 8. All books taken from the library were new. 9. She sent all the letters written by her father. 10. Knowing English well she spoke fluently.

**Упр. 6. Переведите на русский язык, обращая внимание на разные формы герундия:**

1. After being corrected by the teacher, the students' papers were returned to them. 2. I wondered at my mother's having allowed the journey. 3. On being told the news she turned pale. 4. All the happiness of my life depends on your loving me. 5. I object to his borrowing money from you. 6. I stretched out my hand to prevent her from attacking you.

Вариант № 3

**Упр. 1. Подчеркните модальные глаголы и их эквиваленты. Предложения переведите:**

1. We worked that land for maybe a hundred years. 2. You should consult a doctor. 3. What a pity you have to go now. 4. Am I to come tomorrow? 5. I'm afraid I must be off. 6. I don't see why we shouldn't make friends. 7. You ought to help him; he is in trouble. 8. Why do I have to do everything? 9. He must have been writing a letter when I came. 10. Could I have a cup of tea, Mother? 11. At your age you ought to be earning your living. 12. Is he to arrive tomorrow?

**Упр. 2. Подчеркните инфинитив и укажите его форму. Предложения переведите:**

1. Nothing can be done, I'm afraid. 2. He could have written the composition much better. 3. It's very nice of you to have come. 4. Can he be waiting for us? 5. I think you should have told him you were sorry. 6. The facts are too few to be spoken about. 7. He must have forgotten my address. 8. To see is to believe. 9. She looked too young to have been working as a teacher for three years. 10. We happened to be staying at the same hotel.

**Упр. 3. Переведите, обращая внимание на разные функции глагола to be. Глагол to be подчеркните:**

1. We are to wait for them at the entrance. 2. What is to become of him? 3. I haven't been given a chance to explain. 4. We were told some interesting news. 5. Peter is busy. 6. They are in the language laboratory. 7. What are you

crying for? 8. You were to arrive yesterday. 9. I am telling you the truth. 10. You have been a good deal talked about.

***Упр. 4. Переведите, обращая внимание на разные функции глагола to have:***

1. Have you a letter for me, postman? 2. What have they done? 3. She was no fool. She had read much, in several languages, and she could talk of the books she had read with good sense. 4. She knows what she has to do. 5. They will have to come here again. 6. He had his leg broken. 7. I had breakfast at home. 8. She has not slept since that night.

***Упр. 5. Прочтите предложения, найдите Participle I и II. Переведите на русский язык:***

1. The flying plane is TU-144. 2. The broken cup was lying on the floor. 3. The lost document was returned to Helen. 4. The girl playing in the garden is my daughter. 5. Passing the shop I saw a beautiful dress. 6. She sat looking out of the window. 7. I saw her smiling. 8. All books taken from the library were new. 9. She sent all the letters written by her father. 10. Knowing English well she spoke fluently.

***Упр. 6. Переведите на русский язык, обращая внимание на разные формы герундия:***

1. At last he broke the silence by inviting everybody to walk into the dining-room. 2. I understand perfectly your wishing to start the work at once. 3. The place is worth visiting. 4. He keeps insisting on my going to the south. 5. Do you mind my asking you a difficult question? 6. She could not help smiling.



# Тексты для самостоятельного чтения

## BEHAVIORAL AND SOCIAL LEARNING THEORIES

Behaviorists believe we should examine only what can be directly observed and measured. At approximately the same time as Freud was interpreting his patient's unconscious minds through early childhood experiences, behaviorists such as Ivan Pavlov and John B. Watson were conducting detailed observations of behavior in controlled laboratory circumstances. Out of the behavioral tradition grew the belief that development is observable behavior, learned through experience with the environment. The two versions of the behavioral approach that are prominent today are the view of B.F. Skinner and social learning theory.

### **Skinner's Behaviorism**

**Behaviorism** emphasizes the scientific study of observable behavioral responses and their environmental determinants. In Skinner's behaviorism, the mind, conscious or unconscious, is not needed to explain behavior and development. For Skinner, development is behavior. For example, observations of Sam reveal that his behavior is shy, achievement-oriented, and caring. Why is Sam's behavior this way? For Skinner, rewards and punishments in Sam's environment have shaped him into a shy, achievement-oriented, and caring person. Because of interactions with family members, friends, teachers, and others, Sam has *learned to behave in this fashion*.

Since behaviorists believe that development is learned and often changes according to environmental experiences, it follows that rearranging experiences can change development. For behaviorists, shy behavior can be transformed into outgoing behavior; aggressive behavior can be shaped into docile behavior; lethargic, boring behavior can be turned into enthusiastic, interesting behavior.

### **Social Learning Theory**

Some psychologists believe that the behaviorists basically are right when they say development is learned and is influenced strongly by environmental experiences. However, they believe that Skinner went too far in declaring that cognition is unimportant in understanding development. Social learning theory is the view of psychologists who emphasize behavior, environment, and cognition as the key factors in development.

The social learning theorists say we are not like mindless robots, responding mechanically to others in our environment. Neither are we like weathervanes, behaving like a communist in the presence of a communist or like a John Bircher in the presence of a John Bircher. Rather, we think, reason, imagine, plan, expect, interpret, believe, value, and compare. When others try to control us, our values and beliefs allow us to resist their control.

American psychologists Albert Bandura and Walter Mischel are the main architects of the contemporary version of social learning theory, which was labeled *cognitive social learning theory* by Mischel. Bandura believes we learn by observing what others do. Through observational learning (also called "modeling" or "imitation"), we cognitively represent the behavior of others and then possibly adopt this behavior ourselves. For example, a young boy may observe his father's aggressive outbursts and hostile interchanges with people; when observed with his peers, the young boy's style of interaction is highly aggressive, showing the same characteristics as his father's behavior. Or a young female executive adopts the dominant and sarcastic style of her boss. When observed interacting with one of her subordinates, the young woman says, "I need this work immediately if not sooner; you are so far behind you think you are ahead!" Social learning theorists believe we acquire a wide range of such behaviors, thoughts, and feelings through observing others' behavior; these observations form an important part of our development.

Social learning theorists also differ from Skinner's behavioral view by emphasizing that we can regulate and control our own behavior. For example, another young female executive who observed her boss behave in a dominant and sarcastic manner toward employees found the behavior distasteful and went out of her way to encourage and support her subordinates. Imagine that someone tries to persuade you to join a particular social club on campus and makes you an enticing offer. You reflect about the offer, consider your interests and beliefs, and make the decision not to join. Your cognition (your thoughts) leads you to control your behavior and resist environmental influence in this instance.

### **WHAT INFORMATION MUST TEACHERS DISCLOSE?**

Teachers are required to report known and suspected incidents of child abuse and neglect. Federal assistance for child abuse programs requires that each state enact a child abuse and reporting statute. Educators in all 50 states and the District of Columbia are now required to report child abuse, and 45 states impose criminal penalties for failure to report abuse and neglect. The principal of a Minnesota elementary school was charged with two counts of failing to report suspected child abuse following two alleged incidents of sexual misconduct by a teacher. The mothers of two boys informed the principal that a teacher had made sexual advances toward their sons, but the principal failed to notify police. During the investigation police discovered that the principal had also failed to report two other incidents of alleged child abuse involving the same teacher. During the trial, the principal argued that the statute requiring educators to report known and suspected instances of child abuse was unconstitutionally vague and overbroad. The Minnesota Supreme Court found otherwise. The Court held that the statute does not require the espousal of an

ideological point of view, but only mandates the reporting of information. An individual making such a report would be free to indicate that while there is reason to suspect abuse, he or she does not hold a personal belief to that effect. Thus whether the principal believed them to be true or not, he was required to report the incidents.

Teachers in most states are also required to report to law enforcement officials any information communicated to them by a student that may bear on the commission of a felony. For example, if a student confides to a teacher information about violations of drug laws, that information must be reported.

### **What information must be safeguarded?**

Teachers must safeguard educational records. An educational record is any form of information directly related to a child that is collected, maintained, or used by the school. An educational record may include the results of a child's psychological evaluation or the IEP. It may also include a videotape of the class taken by the teacher or an audiotape made by the teacher of a child's oral reading performance. For students under the age of 18, psychiatric hospital treatment plans may be considered educational records

(Bellamy to Woodson, 1989). Any form of information collected, maintained, or used by the school that relates to a child be considered an educational record and must be safeguarded.

Records that a school district collects or uses but does not originate must also be considered an educational record under FERPA and EHA. For example, if a school were to receive a medical evaluation regarding a child and that report were placed in the child's file, the medical report would be considered an educational record. Reports from juvenile court or social service agencies that the school maintains in its files are also considered educational records. Use, not origination, defines an educational record under FERPA and EHA.

### **Who has access to confidential information?**

Parents must be permitted to inspect any and all confidential information related to their child. Such inspection must be afforded without unnecessary delay and before any meeting regarding an IEP or hearing relating to the identification, evaluation, or placement of the child. In no case may access be delayed more than 45 days.

The parents may also request explanations and interpretations of their child's records from school officials. Furthermore, parents may have a representative such as an attorney inspect the records.

The school district is required to provide the parents with access to, but not necessarily copies of their child's educational records. If, however, a parent were unable to go to the school to inspect the records because of illness or injury, school officials would be required to provide copies of the records. A fee may be charged for copies unless it would effectively prevent parents from exercising

their right to inspect the records. However, the school district may not charge an administrative fee for searching for and retrieving educational records.

Access to educational records must be afforded to custodial and noncustodial parents alike. When Robert Fay, a noncustodial parent, tried to obtain information regarding his children's school activities and educational progress, the superintendent wrote that the school system would "provide information to any person or organization whom the courts decide have a legal right to it". Fay then sued the school district in federal court, alleging that he had been denied access to his children's educational records. The court found the school district liable under the Civil Rights Act of 1871 for denying Fay his statutory right under FERPA to inspect school records. The judgment, along with compensatory damages, was upheld by the Second Circuit Court of Appeals.

Students who are 18 years old or older or who are enrolled in a postsecondary educational institution, exclusive of their parents, have the right to inspect their own educational records. Parents, however, retain the right to inspect records if the student is claimed as a dependent for income tax purposes.

School officials, including teachers and administrators who have a legitimate educational interest, may access educational records. The names of children with disabilities may also be disclosed to school board members if the district's policies define the board members as school officials with a legitimate educational interest.

Records may also be disclosed to officials of another school system or agency in which the child intends to enroll. If the parent has notified the school district that the child will be transferring to another school, the child's educational records may be sent to the new school. Upon request, written notice and copies of the records must also be sent to the parent.

Federal or state program auditors, representatives of accrediting organizations, and organizations conducting studies may access personally identifiable information in order to carry out their responsibilities.

Finally, information from educational records may be disclosed in order to comply with a judicial order or subpoena or to protect the health and safety of the child.

With written consent of the parent, personally identifiable information may be disclosed to a third party. For example, with written consent of the parent, copies of a child's educational records may be sent to a physician. Likewise, personal information concerning a child may be discussed with a private psychologist provided that the school district has obtained prior written consent from the parent. Teachers and administrators with access to educational records may disclose information to third parties only after written consent of the parent has been obtained.

### **What record of access must be maintained?**

EHA and FERPA both require that the school district maintain a record of each disclosure of personally identifiable information or request for disclosure. The record of access must include the name of the person seeking information, the date access was given, and the purpose for which access was given. The record of access requirement does not apply to school officials, parents, students over the age of 18 or enrolled in postsecondary educational institutions, or individuals with written consent from the parent. Requests for "directory information"—information that would not generally be considered harmful or an invasion of privacy if disclosed to the public—need not be recorded.

### **What information may teachers disclose?**

Teachers may disclose directory information. For example, disclosure of a child's name, address, telephone number, or date and place of birth is usually considered harmless. However, disclosure of other information that would ordinarily be considered harmless may be harmful to a child with disabilities. Disclosure of the name of the child's previous school, for example, may be considered harmless enough, but disclosure that the child had previously attended a special school for children with severe emotional disturbances is an invasion of privacy of a greater magnitude.

The school district must notify parents of the information that has been designated directory information and thus subject to public disclosure. Parents may, in turn, notify the school of any or all information that should not be released without their consent. Thus, prior to disclosing even directory information, the teacher should check to verify that a child's parent has not requested that it be withheld.

### **What information is not subject to disclosure?**

Not subject to disclosure are personal notes made by a teacher, kept in his or her sole possession, and revealed to no one except a temporary substitute teacher. For example, if a teacher kept a written record in a notebook of a child's behavioral outbursts and showed it to no one, the notebook would not be subject to disclosure. However, if the teacher shared the notebook with anyone other than a substitute teacher, the notebook would be considered an educational record.

A 4th-grade teacher in Massachusetts wrote a college term paper describing a child with disabilities in her classroom. The paper referred to the child by his first name only and identified no other person or place. Before the start of a reevaluation conference for the child, the teacher gave the term paper to the school district special education supervisor and told him that it might provide additional understanding of the child's special needs. The supervisor placed the paper in his briefcase but did not read it, and returned the paper to the teacher after the meeting. When the building principal asked to see the term paper, the

teacher refused, claiming that the paper was private. The U.S. Court of Appeals held, however, that by taking the term paper to the reevaluation conference, the teacher had forfeited her expectation of privacy.

Private notes are just that: notes. Once they become the basis for a special education decision or intervention, they may no longer be considered private notes. Mary K. has a doctorate in counseling psychology and is qualified to administer and interpret the Rorschach Inkblot Test. When her daughter was administered the Rorschach along with other instruments by a school psychologist, Mary and her husband, John K., requested access to the verbatim Rorschach responses in order to better evaluate the school psychologist's recommendations and to possibly obtain a second opinion. The Circuit Court's ruling against the parents was overturned by the Illinois Court of Appeals. The Court ruled that raw psychological test data are a part of a student's record and are subject to disclosure under Illinois law. The judge stated, "We cannot consider the verbatim transcript of [the child's] responses as [the psychologist's] 'speculations, reminders, hunches, or impressions."

## **INVASION OF PRIVACY**

Justice Brandeis wrote, "The makers of our constitution...conferred, as against the Government, the right to be let alone—the most comprehensive of rights and the right most valued by civilized men". In the creation of voluminous educational records for children placed in special education, school personnel observe the children, interview them, test them, and intervene with them; they are hardly "let alone." While the rights of minors are protected by the Constitution, states still retain the power to restrict the rights of children. The rights of children must be balanced against specific governmental interests in the educational setting that may not be present in society at large (Stevens, 1980). Students' rights to privacy may need to be violated in the form of search and seizure when there is a reasonable suspicion of illegal behavior; disclosure in order to provide appropriate supervision to protect other pupils from aggressive or violent behavior; reporting suspected child abuse; and creating, maintaining, and releasing educational records. However? to avoid infringing on the privacy rights of students, teachers should take the advice of Eades (1986) and make certain that the reports they write, the statements they make, and the records they create are only as required and permitted by their employment in the school.

## **SELECTION OF APPROPRIATE TECHNOLOGY FOR CHILDREN WITH DISABILITIES**

Technology plays an important role in the lives of individuals who have disabilities. As used in this article, technology is defined as any item, device, or piece of equipment that is used to increase, maintain, or improve the functional abilities of persons with disabilities. These items, devices, or pieces of equipment may be commercially available or customized. They are available for a variety of age and grade levels ranging from infants and toddlers to adults.

The devices that are available are as diverse as the needs and characteristics of the people who benefit from them. Augmentative communication aids are available for persons who are unable to speak that allow them to communicate their needs to others. Motorized wheelchairs are available for those who are unable to walk that allow them to move about in the environment. For infants and young children with disabilities, microswitches are used with adaptive toys to help them manipulate objects in their environment and learn about cause and effect. Talking alarm clocks and calculators are used by individuals with visual problems, allowing them to access important information that sighted people often take for granted. These and many other technological advancements are greatly improving the quality of life for individuals with disabilities. More specifically, these technologies enhance their independence and productivity and increase their ability to participate in the mainstream of society.

Most schools have had some experience in providing devices and equipment to students with disabilities. Both EL. 94-142, the Education for All Handicapped Children Act of 1975, and EL. 99-457, the Education of the Handicapped Amendments of 1986, provided school systems with the flexibility to fund assistive devices and other related services as indicated in the child's individualized education program (IEP). However, since technology was not specifically defined in either legislation, considerable variation existed across the country regarding the provision of devices and equipment to students in educational settings.

With the recent reauthorization of EL. 94-142, now known as the Individuals with Disabilities Education Act, or IDEA, assistive technology devices were finally defined using the earlier language of PL. 100-407. This places schools in the position of having even greater responsibility for providing devices and equipment to students in special education settings. Additionally, school districts must provide "assistive technology services" to eligible students with disabilities. These services are defined by the IDEA as "any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device". Thus, schools are now responsible for helping students select and acquire devices and equipment as well as instructing them in their use.

The increasingly expanding possibilities of technologies to help children in academic settings will require educational and related services personnel to rethink the scope of instructional opportunities for students with disabilities. In the past, many instructional activities may have been viewed from an administrative perspective to be impractical due to cost constraints or the degree of the student's disability. Unfortunately, while it is clearly a violation of IDEA, it has been suggested that in the past the limited resources of school systems have, on occasion, played a role in the decisions made about technology provided for children with disabilities.

In the future, devices and equipment will become easier to obtain as the costs of producing them decline. With decreases in the costs associated with technologies that can help children to benefit from special education, a wider variety of devices and equipment is likely to be provided with greater frequency. Already, many schools have acknowledged a willingness to invest in more sophisticated technologies such as computers for children with special needs. Since information about and instruction in the use of the many different types of technologies used in school settings is an often-cited need of teachers, teachers will increasingly be encouraged to acquire more information about devices and assume more skills in technology service provision. As they acquire these skills, teachers must, in turn, use them to assist in the selection and use of equipment in the schools.

### **Team Approach**

Within the public schools, the design and application of adaptations and technological devices are usually accomplished through a multidisciplinary IEP team of professionals and other interested parties including occupational, physical, and speech/language therapists; special and regular education teachers; and parents. Part of the assignment of the team is to ensure that all dimensions of a child's present level of performance are considered. This team approach is most effective when persons who have expertise in instructional programming—including technology and its applications—work cooperatively with parents and professionals who are involved in day-to-day instruction of students.

Special education teachers who participate in such team processes may be called upon to assume important responsibilities as team members. Unfortunately, many teachers have had inadequate training and/or experience with technology and its applications. When teachers are not prepared for the responsibility of selecting devices for students and using them in classroom settings, they may rely too heavily on the judgment of other professionals (e.g., the occupational, physical, or speech/language therapist). These professionals may see the child and his or her needs from a very different (and more limited) perspective than does the teacher.

It is important for the teacher, as well as all other team members, to develop a philosophical base around which decisions will be made when selecting appropriate technology for children with disabilities. It is also important to



remember that the concept of "appropriateness" takes on several dimensions. P L. 94-142 was drafted to encompass any need the child has related to learning and/or development, including the need to learn basic self-help skills, have appropriate adaptive equipment, develop appropriate social integration skills, acquire basic prevocational skills, and receive therapy services. In each of these areas, devices and equipment can play critical roles in ensuring the provision of appropriate learning experiences for children with disabilities in public school settings.

From a more traditional perspective, a technology is appropriate when its application meets one of three criteria. First, it should be in response to (or in anticipation of) specific and clearly defined goals that result in enhanced skills for the student. Second, it should be compatible with practical constraints such as the available resources or amount of instruction required for the student and the teacher to use the technology. Third, it should result in desirable and sufficient outcomes.

To match technology most effectively with any given student, the teacher and other team members must keep in mind two parallel considerations: characteristics of the student and characteristics of the technology.

### **Student Characteristics**

The characteristics of the child are of the utmost importance and must be considered first. The comprehensive assessment procedures that determine the child's present levels of functioning and precede the actual program development process provide the initial basis for selection of any devices or equipment. In addition to the obvious selection implications of such characteristics as the child's academic skills, intellectual level, behavioral and social skills, and physical abilities, the teacher and other team members must consider the child's preferences for certain types of technology. An assistive device that appears excellent on paper but remains unused because the child is uncomfortable with it is the equivalent of no assistance at all. Since the development of the IEP is a joint effort of a team that includes the child (when appropriate), the child can express his or her preferences during the decision-making process. Interviews with the parent and child can yield significant information that is not otherwise obtainable. For example, a girl may be uncomfortable using an augmentative communication system that employs a male adult voice. Alternatively, the IEP team may wish to determine which devices and equipment the child has had successful previous experiences with at school or at home. Once this information is acquired, the team may wish to purchase a similar technology for use in the school setting with appropriate modifications being made to meet the needs of the child. For example, a particular type of adaptive spoon may have made it possible for the child to feed himself or herself at home.

## **PRESCHOOL CLASSROOM ENVIRONMENTS THAT PROMOTE COMMUNICATION**

Children learn what language is by learning what language can do. The function of language depends upon its effects on the environment. An environment that contains few reinforcers and few objects of interest or meets children's needs without requiring language is not a functional environment for learning or teaching language.

Recent research suggests that environmental arrangement is an important strategy for teachers who want to promote communication in classrooms. To encourage use of language, classrooms should be arranged so that there are materials and activities of interest to the children. In addition, teachers must mediate the environment by presenting materials in response to children's requests and other uses of language. Creating such opportunities and consequences for language use through environmental arrangement can play a critical role in a child's language acquisition.

Both social and physical aspects of the environment set the occasion for communication. The physical environment includes the selection and arrangement of materials, the arrangement of the setting to encourage children's engagement, and scheduling of activities to enhance children's participation and appropriate behavior. The social environment includes the presence of responsive adults and children and the verbal and nonverbal social interactions that occur among the people in the environment. In addition, contingencies for language use, the availability of a communication partner, the degree to which adults pre-empt children's communicative attempts, and the affective style of the listener have an impact on children's language acquisition and production.

As shown in Figure 1, the social and physical aspects of the environment are linked to communication when an adult mediates the physical environment in response to children's use of language. The adult links the child's language to the environment by ensuring that the child's communication attempts are functional and reinforced. As a mediator, the adult can use an incidental teaching process to model and prompt elaborated language in order to expand the child's current skills.

Environmental arrangement can encourage children to initiate language as a means of gaining access to materials and getting help. By providing the materials requested by a child, the adult serves the important function of specifically reinforcing that child's use of language. In addition, the environmental arrangement supports the adult in attending to the child's interest and communication attempts, thereby increasing the likelihood that the adult will respond to the child's interest and provide materials contingently.

### **Seven Strategies for Arranging the Environment**

The basic goal of environmental arrangement is to increase children's interest in the environment as an occasion for communication. The environment is

managed and arranged to promote requests and comments by children and to support language teaching efforts by adults. Using the environment to prompt language includes the following steps:

1. Focusing on making language a part of children's routines.
2. Providing access to interesting materials and activities.
3. Providing adult and peer models who will encourage children to use language and respond to their attempts to do so.
4. Establishing a contingent relationship between access to materials or assistance and use of language.

The seven environmental strategies described here are designed to (a) increase the likelihood that children will show an interest in the environment and make communicative attempts and (b) increase the likelihood that the adult will prompt the use of language about things of interest to the children by providing clear and obvious nonverbal prompts for them to communicate. When the environment is arranged in this way, attractive materials and activities function as both discriminative stimuli and reinforcers for language use.

### **Interesting Materials**

Materials and activities that children enjoy should be available in the environment. Young children are most likely to initiate communication about the things that interest them. Thus, increasing the likelihood of children's interest in the environment increases the opportunities for language use and teaching. Teachers usually know which toys and materials individual children prefer. However, a simple inventory of preferences can be taken at staff meetings or by systematically observing children's choices during free play. Parents often can provide information regarding their children's preferred toys and activities. Once toy preference has been determined, teachers can enhance interest in the environment by making such toys or materials available. For example, if a child enjoys bead stringing, various shaped and colored beads, noodles, and sewing spools could be made available. Identifying preferred activities and materials is especially important for a young child with severe disabilities. Variations in activities and materials must be carefully monitored to ensure that the child remains interested. For example, a child with severe disabilities who likes squeak toys may enjoy a variety of these toys but not like a Jack-in-the-box that makes a similar sound. Rotating the toys available at any given time is also a good way to make old toys more interesting; when they reappear they seem brand new!

### **Out of Reach**

Placing some desirable materials within view but out of reach will prompt children to make requests in order to secure the materials. Materials may be placed on the shelves, in clear plastic bins, or simply across the table during a group activity to increase the likelihood that the children will request access to them either verbally or nonverbally. These requests create opportunities for language teaching, since when children request a specific material they are also

specifying their reinforcers. Thus, a teacher who prompts language and provides the requested material contingent on the child's response effectively reinforces that response. The effectiveness of this strategy can be enhanced by showing the children materials, naming the materials, and then waiting attentively for the children to make requests. During snack time or before a cooking activity, a teacher can prompt children to make requests by placing the cooking materials across the table from them. Children with severe disabilities might gain access to these materials by pointing or eye gazing, whereas more skilled children might be encouraged to use signs, words, or even complete sentences. Teachers must be careful not to frustrate students by placing too many communicative demands on them. A balance of requesting materials and playing independently is important in every activity.

### **Inadequate Portions**

Providing small or inadequate portions of preferred materials such as blocks, crayons, or crackers is another way to arrange the environment to promote communication. During an activity the children enjoy, an adult can control the amount of materials available so that the children have only some of the parts that are needed to complete the activity. When the children use the materials initially provided, they are likely to request more. Providing inadequate portions of an interesting and desirable material creates a situation in which children are encouraged by the arrangement of the physical environment to communicate their needs for additional materials. For example, during snack time, an adult can encourage requests by presenting small servings of juice or pieces of a cookie rather than a whole cookie. A child who enjoys watching the teacher blow bubbles can be encouraged to make requests if the teacher blows one or two bubbles and then waits for the child to request more. When children initiate language with requests for more, the teacher has the opportunity to model and prompt more elaborate language as well as to provide functional consequences for the children's communicative attempts. For example:

Teacher: (Blows two bubbles and stops.)

Child: "More"

Teacher: "Blow more bubbles?"

Child: "Blow more."

Teacher: (Blows more bubbles)

### **Choice Making**

There are many occasions when two or more options for activities or materials can be presented to children. In order to encourage children to initiate language, the choice should be presented nonverbally. Children may be most encouraged to make a choice when one of the items is preferred and the other is disliked. For example, the adult may hold two different toys (e.g., a big yellow dump truck and a small red block) and wait for the child to make a verbal or nonverbal request. If the child requests nonverbally, the adult has the option of prompting the child to verbalize ("Tell me what you want") or simply modeling

a response for the child ("Yellow truck"). Children's verbal requests can be followed with expansions of their language ("You wanted the yellow truck") or models of alternative forms for requesting ("Yellow truck, please").

### **Assistance**

Creating a situation in which children are likely to need assistance increases the likelihood that they will communicate about that need. The presence of attractive materials that require assistance to operate may encourage children to request help from adults or peers. A wind-up toy, a swing that a child needs help getting into, or an unopened bottle of bubbles are all examples of materials that can provide a nonverbal prompt to ask for help.

### **Sabotage**

Setting up a "sabotage" by not providing all of the materials the children will need to complete a task (e.g., paints and water but no paintbrush following an instruction to paint), or by otherwise preventing them from carrying out an instruction, also will encourage them to make requests. This environmental strategy requires children to problem solve and indicate that something is wrong or missing. They must first determine what is needed, and this initial discovery may require prompts from an adult. The missing materials are cues for the children to communicate that something is not right or that additional materials are needed. Sabotage is an effective prompt for language when the cues are obvious and children's cognitive skills are sufficiently developed to make detection of the missing material easy and rapid. Sabotage should be carried out in a warm, engaging manner by the teacher; the episode should be brief and never frustrating to the child.

### **Silly Situations**

The final environmental strategy is to create a need for children to communicate by setting up absurd or silly situations that violate their expectations. For example, an adult who playfully attempts to put a child's shoes on the adult's feet may encourage the child to comment on the absurd situation. During snack time, an adult can set up an absurd situation by placing a large piece of modeling clay or a colored block on a child's plate instead of a cracker, then waiting expectantly for the child to initiate a verbal or nonverbal request.

Children develop expectations for the ways things should be in everyday environments. They learn routines and expect that things will happen in a particular order. When something unexpected happens, they may be prompted to communicate. Of course, children must have expectations before the expectations can be violated. Thus, use of this strategy must be tailored to the individual skills of the children and to their familiar routines. For example, a child who always stores articles of clothing and materials in a specific "cubbie" will probably notice when an adult places a silly picture over it; a child who does not consistently use a specified "cubbie" would be unlikely to notice and respond to such a change in the environment.

### **Making the Strategies Effective**

To make these seven environmental strategies work, the teacher must follow the student's lead. The teacher must notice what the child is interested in, establish joint attention on the topic of interest, and encourage the child to make communicative attempts. By monitoring the child's interest and identifying which materials and activities the child enjoys, an adult can select the ones that will best serve as reinforcers for language.

The nonverbal cues that accompany the environmental arrangement strategies should be faded over time so the child is responding more to things of interest in the environment and less to the adult's cues. For example, it may be necessary at first for teachers to shrug their shoulders, raise their eyebrows, and tilt their heads, while extending their hands containing different toys, in order to direct children's attention to the environment and to the opportunity for choice making. As children become more skilled at initiating requests, fewer and less obvious nonverbal prompts should be given.

The use of environmental strategies must be tailored to each child's cognitive level and responsiveness to the environment. For example, putting a coat on a child backward and waiting for the child to communicate that something is wrong may require additional prompts if the child is unable to problem solve at this level. For environmental strategies to be effective, they must be geared to each child's level and they must cue communicative responses that are emergent in the child's repertoire.

### **Conclusion**

How adults respond to children's communication attempts when they are elicited by environmental arrangement is extremely important. Immediate feedback and access to the desired material or requested assistance, as well as a positive affective response, are essential consequences for communication attempts. As in all applications of naturalistic teaching processes, these episodes should be brief, positive, successful for the children, and designed to reinforce the children's use of language and their social engagement with adults.

## **HOW SCHOOLS ARE SHORTCHANGING THE GIFTED**

After only a few months, Andi decided that she didn't want to go to school anymore because she already knew most of what was being taught in her first-grade class. While her classmates struggled to add single-digit numbers, she had begun to teach herself multiplication and division and was fascinated with negative numbers, word problems, and logic problems. She begged her parents to help her to learn these skills, but they were unsure how much they should help her, fearing the impact her precocity might have on her subsequent school experience.

Her parents were justified in their concerns. Because schools have focused for decades on lifting up the lowest achievers, they are shortchanging the brightest students. High-ability children are not challenged in most classrooms and endure a steady diet of dumbed-down textbooks, and repetition of skills that they have mastered years ago. They suffer from the elimination of many forms of advanced or accelerated classes because it has become politically incorrect to separate students on the basis of ability. Furthermore, a widely used teaching technique called cooperative learning assigns the highest-achieving students to position of peer teacher—essentially pressing them into service as teacher aides.

Recent studies by the National Research Center on the Gifted and Talented portray a disturbing pattern of what happens in U.S. classrooms to high-ability students. For example, a survey of third- and fourth-grade teachers in several thousand public and private schools around the country revealed that fewer than half had ever received specific instruction in how to teach gifted students. Not surprisingly, given this lack of training, most teachers make at most minor modifications in the regular curriculum to meet the needs of gifted students.

Another study entailing daily observation of third- and fourth-grade classrooms around the country revealed that more than 80 percent of the time, high-ability students received the same kind of instruction, of the same material, as the rest of the class. In a typical summary, a classroom observer reported that "the gifted student was inattentive during all of her classes. She appeared to be sleepy, never volunteered, and was visibly unenthusiastic about all activities."

By underchallenging such students, U.S. schools delay and even halt these youngsters' mental development. If instructional materials are not above the students' level of knowledge or understanding, learning is less efficient and intellectual growth may stop. It is, for example, not surprising to find a bright first grader in an urban school who reads on a fifth-grade level—and who is reading only slightly above grade level when he or she enters fifth grade.

Because the work is too easy for them, many of our brightest students acquire poor work habits. A recent study conducted by the publisher of *Who's Who Among American High School Students* found that most high-achieving students study an hour or less a day. My own research on underachieving students in urban high schools has found a similar problem. In one representative response, a student commented: "Elementary school was fun. I always got A's on my report card. I never studied when we were in class and I never had to study at home."

Given this lack of rigor, it is not surprising that this country's most talented students are hard pressed to compete in a global community. One study compared U.S. high-school seniors taking Advanced Placement courses in math and science with top students in 13 other countries. Although these students represent the top 1 percent of students in the nation, on an international basis they ranked:

- \* 13 OUT OF 13 IN BIOLOGY
- \* 11 OUT OF 13 IN CHEMISTRY
- \* 9 OUT OF 13 IN PHYSICS
- \* 13 OUT OF 13 IN ALGEBRA
- \* 12 OUT OF 13 IN GEOMETRY AND CALCULUS

The picture is actually even bleaker than these figures suggest, since a higher percentage of the total school population in other countries takes these advanced classes than in the United States. When the results are controlled to eliminate this source of difference, American students scored last in all subject areas. "Our top-performing students are undistinguished at best and poor at worst" in comparison to their counterparts in other countries, according to a Department of Education report on this country's inadequate treatment of the gifted. The report, entitled *National Excellence: A Case for Developing America's Talent*, was distributed in October to every school district in the nation and made front page headlines.

These sobering statistics may provide one explanation for why graduate school enrollments of U.S. students in mathematics and science have substantially declined in the last two decades while the number of foreign-born graduate students has increased. In 1992, for example, 44 percent of the doctorates in mathematics and physical sciences, and 60 percent in engineering, granted in the United States went to non-citizens.

Our most advanced students need educational experiences different from those they are currently receiving. Without these services, talents may remain unnurtured: We can't develop the potential of a budding concert musician by providing him or her with ordinary music classes for one or two hours a week. We can't produce future Thomas Edisons or Marie Curies by forcing them to spend large amounts of their science and mathematics classes tutoring students who don't understand the material.

### **Didn't We Learn That Last Year?**

In great part, the lack of challenge for gifted students stems from the unwillingness of schools to group students according to their abilities. The movement over the past decade to eliminate tracking—the relatively permanent (at least for the school year) placement of students into a class or group for students of a certain level—is creating special problems for high-ability students. The anti-tracking movement is based on the belief that such grouping is too often a self-fulfilling prophecy: kids labeled as "smart" flourish with stimulating instructional methods and interesting material, while those deemed "slow" stagnate in a backwater of low expectations, dulled by rote learning of basic skills.

Distaste for tracking has led to the erroneous presumption that all forms of grouping are bad. But some ability grouping is necessary for providing advanced content to high-ability students. Teachers have traditionally used some form of flexible instructional grouping to target appropriate levels of challenge and



instruction for the wide range of abilities and interests in their classrooms, particularly in reading and math. Unfortunately, in their zeal for egalitarian equality, schools have turned away from ability-based grouping even within classrooms. Our survey of third- and fourth-grade classrooms found that students identified as gifted received instruction in homogeneous groups only about 20 percent of the time they were in school. This homogenization results in a "one size fits all" curriculum that is usually tailored to students in the middle of the class or, worse yet, to students who achieve at the lowest level.

Another trend that is potentially detrimental to gifted students is cooperative learning, in which small groups of students work together on assigned classwork. In one typical form of cooperative learning, a teacher assigns one bright child, two average children and one below-average student to a group. The smart student is supposed to help the others, and, in theory, all will benefit. Teachers have employed this method for decades, and it can indeed be a sound pedagogical technique.

Unfortunately, some bright students are not interested in teaching others, and some cannot explain how they've acquired advanced concepts. What's more, a student who is tutoring others in mathematics may refine some of his or her basic skills and knowledge but will not encounter the challenge necessary for the most advanced types of work.

Because most elementary-school classes are composed of kids with a wide range of abilities, textbooks must be written so that the less-able students at each grade level can understand them. Social studies books, for instance, now "teach" second- and third-grade students concepts that they grasped when they were two or three years old—that people live in families, for instance, and that they buy food at a store. When California educators tried to find textbooks that would challenge the top third of their students, no publisher had a book to present. The publishers suggested instead the reissuing of books from the late sixties—damning evidence of the "dumbing down" of textbooks over the past 25 years.

Although this phenomenon first received popular attention 10 years ago in the scathing Department of Education report, *A Nation at Risk*, the trend is not new. Textbooks began their slide in the 1920s as the children of immigrant and uneducated families began entering schools in large numbers. In response to this influx, books introduced fewer and fewer new words, and the words that were introduced were repeated more often. This trend continued through the 1950s in all subject areas: reading, social studies, mathematics, and science.

How far have books fallen? Take a look at the following two excerpts. The first passage comes from a fifth-grade history book published in 1950:

*After a time Captain Jones had command of another ship, the "Bonhomme Richard." It was an old vessel and not very strong. But in it the brave captain began a battle with one of England's fine ships. The cannons on the two ships kept up a steady roar. The masts were broken, and the sails hung in rags above the decks. Many of the men on the "Bonhomme Richard" lay about the deck*

*dead or dying. The two vessels crashed together, and with his own hands the American captain lashed them together. By this time the American ship had so many cannon-ball holes in its side that it was beginning to sink. The English captain shouted: "Do you surrender?" "Surrender? I've just begun to fight," John Paul Jones roared back at him. It was true. The Americans shot so straight and fast that the English sailors dared not stay on the deck of their ship. Their cannons were silent. At last the English captain surrendered.*

Contrast that lively (albeit melodramatic) account with the dreary description of the same event from a fifth-grade textbook now in wide use:

*The greatest American naval officer was John Paul Jones. He was daring. He attacked ships off the British coast. In a famous battle, Jones' ship, the "Bonhomme Richard," fought the British ship "Serapis." At one point in the battle Jones' ship was sinking. When asked to give up, Jones answered, "I have not yet begun to fight." He went on to win.*

The poor quality of textbooks would not matter so much if schools treated the books as merely one of many teaching tools. Unfortunately, that is not the case. In too many elementary schools, textbooks dominate classroom instruction, constituting 75 to 90 percent of teaching time. In effect, textbooks determine what is taught in the classroom. The result is a curriculum bogged down with repetition. Imagine the frustration of a precocious reader who enters kindergarten reading at a relatively advanced level and spends the next two years being "taught" the letters of the alphabet and beginning letter blends. That's hardly the way to spark enthusiasm in an eager young mind.

Unfortunately, such glacial progress is the norm. Topics begun at the end of one grade are typically continued well past the beginning of the next. Overall, students in grades two to five encounter 40 to 65 percent new content, an equivalent of new material just two or three days per week. By eighth grade, this amount has dropped to 30 percent, just one and a half days per week. In mathematics, for example, popular textbooks present a steadily diminishing amount of new material each year through the elementary school years, according to studies by James Flanders, a noted mathematics researcher and elementary-school textbook editor at the University of Chicago. Instruction in addition and subtraction is repeated during every elementary school year. In Taiwan and Japan, by contrast, fifth graders study elementary algebra. In Holland, practice in multiplication and division is considered completed after third grade.

"There should be little wonder why good students, and even average or slower-than-average students, get complacent about their mathematics studies," says Flanders. "They know that if they don't learn it now, it will be retaught next year." Most of the new content in any textbook, naturally, is found in the second half of the book. The result, notes Flanders, is that "earlier in the year, when students are likely to be more eager to study, they repeat what they have seen

before. Later on, when they are sufficiently bored, they see new material—if they get to the end of the book."

Gifted students could gain much simply from streamlining of the curriculum to reduce repetition. Such "compacting" excuses high-ability students from plowing through material that they have already mastered. A study of compacting by the National Center for the Gifted and Talented showed that teachers could eliminate as much as 40 to 50 percent of the usual material without affecting achievement scores in reading, math computation, social studies, and spelling. In fact, students whose science and math curriculum was compacted scored significantly higher than their counterparts in a control group given the full curriculum. Such is the benefit of relieving boredom.

#### THE GUTTING OF GIFTED EDUCATION

During the 1970s and 80s, a diverse array of services arose to meet the needs of high-ability students, such as math competitions, training in the invention process, and consultations by classroom teachers with specialists in gifted education. But budget pressures, exacerbated by the lingering recession, have forced gifted education into a full-scale retreat.

The reductions affect programs in several ways. Some school districts now offer gifted programs only at certain grade levels; typically, it is the elementary-school grades that get cut first. Some districts have dropped special components such as an arts program; and others have cut personnel. In many states, the position of state director of gifted education has been scaled back; other states, such as Massachusetts, have eliminated the positions entirely. Even states with laws mandating special attention for gifted students—including, Alaska, Florida, South Dakota, Utah, and Virginia—have eliminated or put in jeopardy some 15 percent of their programs.

In states without such a mandate, such as Connecticut, Delaware, North Dakota, and Wyoming, the impact is more dramatic: one in three programs in these states were reduced or threatened with reduction in the 1991-92 academic year (the last year for which such figures are available). In one school district in Connecticut, financial constraints have reduced the gifted program staff from seven teachers to two. Resource-room time for independent study, research, and critical and creative thinking are no longer provided to middle- and high-school students; gifted elementary-school students spend only one hour a week in a resource room catering to their special abilities. Several of the states that require services for the gifted, including Oklahoma and Alaska, are considering repeal of their mandates. And two states that had passed legislation to require gifted education—Mississippi and Maine—have postponed implementation because of lack of funding.

One parent summarized her frustrations when her son's program was cut:

*I remember my son coming home and telling me he was upset and angry because they were doing a chapter on telling time in his fourth-grade class. He learned to tell time before he entered kindergarten and he said, "I know all of*

*this stuff. I've known all of the math work all year." And I tried to explain that other students needed to learn about time. And he was very angry and said to me, "But what about me?" And I didn't know what to say to him.*

#### PROVIDING A CHALLENGE

Despite these cutbacks, promising programs have become available that allow gifted and talented students to leave their regular classroom to pursue individual interests and advanced content. For example, many local districts have created innovative mentorship programs that pair a bright elementary-school student with an adult or high school student who shares a common interest. And some schools, acknowledging that they do little different for gifted students within the school day, provide after-school enrichment programs, or send talented students to Saturday programs offered by museums, science centers, or local universities.

Some large school districts have established magnet schools to serve the needs of talented students. In New York City, for example, the Bronx High School of Science has helped nurture mathematical and scientific talent for decades, producing Nobel laureates and other internationally known scientists. More recently, 11 states have created separate schools, such as the North Carolina School for Math and Science, for talented students. In many states, "governor's schools" provide intensive summer programs in a variety of advanced content areas. It is clear, however, that these opportunities touch a small percentage of students who could benefit from them.

Over the past several years, some of the most exciting offerings for gifted students have come from private organizations. For example, Future Problem Solving of Ann Arbor, Mich., runs a year-long program in which teams of four students apply information they have learned to some of the most complex issues facing society, such as the overcrowding of prisons or global warming. At regular intervals throughout the year, the teams mail their work to evaluators, who review it and offer suggestions for improvement. The program challenges students to think, to make decisions, and to come up with unique solutions to problems. (One team in Connecticut, for example, proposed converting surplus military submarines into additional prison space.)

Although not developed solely for gifted students, Future Problem Solving is widely used in gifted programs because they typically have the inclination to pursue such additional projects. Gifted students also are more often able to afford the time for such activities, after breezing through much of their regular schoolwork. In a similar effort, called Odyssey of the Mind, teams of students design structures and machines. In one typical project, students had to design and build a balsa wood structure to support the most weight possible. Costs to the schools for these programs are modest—\$55 per student team for Future Problem Solving, \$135 for Odyssey of the Mind. For these fees, the schools receive background materials on the topic and access to the network of evaluators (typically, teachers who are coaching teams at other schools).

Another national program, operated by the Center for Talented Youth and Academic Programs at Johns Hopkins University, recruits and provides testing and program opportunities for precocious youth. Each year, Talent Search offers both the mathematics and verbal portions of the Scholastic Aptitude Test—usually taken by high-school juniors and seniors—to thousands of interested 12- to 14-year-olds (typically seventh and eighth graders). Those who score above that year's mean for college-bound seniors become eligible for a number of programs operated by Talent Search, including summer seminars in advanced subjects and enrollment in college courses. By taking advantage of

the courses offered by Talent Search, a talented youth could complete two or more years of math in one year. Unfortunately, school districts do not have to honor these credits and could require a student who took geometry during a junior-high-school summer to take it again as a high-school sophomore.

Enrichment opportunities for the brightest students are not limited to math and science. To enter the annual History Day contest, students can work individually or in small groups on research projects related to a historical event, person, or invention related to a given theme. Drawing on primary source materials such as diaries, as well as information gathered in libraries, museums, and interviews, students prepare research papers, projects, media presentations, and performances as entries. The entries are judged by local historians, educators, and other professionals; each June, state finalists compete for a nationwide prize.

While these programs are valuable supplements, the smartest kids would also benefit greatly if existing schools simply became more flexible in their assignment of children to grade levels. Why, for example, do we have or even need 12 grades that students must pass through in sequence? Why can't students progress through a series of competencies in an ungraded setting, thus earning time to pursue advanced curricula or an area of individual interest or talent?

Unfortunately, most educators these days discourage a broad range of useful, and once common, acceleration practices—starting kindergarten or first grade at a younger age, skipping grades, or entering college early. This reluctance stems from a misguided anti-intellectualism that discourages policymakers from promoting excellence in our schools and allows them to pay less and less attention to nurturing intellectual growth. Anti-acceleration policies—often justified on the social harm that the gifted student might experience—also tacitly acknowledges the anti-intellectualism of children: kids labeled as gifted have traditionally been ostracized by their peers.

Indeed, bright students seeking to avoid harassment learn to hide their academic prowess, such as by ceasing to participate in class discussions. Consider the experiences of an exceptional student who pleaded with her school board to save the gifted program:

*In my 12 years in school, I have been placed in many "average" classes—especially up until the junior-high-school level—in which I have been spit on,*

*ostracized, and verbally abused for doing my homework on a regular basis, for raising my hand in class, and particularly for receiving outstanding grades.*

### THE GIFTED'S GIFT TO SCHOOLS

Gifted programs have developed an impressive menu of curricular adaptations, independent study and thinking-skill strategies, grouping options, and enrichment strategies. Many of these innovations could be used to improve education for all students, not just those who score highly on intelligence or achievement tests. In particular, programs for teaching the gifted tend to focus not on memorizing facts but on practicing the skills of knowledge acquisition and problem solving.

In fact, most students would benefit from this approach to instruction. With knowledge accumulating at an unprecedented pace, it is at least as important to teach kids how to obtain and analyze information as it is to convey an existing set of facts. Educators should therefore reassess the need for content-based instruction for students of all ability levels. Bright students fortunate enough to be receiving special attention are already experiencing the joys of independent, self-directed learning. This kind of schooling is more challenging and more fun than conventional classroom work. Why not apply it more generally?

Joseph Renzulli and I at the University of Connecticut have developed an approach to do just that. Our "schoolwide enrichment model" has been field tested and implemented by hundreds of school districts across the country. This approach seeks to apply strategies used in gifted programs to the entire school population, emphasizing talent development in all students through acceleration and a variety of other strategies.

Of course, not all students can participate in all advanced opportunities. But many children can work far beyond what they are currently asked to do; they rise to the level of expectations. In addition, the infusion of some of these techniques may help us identify other young people with untapped potential for academic achievement, leadership, and creativity.

Ideas for improving education have been around for decades, if not centuries. More will undoubtedly surface as long as thoughtful people have the courage and vision to try new ways to solve the endless array of problems that a changing society places on the doorsteps of its schools. Amidst all of these restructuring efforts, we cannot afford to ignore our most talented children. It is they who set the pace. By pushing these children to stretch and develop their intellectual gifts, we can raise the standard of schooling for all.

## HELP FOR WORK-INHIBITED STUDENTS

### Identification

Work inhibition is rarely diagnosed as the reason for children's inability to do work; its symptoms are often confused with other educational disabilities. Parents can certainly recognize when their children have difficulty settling down and doing their work, but they rarely know what causes the problem. Even teachers who observe these children daily are often perplexed. At times both parents and teachers suspect that a child's failure to do work is caused by a subtle learning disability, attention-deficit disorder, or perhaps a fine-motor coordination weakness that impairs the ability to write and complete assignments. These questions must be answered if a child is to be helped.

A successful system for evaluating work-inhibited students must accomplish two major objectives. First, educators must identify those students who do not engage in the work of school. Second, educators, working with parents and mental health professionals, must devise and implement a plan to ensure that each of these students is individually understood.

### What Teachers Can Do

For work-inhibited students, sitting down and doing schoolwork is painful. It simply is the worst part of their life. They hate it. For many, this problem is of long standing and simple quick fixes are not in the cards. Teachers can, however, make a difference.

Work-inhibited students may be helped in a number of general ways. They benefit from positive relationships with their teachers; they achieve more with supportive help to complete tasks; they benefit when they are actively helped to become independent; and they benefit from opportunities to develop their individual strengths.

### Build Nurturing Relationships

In order to grow toward independence, work-inhibited students need friendly, positive, and optimistic relationships with important adults, including teachers. It is reassuring and important to them to feel that their teacher is in their corner.

Most people tend to do better work, or at least enjoy it more, when they work with someone who likes them. Providing work-inhibited students with friendly hellos, greeting them each day with a smile, finding a way to extend unconditional positive regard nurtures a student's sense of well-being.

A teacher's friendliness may be positively disarming to these students. They usually have long histories of negative self-perceptions and do not expect their teachers to be truly interested in them. In response to their teachers' friendly "hello"—away from the classroom, where teachers are not obligated to take notice of them—the students feel a bit better about their teachers and about themselves. Such friendly, inviting greetings in them selves can improve attitudes toward school and pave the way for further positive dialogue.

There is probably no better way to convey interest and nurturance than through listening. Most teacher-student social exchanges are momentary—just a few words and a smile. But sometimes the opportunity presents itself to be with a student in a situation that has nothing to do with schoolwork. Exploit such opportunities to be attentive to remarks about the student's interests. The act of really listening is a tremendous compliment and a powerful tool in building a relationship.

### **Help Students Develop Stick-to-it-tiveness**

Work-inhibited students need help in learning persistence—to stay on task, to withstand failure, and to forge ahead. They need to learn the skills of stick-to-it-tiveness more than academic skills.

Teachers may choose among a variety of strategies to assist the work-inhibited student to move slowly, incrementally, toward competence. Sometimes an entire class may have the same assignment—which a work-inhibited student may well be able to complete if it is broken down into small incremental steps. As the student completes each part, the teacher gives a pat on the back, a bit of encouragement—an emotional "pick-me-up"—to proceed on to the next step. The teacher tries to extend the student just a little bit.

This method is much like training to run faster. Runners set intervals during which they run hard and fast for a brief period, and then recover. Then they repeat the pattern. The goal is to run faster for short distances and then gradually extend the distance.

Varying the approach helps. Students like novelty. Surprise the child by insisting that only three questions be completed. Set up a challenge to work quickly. Use a timer and ask the student to beat the clock. Highlight or underline certain items and ask the student to finish only those that are so marked.

Maintain a careful record of assignments completed and graph the results. Student and teacher alike may be surprised and positively reinforced by viewing a graph that shows progress.

Do not let the work pile up. At the end of each period, go on to the next activity. If possible, collect any work, both complete and incomplete, and go on. Work-inhibited students easily feel overwhelmed and are unlikely to tackle a tableful of incomplete assignments. They do need to learn to tackle longer and longer assignments, but it is foolish to encourage work-inhibited students to climb a mountain when they are still unable to scale a hill.

Working incrementally means always taking it one day at a time. It means the teacher is pleased to see a work-inhibited student increase effort 100 percent when going from two minutes to four minutes, while most of the other students are able to work independently for half an hour. Bit by bit, focusing on successes, breaking assignments into smaller units, giving assignments that may be completed—this is the direction in which success lies. Offer Helping Hands

Through positive regard and problem-solving conferences, a work-inhibited student's readiness for accepting help may improve. But a teacher with twenty-



five students in a classroom can spend only a fraction of the day being next to and assisting any one individual. Therefore, it may be useful to recruit helpers to assist work-inhibited students. The classmates of work-inhibited students may be a rich resource. Pair classmates and encourage them to assist each other. Older work-inhibited students often welcome the opportunity to tutor younger children with similar weaknesses. It not only adds variety to their day but tutoring also helps them feel important. In high school, members of the National Honor Society, Key Club, or other service organizations may be ready and willing to give tutorial assistance. Each school is filled with helping hands.

Providing positive, effective feedback to students is a powerful tool but not necessarily easy to use. For praise to be effective, certain rules should be remembered.

Reward the action or product, not the person, with positive attention. Comment specifically about what it is the student has accomplished. Comments should not be exaggerated or insincere, but rather true and to the point. "Nineteen out of twenty correct! You really understand!" "Your use of shading in this painting gives the scene perspective and a sense of distance." "Your paragraph included three funny examples of what can happen on the first day of school." "Joe, your speech kept everyone's attention."

Sometimes positive reinforcement does not require words. Just a smile or a pat on the back may keep a student working. What is important is to notice what the student is doing or has accomplished.

Teachers are not the only ones who may give positive reinforcement. Everyone in the class might do it! Encourage classmates to support each other by modeling positive communication. The goal is to create a climate of encouragement.

### **Empower the Child**

Work-inhibited students need all the help they can get in order to bolster their weak egos. These students benefit from opportunities to develop their individual strengths—to feel empowered. Encourage work-inhibited students to participate in extracurricular activities and provide them with opportunities for leadership (safety patrols, office helper).

Another important facet of feeling empowered relates to decision making. In high school, students have opportunities to make important decisions as to what courses they will take and what career paths they may embark on. At all levels, it is important to empower students to make decisions regarding daily activities, including how to accomplish tasks and what is to be studied. Being asked "What do you think?" or "What do you want to do first?" imparts a sense of importance to students and fuels feelings of control and independence. The goal is to promote autonomy so that students may stand on their own and feel a sense of adequacy. Practices To Avoid

Our schools should not be reluctant to change those practices that are not in the best interests of students. If students are able to demonstrate their acquisition

of knowledge and skills without certain homework assignments—give up those assignments. Requiring a child to repeat a grade for failure to complete assignments, punishing children by keeping them in for recess or by denying them access to extracurricular activities are not likely to promote the growth of their interests or their sense of well-being in their school.

In communicating to parents, provide clear descriptions of the student's strengths and weaknesses. Parents need to know that their children have allies in the school. Don't blame. Rather, be objective about the instructional setting and the requirements for success. Parents need to know that school work is not their responsibility. Parents can set the stage by providing a place and establishing a schedule for homework; but they should tell their children that the contract for doing school work is between students and teachers; and then nurture, love, and encourage.

## **CHILDREN WITH COMMUNICATION DISORDERS**

Communication that calls attention to itself, and/or interferes with relaying a message, and/or distresses either the speaker or the listener is considered disordered. Communication is defined as the transmission of information. Language is the set of symbols used to represent the message being transmitted. Speech, a subsystem of language, is the physical process involved in producing the sound symbols of the language. Both communication and language can be nonverbal. Speech is oral.

Communication disorders can take two forms: delays and disorders. Delays are quite common and are usually resolved easily with proper treatment. Delays in language have the highest cure rate and the shortest time in need of special services of any of the conditions of exceptionality. Delays are often due to lack of language stimulation, bilingual or multilingual stimulation, or hearing impairments.

A disordered form of language is less common than a language delay and usually requires more treatment. Many language disorders are complicated by other areas of exceptionality (e.g., disorders of behavior, mentation, learning, audition, physical coordination). Language disorders may involve aphasia (no language) or dysphasia (difficulty with language). Language disorders may be due to disordered mentation or to anatomical defects such as cleft lip and/or palate, damaged vocal cords, defects of the lips, teeth, or tongue, or may be acquired after injuries—including brain injuries. Language disorders may involve receptive disorders (difficulty in understanding language) and/or expressive disorders (difficulty in expressing oneself through language). The American Speech-Language-Hearing Association (ASLHA) has identified three underlying problems in language disorders: the form the language takes (involving rules and structural principles); the content of the language (involving

semantic meanings); and the function of the language in communication (involving practical, pragmatic usage).

Speech, the subsystem of language involving oral production of sound, may be disordered in one or more of three forms: articulation, voice, or fluency.

Articulation involves the functioning of muscles and nerves, of the tongue, lips, teeth, and mouth to produce recognizable speech sounds. Four possible ways in which articulation can be disordered are substitution of sounds, distortion of sounds, omission of sounds, or the addition of extra sounds.

Voice involves respiration by the lungs, phonation by the larynx and vocal cords, and resonance through the air passages of the nose to control sound quality. Two possible ways in which voice can be disordered are phonation (breathy, strained, husky, hoarse, no sounds) and resonance (hypernasality, hyponasality).

Fluency involves appropriate pauses and hesitations to keep speech natural, smooth, and understandable. Two possible ways in which fluency can be disordered are by cluttering (very rapid speech with extra sounds) and by stuttering (verbal blocks, and/or repetitions of sounds, especially at the beginning of words).

Each child can be expected to have his or her own unique differences in language reception and production and speech coordination. In addition, each child will communicate differently, depending on personality factors, information-processing factors, and motivational factors. Assessment of when language and/or speech is delayed or disordered is, therefore, very difficult.

Speech-language pathologists are therapists who are prepared to help alleviate all the problems of language and speech. When a child is assessed as having a communication disorder, PL 94-142, and its amendment PL 99-457, entitle that child to free and appropriate speech-language therapy in the least restrictive environment. Public Law 99-457 ensures services for infants, toddlers, and their families if a speech-language disorder is diagnosed early (e.g., cleft palate speech). Whenever a child receives special services for a communication disorder, the therapy is more successful and shorter when there is parental involvement and transdisciplinary cooperation. Individualized family service plans (IFSPs) and individualized education programs (IEPs) need to be annually updated to reflect the effectiveness of prior therapy, the new short-term and long-term goals, the changing nature of the communication disorder, and the special services required. Children with communication problems make up the second largest group of children in the United States receiving special educational services, after children with learning disabilities. The earlier each child begins therapy, the better the prognosis.

Therapy and transdisciplinary approaches to remediation of communication disorders are the most common forms of intervention. However, for some children, speech-language therapy and family-school cooperation cannot cure or substantially alleviate the problem. For some children, intervention takes the

form of augmented communication or facilitated communication. There are many new forms of augmentative and facilitated communications. These include sign language, keyboards for typing words, computers with synthetic voices, talking picture boards, and talking beams. Which forms of augmented or facilitated communication are used with each child are ideally determined by a transdisciplinary team including parent, child (if old enough), teacher, and speech-language pathologist.

Dialects should not be assessed as communication disorders in and of themselves. It is possible, however, for a child with a communication disorder to have it complicated by a speech dialect. Special care must be made when assessing linguistically different students for inclusion in special educational services. To be communication disordered, the child should have difficulty in his or her mother tongue, not merely in English. Bilingual special education may provide remediation in both the mother tongue and English. Transitional programs help non-English-speaking children learn the English language sufficiently for instruction to take place in English.

The first article selected for this unit addresses techniques that work to promote language in early childhood. The second article defines programs and services for culturally and linguistically diverse learners in special education. The next article discusses nonverbal symbols that are used as a means of communicating thoughts and emotions. Nonverbal language is often used by school children in place of speech. The final article focuses on one of many forms of augmentative communication: a picture task analysis.

#### *Looking Ahead: Challenge Questions*

How can early childhood educators promote appropriate speech and language?

How can the learning environment be enhanced for culturally and linguistically diverse learners?

Can teachers understand the language of nonverbal behavior?

How can picture tasks be used to augment speech?

## **CHILDREN WITH PHYSICAL AND HEALTH IMPAIRMENTS**

A physical impairment is a condition that interferes with a person's ability to move, use, feel, or control one or more parts of the body. A health impairment is a condition that requires some form of medical treatment. Children may be physically impaired, health impaired, have both physical and health impairments simultaneously, or may be multiple handicapped (e.g., the addition of a learning disability, mental retardation, behavioral disorder, communication disorder, or other disorder). Physical impairments are classified as mild, moderate, or severe, depending on the extent to which children can use their bodies. If a child can walk alone, he or she is usually considered only mildly impaired. If a child

needs crutches or other aids to walk, the impairment is usually moderate. Children in wheelchairs are usually considered severely physically impaired.

Physically impaired children may have a body part disabled by either a neurological cause or an orthopedic cause. A neurological impairment involves an injury or dysfunction in a part of the brain or spinal cord resulting in a loss of some bodily movements. An orthopedic impairment involves an injury or dysfunction in a part of the skeletal system resulting in a loss of some bodily movements. The difficulties in body movement, sensation, perception, or control may be identical with either neurological or orthopedic causations. Prefixes such as mono (one), di (two), tri (three), or quadri (four) are often placed before plegia (paralysis) to designate the number of limbs (arms and legs) that are affected. Hemiplegia is used to designate the loss of movement of one side of the body. Paraplegia is often used to designate the loss of movement of both legs.

Children with health impairments must have some form of medicine or medical attention in order to attend school. Health impairments are classified as mild, moderate, or severe, depending on duration (temporary or chronic) and limitations to activity (normal stamina or debilitated and weak). Most of the health impairments that qualify for special educational services under PL 94-142 are chronic and/or debilitating illnesses. Some examples are cancer, diabetes, epilepsy, sickle cell anemia, asthma, AIDS, heart defects, eating disorders, and pregnancy.

Intervention for children with physical or health problems should begin as soon as the impairment is diagnosed. Special educational services, as well as medical services, may be initiated at birth. Preschools now provide multidisciplinary services to children with physical or health impairments. Public schools must supply equal opportunities for children with disabilities to participate in school activities, transitional services, and free and appropriate education. The reforms and restructuring of special education, mandated by the courts, have opened public school doors to many physically and/or health-impaired children who were formerly taught at home, in hospitals, in residential institutions, or in special schools.

The age at which a child acquires a physical or health impairment is an important area to consider when developing the individualized education program (IEP). A child who is born with a disability usually has permanent, severe limitations but has grown up adjusting to the restrictions imposed by immobility or medical attentions. A child who acquires the impairment later in childhood may have a greater chance of partial or complete recovery. However, this child has had no time to learn to cope with the disability. Children who have just developed physical or health impairments may go through periods of denial, mourning, and depression before they accept the limitations imposed by their conditions. Their IEPs should include short-term goals for helping them adjust. They usually need to be motivated to comply with physical or occupational

therapy, or medicines and medical procedures. Medical social workers often participate in the development of individualized family service plans (IFSPs) or IEPs with suggestions for special services aimed at helping the students and their families adjust to the impairments.

The visibility of the physical or health impairment is another important consideration when developing short-and long-term goals for children who are debilitated. Children with very obvious disabilities not only look different but also feel different because of all the attention their handicap receives. They may have to struggle to develop positive self-images and self-esteem. Children with less obvious impairments (e.g., diabetes, sickle cell anemia, asthma, epilepsy) may be asked to participate in more activities than they can handle, or in forbidden activities. They have to constantly explain that they are different, even if they do not look different. They may be accused of being lazy or hypochondriacal.

Teachers have a responsibility to help establish positive interactions between children with disabilities and their abled peers. It is important that teachers and other school personnel become acquainted with the special situations of each physically or health-impaired child. They should understand limitations, needs, treatments, and/or medications. In addition, they should discuss each child's condition openly with his or her classmates. Peers are more willing to accept special arrangements or time given to children with physical or health impairments if the need for them has been made clear from the beginning.

Teachers of children with physical or health impairments may be called on to do some extraordinary procedures. Judicial rulings have established life support services as legitimate duties of schools with regular education classes. For example, if a child needs urinary catheterization during the school day, the school staff must provide this service. If a school nurse is not available, a teacher may be asked. Teachers may be asked to supervise ambulatory kidney dialysis, oxygen administration, intravenous feedings, or ventilators. They may need to learn how to handle diabetic shock, asthmatic attacks, and epileptic seizures. In addition to medical special services, the teacher must also educate the children appropriately and challenge them to work up to their highest levels of ability. Sympathy assignments, or sympathy grades, are detrimental to all children.

The first article in this unit discusses three health impairments: cancer, medical fragility, and at-risk birth status. Special services should be initiated as soon as the conditions are diagnosed. The second article presents the danger that some physically and health-impaired children face: child abuse. Teachers need to be aware of the implications of the research in this area. The next selection addresses the question of the appropriateness of enrolling students with physical or health impairments in regular classes. Both the "up" side and the "down" side are presented along with a discussion of supplementary aids and services. The last article provides a summary of educational adaptations for children with

physical and health impairments in inclusive classrooms. The tips in the article are designed both to help teachers and to raise their awareness of the positive aspects of inclusion.

*Looking Ahead: Challenge Questions*

What modifications of school curriculum should be made for children who survive life-threatening illnesses?

How can we help prevent the abuse of children with physical or health impairments? How can we help support their families?

Is inclusion appropriate for children with physical and health impairments?

What can teachers do to make inclusion of physically impaired children a more pleasant, nonthreatening experience?

## **CHILDREN WITH HEARING IMPAIRMENTS**

Deaf children are disabled to the extent that they cannot hear speech through the ear, even with some form of amplification. They are dependent on vision for language and communication. Hard-of-hearing children can hear speech through the ear, but they need some form of amplification to make it more understandable. Hard-of-hearing children far outnumber deaf children. Most of them can be enrolled in inclusive education programs, with some modifications to the classroom and to their ears. While 8 to 10 percent of school children have some loss of hearing, only about 1 percent qualify for special educational services for their hearing impairments.

The assessment of hearing impairments is usually accomplished by identifying and measuring the decibel levels (loudness) of sounds, which the child can hear. These units can be generated on an audiometer. The child holds up a finger and points to the ear in which he or she hears a sound. An audiogram shows the results of an audiometric test. Children should be able to discern the pitch of sounds from 500 to 2,000 hertz, the range for spoken language. They normally can hear between 0-25 decibels (dB). A hearing loss from 26-40 dB is slight, loss from 41-55 dB is mild, loss from 56-70 dB is moderate, loss from 71-90 dB is severe, and a loss of more than 90 dB is deaf in each ear.

If an infant is born with a hearing impairment, he or she has a congenital hearing impairment. If the hearing loss is acquired later in life, it is an adventitious hearing impairment. If a hearing loss is present in both ears, it is bilateral. If it is present in only one ear, it is unilateral. If the loss of hearing occurs before a child learns language, it is prelinguistic. If it occurs after a child learns language it is postlinguistic. In terms of special adaptations required in education programs, the child with the former of each of these terms (congenital, bilateral, prelinguistic) usually needs more help. These forms of losses can occur in many combinations.

Two additional terms are very important in the assessment of hearing impairments: sensorineural hearing loss and conductive hearing loss. A sensorineural loss is usually more serious and requires more education adaptations than a conductive loss. Sensorineural hearing impairments involve defects or disorders of the auditory nerve or portions of the inner ear. They are difficult or impossible (depending on the problem) to correct with surgery, medicine, or sound amplification. Conductive hearing impairments involve defects or disorders of the outer or middle ear. Depending on the problem, they are often correctable with surgery, medicine, or sound amplification.

The causes of hearing impairments are not always easy to determine. In about 1/3 of all cases, the cause is unknown. Congenital losses may be inherited or caused by something during the mother's pregnancy and delivery, such as viral infections, drugs, prematurity, or low birth weight. Adventitious hearing losses may be due to injuries or diseases such as encephalitis, meningitis, or otitis media.

It is very important to assess hearing in infancy. PL 99-457 mandates comprehensive multidisciplinary services for infants and toddlers and their families. Once a hearing impairment is assessed, services should begin immediately. If the loss is conductive, the infant or toddler should be fitted with a sound amplification device (hearing aid). If the loss is sensorineural, the infant or toddler and the parents should begin learning sign language. Special educational services should also begin. Both receptive language (understanding what is said) and expressive language (speaking) are fostered with the earliest possible intervention. Cognitive processes and socialization processes are also dependent on early comprehension of some form of language.

Children who are deaf or hearing impaired are frequently enrolled in regular education classes for elementary, middle, and/or high school. Decisions about where to place them depend on many factors: age of onset of hearing loss, degree of hearing loss, language ability, cognitive factors, social factors, parental factors, and presence or absence of other educational disabilities. Individualized education programs must be annually updated. Sometimes the best environment (least restrictive) for a hearing impaired child is regular class for a portion of time and special class for another length of time. The nature of the child's problem determines the long- and short-term goals and the criteria for gauging the effectiveness of each special educational modification.

Teachers who have children who are hard of hearing in their classrooms should learn to read their audiograms, help them benefit from any residual hearing, and learn to use any kind of amplification system provided. These may include FM auditory training devices, microphones, or hearing aids. If a deaf child is enrolled in a regular education classroom, the teacher should make provisions for an interpreter, a notetaker, and/or captioned films and videos. If the child reads lips, the teacher must keep mouth movements visible. Speech reading (also called lipreading) is difficult for the child. The teacher should



remember that the average speechreader only grasps about 5 percent of what is being said. If a computer is provided for the hearing impaired student, the teacher should be aware of software needs and appropriateness. Many deaf students are taught oral speech. It may be difficult to understand. A regular education teacher should work to comprehend it as much as possible. Since speech is important to the integration of deaf individuals to a hearing society, they are discouraged from using gestures, pointing, or written messages instead of speech.

Each child with a hearing loss should be motivated to do all he or she is capable of doing in both the educational and in the social activities of the school. The teacher has a major responsibility to help the nonhearing impaired peers understand the special needs of the child with a hearing loss. Teachers, peers, and all ancillary school personnel should encourage the child to participate to the fullest extent possible. The hearing impairment should not be allowed to become an excuse for nonparticipation. Children with hearing losses should be reinforced for their efforts but not praised for inaction. Understimulation and/or pity are detrimental both to educational progress and to socialization and self-esteem.

The first article selected for this unit provides information about the uses of the frequency modulation (FM) auditory training device in a regular class. FM devices are increasingly being used by children with hearing losses in inclusive education classes. The second article provides information about the presence of an educational interpreter in a regular classroom to assist children who are deaf. The interpreter may translate spoken language into sign language or may silently mouth the message in an oral form that is easier to speechread. The third selection addresses the controversy of providing special services to deaf and hard-of-hearing children who choose a private school over a public school education. The final article selected for this unit emphasizes the nonacademic lessons that deaf and hard-of-hearing students need to learn: independence and responsible transitional behaviors for success in life.

#### *Looking Ahead: Challenge Questions*

What is a FM (frequency modulation) auditory training device? What must a classroom teacher know about wearing a microphone and checking the receiver worn by the student?

When an interpreter accompanies a deaf child to class, what should a teacher do? What role, if any, will the interpreter have with other students, other school personnel, or parents?

Should tax dollars pay for an interpreter for a deaf student who attends a private school? Why, or why not?

What skills should be taught to adolescents with hearing impairments to help them make a successful transition to adulthood?

## CHILDREN WITH MENTAL RETARDATION

Mental retardation (MR) diagnosis has changed dramatically in recent years. Most notably, the IQ test score necessary for the diagnosis has dropped from one standard deviation below the mean (85) to two standard deviations below the mean (70). The business of IQ testing has become controversial. Early in their history, IQ tests were considered a large step forward in diagnostic procedure. In recent years many persons involved with the assessment of mental retardation have labeled IQ tests a step backward in diagnosis.

The current definition of mental retardation has three criteria: IQ test score of 70 or below; deficits in personal-social adaptive behaviors, and a manifestation during the developmental period (birth to age 18). Only the last criterion is clear-cut. If an individual sustains brain damage that leaves him or her developmentally disabled in adulthood, we do not apply the label mental retardation. The second criterion, deficits in personal-social adaptive behaviors, has gained in importance in assessment procedures since IQ tests have been deemed invalid and unreliable by some professionals. However, adaptive scales measure independence and social behaviors with a simple yes or no (present or absent) rating. The person completing the scale can be biased to report more or less success in personal-social adaptation. The definition of adaptive behavior is unclear. Adaptive scales may also be invalid and unreliable. What, then, is used to determine mental retardation?

A 1979 court case in California concluded that IQ tests were racially and culturally biased because disproportionate numbers of culturally diverse children had been mislabeled as mentally retarded and placed in segregated special classes in violation of PL 94-142. The judge ruled that California children must be assessed for intelligence without the use of existing IQ tests, and any future IQ tests must be approved by the courts before use. While most states still use IQ tests, mental retardation today is usually determined only after multiple assessments of adaptive behavior, cognitive processes, problem-solving strategies, observations of real-life behaviors, and histories of prenatal, neonatal, and early childhood health and development.

Mental retardation diagnosis has also been changed by reducing the use of arbitrary labels such as mild, moderate, severe, and profound based on IQ test scores. There are vast differences between children with mental retardation even if they score exactly the same on an IQ test. For example, one student with an IQ of 50 (formerly considered moderately retarded or "trainable" not "educable") may learn to read, write, and find a skilled vocational job.

Another student with an IQ of 50 may have difficulty completing even unskilled tasks and may drop out of school at age 16 with functional illiteracy. Mildly retarded individuals can usually profit from academic training and can learn to live alone or semi-independently. Severely retarded individuals can

usually profit from training in self-help and communication, but they will probably need custodial care for life.

What causes mental retardation? For the majority of persons with MR, the exact cause(s) cannot be determined. Over one-half of all cases of mental retardation are suspected to be due to some biological factor(s) causing brain damage. Nearly 300 factors have been identified as risks that singly, or in combination, can alter brain functioning or destroy neurons. Prenatally, some risks include drugs, viruses, radiation, chromosomal defects, defective genes, maternal gestational disorders, and inadequate nutrition of mother. Neonatally, some risks include prematurity, low birth weight, trauma, infection, anoxia, metabolic and nutritional factors, and tumors. Early childhood risks include tumors, malnutrition, exposure to drugs or poisons, brain infections, head injuries, physical abuse, and psychiatric disorders. In addition to biological risk factors, some environmental conditions put infants and children at greater risk of developing mental retardation. It is usually impossible to pinpoint exactly what factor(s), singly or in combination, cause each child's unique type and degree of MR.

The Individuals with Disabilities Education Act, PL 94-142, and its amendments, require nondiscriminatory evaluations, zero reject, parental participation, individualized education programs, due process, least restrictive education, and transitional services for persons with mental retardation. As much as possible, everyone involved with the education of MR students should strive to establish the most normal life for them and teach them coping and adapting skills that are culturally appropriate. The earlier that MR infants and preschoolers can be identified and the earlier that they can be brought into special educational services, the easier it is to achieve a measure of "normalization" in their lives.

Early identification and treatment of mental retardation in infants and toddlers (age 0-5) is now mandated by PL 99-457. States are given incentives to establish not only preschool programs for MR children, but also to try to prevent MR through prenatal care, genetic counseling, and improved family planning. Preschool programs for MR children develop Individualized Family Service Plans (IFSPs) and provide parental education as well as early childhood remediation. Diet management, safety, education, socialization skills, and communication are included in preschool special services. Social services are provided long term for the MR child and his or her family.

Public schools develop Individualized Education Programs (IEPs) for every child with MR and update them annually. In addition to academic skills, the curriculum for MR students usually includes socialization and adaptive behaviors and prevocational and vocational skills. By high school the IEPs for students with MR usually include competitive employment training and community living skills (e.g., travel, personal maintenance, leisure, home-making).

Transitional services for MR students are now mandated by PL 101-476. Public schools must provide assistance for MR individuals as they move from school to employment and independent living until they reach age 21.

The first article in this unit discusses prevention of, and intervention for, MR caused by drug exposure. Selection two provides strategies for integrating MR students into regular education classes, and it presents both challenges and solutions.

The next article discusses training peer tutors to both help teach transitional skills to MR students in high school and to teach social interaction skills.

### *Looking Ahead: Challenge Questions*

How can poor outcomes such as MR after prenatal drug exposure be avoided? How can the MR caused by drug exposure be ameliorated by intervention?

What solutions have been successfully pursued to meet the challenges of integrating MR students into supported regular classes?

Can social interaction training help peer tutors teach social as well as academic and job-related skills to students with MR?

## **ENABLING THE LEARNING DISABLED**

### **Sally Smith**

*Sally Smith is the founder and director of The Lab School in Washington, D.C. She is also professor and head of the American University's masters degree program in special education: learning disabilities, and is the author of six books.*

Chances are you'll have at least one learning disabled (LD) student in your classroom this year. And if you teach in a district that's already moved toward inclusion (see sidebar "Inclusion"), that number could be higher. Teaching children with learning disabilities brings with it special joys, and special challenges. To help you manage, instructor went to Sally Smith, founder and director of the Lab School in Washington, D.C., and professor and head of special education at the American University— and asked her to address some of your biggest concerns. Her advice follows.

### **What does the term *learning disabled* really mean?**

Learning disabilities encompass a broad range of neurological problems that are quite distinct from either retardation or emotional disturbances. The LD child is likely to have difficulty with reading, writing, spelling, and math. More subtle - and harder to pinpoint—are difficulties the child will have in attending; concentrating; remembering; organizing; sequencing; coordinating; and distinguishing right from left, letters, and numbers. The ability to make these distinctions is essential in learning the rudiments of reading, writing, and

mathematics. If not addressed, a child's academic, emotional, and social development is adversely affected.

**What instructional strategies work best with LD students?**

LD students need opportunities to apply what they're learning. Ask them to reenact events, draw pictures, collect magazine photos to illustrate topics, construct models, and so on. Follow up with discussions that encourage students to verbalize what they've learned.

Also, whenever possible, show photos that will help students comprehend a topic. All children will enjoy the pictures, but for the LD child—who tends to have disabilities with language and tends to learn visually—pictures can mean the difference between not understanding and understanding a subject.

**My LD students have trouble grasping abstract concepts. What can I do?**

Turn an abstract idea into something concrete by having kids illustrate the concept using their bodies, objects, and pictures. For example, to introduce the concept of our government's balance of power, you might begin with balancing exercises—have students use weights to even out a pair of scales. Then you could divide students into threes—to represent the judicial, executive, and legislative branches—and have them clasp hands and gently tug on one another's arms to illustrate the system's give-and-take. Afterward, kids could draw a triangular chart to show the balance of power and discuss a current example of the balance in action.

**Especially during the early part of the year, when I'm trying to get to know all the students in my class, I sometimes have trouble remembering each of my LD students' main problem areas. What do you suggest?**

Create a handy profile for each student. On separate index cards list each child's strengths, weaknesses, and interests, as well as the classroom-management methods that he or she responds to and the techniques that don't work. Add other information you've discovered about the student, and you'll have a quick reference tool at your fingertips.

**How can I help the LD student feel successful?**

Break down tasks into as many steps as necessary to ensure that the student can complete each step successfully. By starting with what a youngster can do and then building from there, you'll give the child a boost of confidence. (Hint: Be sure the student understands each step thoroughly before moving on to the next.)

**When a student feels overwhelmed or depressed, how can I help?**

I give the student tangible proof of his or her progress and commit to working together on trouble spots. On a sheet of paper folded down the middle, I make a column on the left-hand side called "Your Strengths" and write down such observations as: You work hard, you are a good artist, and so on. I read the list aloud to the child. Then I make a column on the right-hand side called "Needs Work" and write down skills the student needs to work on, such as

spelling, subtraction, and reading. I read the list aloud. Next I tear the sheet down the middle, hand the list of strengths to the student, and say something like, "You keep the list of your strengths. I'll keep the list of what you need to work on because it's my job to take care of those things for a while until you can become responsible for them."

**Following my oral instructions is difficult for the LD students in my class. What can I do?**

First, to reinforce sound, make sure the children are looking at you when you're giving instructions. It helps to stand near them, too. Be sure you speak slowly and loudly enough to be heard and keep your directions clear, precise, and succinct. Also, break down your instructions into simple steps, give only one or two at a time, and ask students to repeat each one aloud. Consider pairing an LD child with a considerate classmate who can check whether the student understands the instructions and can help explain them when he or she doesn't.

Because concrete reinforcement works well for the LD child, consider giving students gold stars or stickers when they follow instructions properly.

**How can I approach the student who is afraid to admit he or she doesn't know something or is afraid to make mistakes?**

When you don't know the answer to something yourself, set an example by saying, "I don't know, but we can find out together."

Send the signal to all students that it's okay to make mistakes and that everyone—even teachers—makes them. When kids do something wrong, tell them about mistakes you've made and talk about how you learned from them.

**One of my LD students often has trouble finding her way around the school. For example, I have to show her how to find the resource room nearly every day. What can I do?**

Pair the student with a classmate who does not have directional difficulty. Or point out landmarks between your classroom and the resource room—such as the green door, the drinking fountain, and the stairs—that the child can use to help her find her way on her own. If the student is a visual learner, have her draw a map of how to get there.

**Sometimes I feel angry or frustrated with my LD students. How can I overcome these feelings?**

Your feelings are important diagnostic tools because they may reflect students' feelings. When a student is angry, his or her feelings may be contagious. If you realize you're frustrated because the child is, you'll be better able to diffuse a situation and work patiently with a student. So it's important for you to be solidly in touch with your feelings, recognize and acknowledge them, and use them as a barometer to clue you in to what's happening with a student.

**I've noticed that humor works well with my LD students. Why?**

Nothing dispels tension faster than laughter, because if students can see the funny side of difficult or uncomfortable situations, usually they can find a way out of them. Because LD children tend to feel that others are laughing at them,

it's important for these students to see laughter as a relief and means of togetherness—not as a form of punishment.

Teachers who laugh at themselves in an easy accepting way are important models for children who tend to see themselves with despair or as a source of worry to others. And humor and the absurd can be an effective tool for anything from disciplining to testing.

### **Is it true that LD students need additional structure?**

Yes. Structure means predictability, and predictability helps make LD children feel more comfortable. Although it takes extra work on your part, give your LD students a list of the topics for the day. The list will help them focus and better prepare them to learn.

## **THE COGNITIVE APPROACH TO LEARNING**

The fundamental difference between behavioral and cognitive approaches to learning is the role that thinking plays. Thinking plays no role whatsoever in behavioral theories. In cognitive theories, however, thinking plays the central role.

Cognition is a term used to describe all of our mental processes, such as perception, memory, and judgment. The most important mental process is thinking, and cognitivists focus most of their attention on studying how people think. There are two major approaches to the study of thinking: the cognitive-developmental model and the information-processing model. A brief overview of these two approaches should help you grasp more clearly the theoretical contrast between cognitive and behavioral approaches to the study of learning.

### **The Cognitive-Developmental Model**

The cognitive-developmental model focuses on changes that occur in how people think as they progress from infancy through childhood and adolescence and ultimately into adulthood. The best-known cognitive-developmental psychologist is Jean Piaget, who revolutionized our understanding of how children think and construct knowledge.

Piaget viewed children as active learners who behave like "little scientists" who develop their own "theories" about how the world works and set out to confirm these hunches. Such a view of the fundamental nature of children contrasts markedly with the view of behaviorists, who see the child as a passive learner who merely reacts to environmental stimuli.

Piaget's primary concern was to discover how people acquire knowledge, which is often called the "epistemological question." Piaget considered himself less a psychologist than a "genetic epistemologist," studying the source, or genesis, of knowledge. His studies have shown that throughout the lifespan, people go through a sequence of four qualitatively different stages of thinking.

Briefly, infants acquire knowledge based on the sensory experiences of sight, hearing, touch, taste, and smell. Preschoolers progress to the stage of acquiring knowledge of the world through their perceptions of their own experiences in the world. Older children begin to apply the rules of logic to understand how the world works. And, finally, adolescents and adults progress to the stage where they can apply logic to hypothetical as well as to real situations.

Piaget believed that people are constantly trying to make sense of the world by comparing their internal understanding of how the world works with external evidence. Learning occurs when people periodically alter their internal understanding of the world as they encounter evidence that conflicts with their previous understanding. According to Piaget, even young students constantly create their own knowledge of the world by comparing external evidence with internal understandings. Given Piaget's theory, it seems clear that an important role of a teacher is to provide students with experiences that will help them develop a more accurate understanding of how the world works.

### **The Information-Processing Model**

The information-processing model uses the way a computer works as a way of understanding how the human mind works. Just as a computer takes in input, processes it, and produces output, the human mind takes in information (sensory experience), processes it (thinks), and produces output (behavior).

Information-processing theorists are concerned with the nature of the cognitive processes rather than with the developmental stages through which thinking evolves. These theorists agree with Piaget, however, that people are active learners and that a person's prior knowledge is a critical component of new learning. According to information-processing theory, students learn most effectively when they can relate new knowledge to what they already know. Information-processing theory has made its greatest contribution in explaining how human memory works, that is, how we take in information (encoding), organize it in our minds (storage), and gain access to it when needed (retrieval).

## **THE SOCIAL LEARNING APPROACH**

Social learning theory, which is also called observational learning, focuses on how we learn by observing the behavior of others. Conceptually, social learning theory provides a link between the behavioral and cognitive approaches. To understand the linkage, however, it is first necessary to distinguish the concepts of learning and performance.

### **Learning and Performance**

People can learn to do many things without actually doing them. Perhaps you have been on an airplane and learned how to put on a life jacket by observing the flight attendant's demonstration. You didn't have to put on the



jacket to learn how to do so. The only way to verify that you have learned how to put on a life jacket would be to have you perform the behavior.

According to social learning theory, people may learn simply by observing a model. Consider the following illustration. Students in a keyboarding class may learn how to type capital letters by observing how the teacher strikes a letter key while simultaneously holding down the shift key. It is not necessary for students themselves to type capital letters to learn how to do so. In all likelihood, of course, the teacher would have students type capital letters to demonstrate by their performance that they have learned correctly.

The important point is that learning may take place without any observable response and without any reinforcement. In other words, even though the students may not do any typing at all or receive any form of reinforcement or reward from the teacher, they still may learn. The fact that people may learn without making an observable response and without being reinforced is a dominant principle in social learning theory.

Note that this principle is completely contrary to the view of behaviorists, who claim that a response can be learned only if it is observable and reinforced. On the other hand, note that this principle is consistent with the cognitive approach to learning. Cognitivists could easily account for students having learned to type capital letters without actually typing. They would argue that changes occurred in the students' mental images and thinking about typing as a result of having observed the teacher type. The cognitive approach and social learning theory both account for learning in terms of cognitive changes.

#### *The Role of Reinforcement in Social Learning Theory*

Social learning theory, however, is related to the behavioral approach in that both approaches take reinforcement into account, although in different ways. Behavioral theory claims that behavior must be reinforced if learning is to occur. Social learning theory claims that although reinforcement is not necessary for learning to occur, the use of reinforcement increases the likelihood that what has been learned will actually be performed.

In social learning theory, reinforcement serves a motivational role. A person is more likely to perform a newly learned response if the response has been reinforced than if it has not been. Furthermore, if the person modeling a particular kind of behavior is reinforced, chances are increased that the observer will also perform the behavior. This kind of reinforcement is called vicarious reinforcement. People are more likely to perform the behavior carried out by the model if they see the model being reinforced. Reinforcing the model serves the same function as reinforcing the learner in terms of increasing the probability that the learner will perform the observed behavior.

Just as reinforcing the model increases the chances that the learner will engage in the observed behavior, punishing the model decreases the chances. The consequences following a response determine whether the response is likely to occur in the future or not.

## **Effective Models**

Effective models may be real people, such as teachers, classmates, entertainment celebrities, political leaders, or great athletes, but they don't have to be. Fictional characters appearing in television shows, stories, novels, or cartoons can also be effective models. As a matter of fact, much of the pioneering research on observational learning investigated the effects of the behavior of cartoon characters on the behavior of children. Individuals tend to imitate models who are perceived as competent, powerful, and attractive, as well as those whose behavior is relevant to the observer. Models with whom learners identify can be particularly effective, but to a large extent, a model's effectiveness depends on the degree to which the learner is motivated to learn.

## **Teachers as Models**

Students learn much in the classroom by observing how their teachers behave, and students whose teachers have been trained in modeling techniques perform better academically than students whose teachers have not received such training. By observing teachers, students learn not only academic skills, such as how to solve algebraic equations or how to pronounce words in a foreign language, but also many important nonacademic behaviors. Students may learn interpersonal skills by observing how teachers interact with students and with other teachers. They may also adopt teachers' attitudes toward a variety of topics, ranging from those related to education and schooling to those extending well beyond the classroom. Students may even imitate mannerisms their teachers exhibit.

Good teachers are not only effective models; they also constantly keep in mind that their behavior, both intentional and unintentional, can profoundly affect what students learn. Above all, good teachers know how to motivate students to learn. A teacher's responsibility goes beyond just presenting lessons; the teacher is a model for students and can have a profound effect on students' attitudes, beliefs, and behavior.

## **The Phases of Social Learning**

According to social learning theory, learning by observation occurs in four sequential phases: attention, retention, reproduction, and motivation. Learners must first pay attention to the model's behavior, remember the behavior, practice it, and be motivated to perform. A breakdown in any one of the phases prevents the learner from performing the behavior.

### **Attention Phase**

Obviously, learners cannot learn from a model unless they pay attention to what the model is doing. The attention phase consists of two parts: getting the learner's attention and maintaining it.

In most classrooms students may be attending to many different stimuli at any given moment. They may be attending to things they are doing at their desks, to distracting noises in the hall, to what they plan to do after school, or to

other students. To get students' attention, provide a stimulus that is more noticeable than the other stimuli in the classroom.

There is no simple definition of an attention-getting stimulus. Various stimuli may signal to pay attention, depending on the circumstances. If you are teaching a class in which students engage in lots of individual or group activities, such as a science laboratory, a kindergarten, or a gym class, you should establish prearranged signals for paying attention, such as flicking the overhead lights, playing a chord on a piano, or ringing a bell. On the other hand, if you are instructing an entire class of students, you can get their attention simply by saying, "Now I'm going to show you how to . . . ."

One effective way to get students' attention is to use vicarious reinforcement. By praising students who are paying attention, other students who are not attending may be motivated to do so. Although this technique works particularly well with younger students, it may not work with older ones. Older students may regard teacher praise for paying attention as childish and taunt students who pay attention for being "teachers' pets."

To maintain students' attention, you need to provide them with sufficient incentive to attend. There is no simple way to describe what constitutes a sufficient incentive. Different students are motivated by different incentives. Ideally, students should be motivated to learn for the sake of learning, and for some students this is the case. Other students, however, require other incentives, such as being told that the next examination will cover the material about to be presented.

#### *Retention Phase*

During the retention phase, learners encode the observed behavior in memory using verbal cues, mental images, or a combination of both. People can improve their memories by intentionally trying to encode the newly observed behavior, rehearsing the behavior mentally, or actually acting out the behavior.

You will help students learn better if you emphasize important aspects of the behavior you are demonstrating. In the keyboarding class example described earlier, the teacher should highlight the important steps in typing capital letters. It is easier to highlight behaviors comprised primarily of motor skills, such as typing capital letters, than behaviors comprised primarily of cognitive skills, such as solving a long division problem. When demonstrating behaviors consisting of cognitive skills, it is especially important to highlight the critical components. For example, in teaching students to divide 75 into 1,436, solve the problem on the chalkboard and talk through the steps involved. Your verbalization of the steps provides students with a model they can later imitate.

#### *Reproduction Phase*

During the reproduction phase, learners actually attempt to perform the behavior. If the behavior is relatively complex, the reproduction phase may last for some time, as learners attempt to produce more and more refined performances. Help students during the reproduction phase by providing

corrective feedback. Draw students' attention to components of the behavior they are performing incorrectly and demonstrate the correct performance.

Suppose a student who is learning to type capital letters has difficulty in finding the "home" keys (a-s-d-f on the left hand, and j-k-l on the right hand) after pressing the shift key. The keyboarding teacher should provide corrective feedback by pointing out that when pressing the shift key, only the little finger should be removed from its home key. All of the other fingers should remain on their respective home keys.

Give corrective feedback as early as possible to reduce the chances that students will learn incorrect behaviors. Assume that a student who is attempting to divide 1,436 by 75 correctly decides that 75 goes into 143 once, but then writes 75 under 36 instead of under 43. The student's answer will be incorrect. An effective teacher would not only point out that the student's answer is incorrect, but more importantly, strive to find out how the student arrived at the wrong answer and demonstrate the correct procedure for solving the problem.

### **Motivation Phase**

The motivation phase is the final phase in observational learning. During this phase learners decide whether or not to perform the behavior they have learned. Of the four phases, the motivation phase is the most important one for you to take into account, because the only way you can determine if your students have learned is to have them perform. If students are unwilling to perform, you simply have no way of knowing whether or not they have learned. Furthermore, unless students have sufficient motivation to perform, trying to lead them through the preceding three phases is likely to be an exercise in futility.

Reinforcement is the key to motivation in social learning theory. Students are more apt to perform if their performance leads to a reward, such as a good grade, a favorable comment by you, or free time in the classroom. Reinforcing some students for performing is also likely to cause others to perform as a result of vicarious reinforcement.

Students may also perform if they are given opportunities to reward themselves for their behavior (Bandura, 1978). Help students establish realistic goals in terms of the quantity and quality of their performance. Allowing students to reward themselves for attaining goals they have set encourages them to become independent learners. Students who learn how to reward themselves for behaving in desirable ways are likely to generalize the process to situations other than the classroom and improve their performance in many areas.

Self-reward positively affects students' behavior in numerous circumstances. Think for a moment about the many students who would like to play a musical instrument, but who resist practicing. Such students are more likely to practice if they reward themselves by looking at a favorite TV program or phoning a friend after practicing for a given amount of time. Students can learn to reward themselves for helping with chores around the house, keeping

their rooms neat, or reading books during their leisure time, to give but a few examples.

### **The Humanist Approach to Learning**

All of the approaches to learning discussed so far in this chapter have dealt with how people acquire various skills and knowledge. The humanist approach to learning differs from the others in that it focuses on the affective or emotional components of learning (Kohn, 1991). The goals of the humanist approach are to enable students to express themselves creatively, to understand and cope with their feelings, and to become independent learners (Scotti, 1993). From a humanist perspective, teachers should be less concerned with what students learn than that they learn how to learn and develop positive attitudes toward learning and self-esteem.

Critics have frequently attacked schools for the rigid way in which instruction often takes place. They argue that teachers typically control all learning that takes place in the classroom and prevent students from expressing themselves in creative ways. As a result, many students form negative attitudes toward learning and fail to learn very much. More importantly, the critics claim, many students never really learn how to learn, so that after they leave school, they are ill equipped to cope with new situations.

The principal educational goals of the humanist approach to learning are that students become independent learners and develop into emotionally healthy individuals. Humanists believe teachers should help students achieve "self-actualization" and "congruence". According to humanists, people are constantly seeking to fulfill their potential; the role of teachers is to remove obstacles that prevent students from reaching their potential and to help students feel a sense of self-determination.

The most radical aspect of the humanist approach is the central role students play in deciding for themselves what they will learn, which is often called student-centered teaching. The teacher's role shifts from that of instructor to that of facilitator. Teachers suggest various activities that students might want to engage in and provide assorted materials for them to use. The student, however, not the teacher, makes the final choice. Self-regulation of learning has a powerful effect on students' motivation to learn.

### **Open Education**

The humanist approach to learning formed the basis for the open education movement, which was especially popular in the 1960s. (You may have noticed that most of the publications cited above about humanism were from the 1960s, the heyday of this approach.) Open education is a term that is somewhat loosely applied to educational settings in which students largely take charge of their own learning and where creativity and emotional growth are emphasized.

The best-known example of open education occurred at Summerhill, an English school established by A. S. Neill (1960). At Summerhill, teachers and students enjoyed equal rights. Summerhill constituted a nonthreatening

environment in which students were never forced to learn or study. Creativity of expression was stressed, and there were no report cards or grades. As with most attempts at open education, there is no solid research evidence concerning the effects of Summerhill on its students.

Open education found its way to the United States in the form of the open classroom, in which elementary classrooms were designed with numerous activity centers, sometimes called "learning stations," where students could choose to work. Despite the desirability of focusing on the emotional aspects of learning, the open classroom has not achieved a secure place in our schools. One problem has been the lack of a precise definition. The term open classroom has been applied to educational settings that may be nontraditional, but that nevertheless differ markedly.

Research has shown that open education does not improve student learning, but it does seem to have a beneficial effect on affective outcomes (e.g., self-esteem, attitude toward school, and social adjustment) and on creativity.

### **SELECTION OF APPROPRIATE TECHNOLOGY FOR CHILDREN WITH DISABILITIES**

Technology plays an important role in the lives of individuals who have disabilities. As used in this article, technology is defined as any item, device, or piece of equipment that is used to increase, maintain, or improve the functional abilities of persons with disabilities. These items, devices, or pieces of equipment may be commercially available or customized. They are available for a variety of age and grade levels ranging from infants and toddlers to adults.

The devices that are available are as diverse as the needs and characteristics of the people who benefit from them. Augmentative communication aids are available for persons who are unable to speak that allow them to communicate their needs to others. Motorized wheelchairs are available for those who are unable to walk that allow them to move about in the environment. For infants and young children with disabilities, microswitches are used with adaptive toys to help them manipulate objects in their environment and learn about cause and effect. Talking alarm clocks and calculators are used by individuals with visual problems, allowing them to access important information that sighted people often take for granted. These and many other technological advancements are greatly improving the quality of life for individuals with disabilities. More specifically, these technologies enhance their independence and productivity and increase their ability to participate in the mainstream of society.

Most schools have had some experience in providing devices and equipment to students with disabilities. Both EL. 94-142, the Education for All Handicapped Children Act of 1975, and EL. 99-457, the Education of the Handicapped Amendments of 1986, provided school systems with the flexibility to

fund assistive devices and other related services as indicated in the child's individualized education program (IEP). However, since technology was not specifically defined in either legislation, considerable variation existed across the country regarding the provision of devices and equipment to students in educational settings.

With the recent reauthorization of EL 94-142, now known as the Individuals with Disabilities Education Act, or IDEA (EL 101-476), assistive technology devices were finally defined using the earlier language of EL 100-407. This places schools in the position of having even greater responsibility for providing devices and equipment to students in special education settings. Additionally, school districts must provide "assistive technology services" to eligible students with disabilities. These services are defined by the IDEA as "any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device". Thus, schools are now responsible for helping students select and acquire devices and equipment as well as instructing them in their use.

The increasingly expanding possibilities of technologies to help children in academic settings will require educational and related services personnel to rethink the scope of instructional opportunities for students with disabilities. In the past, many instructional activities may have been viewed from an administrative perspective to be impractical due to cost constraints or the degree of the student's disability. Unfortunately, while it is clearly a violation of IDEA, it has been suggested that in the past the limited resources of school systems have, on occasion, played a role in the decisions made about technology provided for children with disabilities.

### **A Challenge to the Schools**

In the future, devices and equipment will become easier to obtain as the costs of producing them decline. With decreases in the costs associated with technologies that can help children to benefit from special education, a wider variety of devices and equipment is likely to be provided with greater frequency. Already, many schools have acknowledged a willingness to invest in more sophisticated technologies such as computers for children with special needs. Since information about and instruction in the use of the many different types of technologies used in school settings is an often-cited need of teachers, teachers will increasingly be encouraged to acquire more information about devices and assume more skills in technology service provision. As they acquire these skills, teachers must, in turn, use them to assist in the selection and use of equipment in the schools.

### ***A Team Approach***

Within the public schools, the design and application of adaptations and technological devices are usually accomplished through a multidisciplinary IEP team of professionals and other interested parties including occupational, physical, and speech/language therapists; special and regular education teachers;

and parents. Part of the assignment of the team is to ensure that all dimensions of a child's present level of performance are considered. This team approach is most effective when persons who have expertise in instructional programming—including technology and its applications—work cooperatively with parents and professionals who are involved in day-to-day instruction of students.

Special education teachers who participate in such team processes may be called upon to assume important responsibilities as team members. Unfortunately, many teachers have had inadequate training and/or experience with technology and its applications. When teachers are not prepared for the responsibility of selecting devices for students and using them in classroom settings, they may rely too heavily on the judgment of other professionals (e.g., the occupational, physical, or speech/language therapist). These professionals may see the child and his or her needs from a very different (and more limited) perspective than does the teacher.

### **Selection of Appropriate Technology**

It is important for the teacher, as well as all other team members, to develop a philosophical base around which decisions will be made when selecting appropriate technology for children with disabilities. It is also important to remember that the concept of "appropriateness" takes on several dimensions. P. L. 94-142 was drafted to encompass any need the child has related to learning and/or development, including the need to learn basic self-help skills, have appropriate adaptive equipment, develop appropriate social integration skills, acquire basic prevocational skills, and receive therapy services. In each of these areas, devices and equipment can play critical roles in ensuring the provision of appropriate learning experiences for children with disabilities in public school settings.

From a more traditional perspective, a technology is appropriate when its application meets one of three criteria. First, it should be in response to (or in anticipation of) specific and clearly defined goals that result in enhanced skills for the student. Second, it should be compatible with practical constraints such as the available resources or amount of instruction required for the student and the teacher to use the technology. Third, it should result in desirable and sufficient outcomes.

### **Determining the Fit**

To match technology most effectively with any given student, the teacher and other team members must keep in mind two parallel considerations: characteristics of the student and characteristics of the technology.

#### ***Student Characteristics***

The characteristics of the child are of the utmost importance and must be considered first. The comprehensive assessment procedures that determine the child's present levels of functioning and precede the actual program development process provide the initial basis for selection of any devices or equipment. In addition to the obvious selection implications of such characteristics as the



child's academic skills, intellectual level, behavioral and social skills, and physical abilities, the teacher and other team members must consider the child's preferences for certain types of technology. An assistive device that appears excellent on paper but remains unused because the child is uncomfortable with it is the equivalent of no assistance at all. Since the development of the IEP is a joint effort of a team that includes the child (when appropriate), the child can express his or her preferences during the decision-making process. Interviews with the parent and child can yield significant information that is not otherwise obtainable. For example, a girl may be uncomfortable using an augmentative communication system that employs a male adult voice. Alternatively, the IEP team may wish to determine which devices and equipment the child has had successful previous experiences with at school or at home. Once this information is acquired, the team may wish to purchase a similar technology for use in the school setting with appropriate modifications being made to meet the needs of the child. For example, a particular type of adaptive spoon may have made it possible for the child to feed himself or herself at home. The same type of spoon should be given consideration by the IEP team to assist the child with self-help skill development at school if this is deemed to be an important area of concern.

Additional considerations include anticipating the child's needs in the future. This is especially important with older students who are entering transition programs. For example, an older student with physical disabilities who has significant academic strengths may be a potential candidate to receive a modified computer system with adapted input and/or output modes.

The IEP team may feel that development of computer skills may make it possible for the student to enter a career with a telecommunications firm such as AT&T or a business corporation such as IBM, both of which employ persons with disabilities. Many government agencies such as the IRS also employ significant numbers of persons with disabilities.

Given the concern that all school systems have for the equitable distribution of resources, cooperative arrangements for funding may sometimes become an alternative for IEP team consideration if a child is to receive a needed technology. Alternative financial avenues include the use of the Medicaid program and private insurance. Teachers must bear in mind the argument that any device identified and recommended by the IEP committee should be paid for with public funds. In practicality, it must be recognized that not all equipment that can benefit children can be subsidized by the schools. Space-age technology is available through the National Aeronautics and Space Administration that has limitless possibilities for technology applications for persons with disabilities. These technologies, such as robotics and artificial intelligence devices, are not yet commercially available on a wide-scale basis, and their expense would be impossible for most school systems to consider for all children with disabilities. In a case where a costly, commercially unavailable

technology is deemed to be a desirable alternative for a child with a disability, the IEP team may choose to find partial external funding for the device. This may enable the school to provide a specific technology that would not otherwise be possible.

### ***Technology Characteristics***

Once relevant characteristics of the child have been identified and considered, the focus is placed on the characteristics of the various technologies that will be considered for the child. Goals for the use of devices should emerge as a result of the assessment of the needs, desires, and capabilities of the child. In examining the range of technologies that might be useful for a child with a disability, a variety of factors should be considered carefully.

The availability of the equipment is crucial. Sometimes technologies are not in vendors' stock, and they require lengthy periods of time to manufacture. This is particularly true of small firms that market products that are in large demand and are modestly priced. Delivery of such equipment sometimes can take 2 to 3 months once an order has been placed. It must also be remembered that most commercially available equipment cannot be modified by the manufacturer to meet the unique needs of a child with disabilities. Generally, devices must be customized or modified by others once the technology has been purchased for the child. This may require significant amounts of both time and money.

The simplicity of operation of the equipment is an important area of consideration. Too often schools purchase technologies that are overly complex and require tremendous investments in instruction of teachers and the children who are recipients of the equipment. When devices require large amounts of teacher time to learn to operate and maintain, most teachers will understandably be reluctant to use them. Such devices often are relegated to a storage closet in the school.

The initial and ongoing costs of the technology are one of the most frequently expressed concerns of school personnel at the administrative level. Installation costs (if any) must be considered, and this additional significant expense may not be reflected in the price quote provided to the IEP team by the vendor. The cost of daily, monthly, or annual operation must also be given consideration. Some devices, particularly those that require power packs or batteries, may incur frequent and unanticipated replacement expenses. Augmentative communication devices and power wheelchairs are two examples. Other equipment may require periodic maintenance, with its associated costs.

Since many technologies will be used for a long period of time, adaptability to meet the changing needs of children over time must be carefully considered. For example, a communication device that can be modified over time to continue to meet the evolving needs of a child with a disability would be more desirable than a device that could be used only for 1 year.

Another important consideration in the selection of technologies is the reliability and repair record of the devices. Some technologies, or certain brands

or models of those technologies, require lengthy or frequent repairs. In fact, most augmentative communication boards and power wheelchairs require ongoing repair. Since communication boards are used frequently throughout the course of a day's activities, they become worn, soiled, and damaged. Children who sit in wheelchairs daily will cause wear and damage to the seats, armrests, and other padded surfaces of the equipment. In either case, once the technology is removed to be repaired, the child is denied access to a device that enhances the quality of life.

Teachers and other members of the IEP team may ask representatives of companies that sell certain types of equipment about the reliability and repair records of their devices. Sometimes there may be product testing information regarding specific technologies that is available to the IEP team on request. However, the best information about device reliability can probably be obtained from children who use the devices. In Arkansas, for example, a user-to-user network will be developed in the state technology system that has been funded under P.L. 100-407. This system will be patterned after the parent-to-parent network established by the Association for Retarded Citizens in many states. Basically, such a network is made up of volunteers who agree to act as contact persons within the system for anyone wishing to get information about a particular type of technology. Thus, a teacher or anyone else who is considering buying a specific device for a child with a disability can learn of the personal experiences of a person who has used the technology. In states where such a network is not being developed, teachers may contact local advocacy groups and attempt to identify people who are using certain technologies. These individuals may then be contacted and questioned about the reliability of the equipment.

Finally, the teacher must examine the ability of the technology to provide performance or evaluation data necessary for the documentation of student progress. Certain technologies, especially computer-based devices, readily lend themselves to objective behavioral recordkeeping strategies. A computer spelling program that maintains an ongoing count of the number of lessons a child has completed and the accuracy of those performances lends itself more readily to recordkeeping for IEP and other purposes than would an instructional program that requires the direct observation of the teacher.

## **Conclusion**

As technological advances continue, assistive devices for students with disabilities will continue to grow in power, usefulness, affordability, and widespread utilization. As core members of the IEP committees, special educators increasingly will be called upon to develop new technological competencies, not only in the use and maintenance of the evolving technologies, but in their prescription as well. By basing such decisions on ethical concerns and completing careful and systematic analyses of the characteristics of both students and technologies, teachers can help to ensure that all children achieve maximum levels of learning and independence.

## CHILDREN WITH BEHAVIORAL DISORDERS AND AUTISM

Professionals do not always agree on the elements that define behavioral disorders. What is "good" behavior? One teacher may enjoy the "all boy" behavior of a child who disrupts the class with funny stories of his gang's shenanigans and who is feisty, sassy, and proud of his delinquency. Another teacher may wish all the students in the class could be as quiet as the "shy girl" who daydreams, has no friends, puts herself down, is unhappy, and talks about death. Both children are probably behaviorally disordered.

To be considered behaviorally disordered, behavior should meet three criteria: severity, chronicity, and adverse effect on learning. However, each of these terms is relative. Another way to define behavioral disorders is to look at the polarities described above: aggressive/acting out/externalizing behaviors versus withdrawn/internalizing behaviors. However, these simple polarities leave out many other disordered behaviors. Four clusters that are typically used to classify atypical behaviors are socialized aggression (e.g., gang membership); conduct disorders (e.g., fighting, temper); immaturity (e.g., short attention, clumsiness); and personality disorders (e.g., avoidant, dependent). Another way to classify atypical behaviors that are relevant to the education of children with behavior disorders is to look at learning—attention, response, order, exploration, social interaction, and mastery. This classification links behaviors to curriculum goals.

Autism and other pervasive developmental disorders of childhood are classified as psychotic disorders by psychiatry. They are considered behavior disorders for educational purposes. Autism is a progressive loss of contact with and interest in the outside world. Children with autism prefer aloneness, insist on sameness, like elaborate routines, and may have some "savant" ability that seems remarkable in light of the apparent retardation of learning in other areas.

A majority of children have occasional episodes of disordered behavior. Assessment of behavior disorders to qualify for special educational services requires marked differences from the behavior of other children and continuation of the severe and typical behavior for a long period of time.

Controversy surrounds the issue of enrolling children with severe behavior disorders in regular education classes. Public Law 94-142 guarantees them the least restrictive environment appropriate for their education. No mention is made of the appropriateness of their enrollment in a class to other children's education or to the teacher's ability to teach. The school system must "show cause" if a child with disordered behavior is moved to a more restrictive setting from a regular classroom.

When a student with a behavior disorder or autism is enrolled in an inclusive education program, the school administration, special education staff, regular teacher, parent(s), and other significant personnel must meet to develop an appropriate IEP (individualized education program) for the student's school

progress. Usually some provision is made for pull-out time for supportive psychological counseling services.

Teachers who have children with behavioral disorders or autism in their classrooms need to observe two rules of behavior: (1) empathize, (2) do not condone or reinforce disturbed behaviors. Both types of conduct are very difficult to effect on a consistent basis. They require extreme patience.

Empathy is the ability to project one's own consciousness into another person's being. It is understanding the other's needs, frustrations, stresses, joys, and other social, emotional, and cognitive reasons for behavior. Since nobody can really experience the totality of another person's being, perfect empathy is impossible. A good teacher, however, continually tries to understand the whys and wherefores of the actions of a child with disturbed behaviors.

Understanding why a child misbehaves often leads teachers and other adults to condone, excuse, or pardon disturbed behavior. This is unacceptable. Sympathetic understanding should not lead to tolerance of wrongful acts. All disruptive behavior should be stopped. The child should be helped to learn a different, more acceptable behavior without being ridiculed or condemned. Condemnation leads to resentment. Suggestions of better ways can lead to change. All efforts to alter behavior toward an acceptable standard should be reinforced. If other children observe disturbed behaviors being corrected, they are apt to model the correct behavior. On the other hand, if other children observe disruptive behavior being accepted, they are apt to imitate the misbehavior.

Teachers can often avoid extreme acts of aggression or withdrawal by watching children with behavior disorders or autism very carefully. When and if they see signs of anger, frustration, fear, guilt, or anxiety, teachers can alter their lesson plans. They can provide some form of relief for the child or children who are disturbed. Distractions, rest periods, and other forms of "time-out" can alleviate emotional upheavals.

Teachers of children with behavior disorders or autism can teach self-management skills to both abled and disabled students. Self-monitoring and other self-control procedures not only help regulate the behaviors that occur in the classroom, but they also help each student feel better about the ability to be in control of his or her own life. Self-control and self-esteem go hand in hand and enhance each other.

The first selection in this unit defines and discusses children with autism. The unusual behaviors are described along with some possible explanations for them. The second unit article addresses the problem of students with work inhibition who could learn but do not have any interest in educational performance. Their withdrawal and passivity are put in perspective with suggestions for what teachers can do to alter the behaviors. The next selection discusses the placement of children with behavior disorders or autism in regular education classrooms. Who is severely disturbed? What special services are

required? Where should they be provided? When? How should "severe" behavior disorder be assessed? The fourth article discusses discipline from a cultural perspective. Behaviors deemed appropriate or inappropriate vary by culture. Assessment procedures and teaching methods should be sensitive to differences in behavioral patterns in culturally diverse groups.

*Looking Ahead: Challenge Questions*

What is autism? How can one work with an autistic student?

Why do some students have school work inhibition? How can a teacher empower an inhibited child?

Can public schools fulfill their obligation to serve behaviorally disordered students and also provide appropriate education to nontroubled students simultaneously? Defend your answer.

How can teachers show sensitive discipline for culturally diverse students with behavioral disorders?

## **CHILDREN WITH VISUAL IMPAIRMENTS**

Students with visual impairments are one of the smallest groups of students being served by special educational services in the public schools. However, they are increasingly being served in public schools rather than special schools. Their numbers in public schools increased from about 10 percent to almost 90 percent between 1950 and 1990.

The definitions of legal blindness and low vision are based on measures of visual acuity and field of vision. Low vision is defined as acuity from 20/70 to 20/180 in the best eye after correction and a field vision from 20 to 180 degrees. Legal blindness is defined as 20/200 acuity or less in the best eye after correction and/or a field of vision restricted to an area of 20 degrees or less (tunnel vision).

These definitions are useful for assessment of needs for special services. They do not specify actual vision. One must consider the amount of vision in the worst eye, the perception of light, the actual field of vision (if it is between 20 and 180 degrees), and visual efficiency and functional vision. These last two terms are used to describe how well a person uses whatever vision is available.

Visual impairments may be separated into the categories of blind or low vision based on visual efficiency and functional vision. A child with so little functional vision that he or she learns primarily through the other senses is assessed as blind. A child with enough functional vision to learn primarily through the visual channel is assessed as having low vision. About 80 percent of the visually impaired students who attend public schools are assessed as having low vision rather than blindness. Children with refractive errors (nearsightedness, farsightedness, and astigmatism) are rarely assessed as low

vision students in need of special services. This is because refractive errors can usually be corrected with glasses.

The causes of legal blindness and low vision are not always easy to determine. About 15 percent of blindness is due to unknown factors. Heredity and prenatal factors (maternal illness, drugs, prematurity, low birth weight) are believed to contribute to more than one-half of all visual impairments. Other known causes of blindness or low vision are diseases, injuries, poisonings, and tumors.

Depending on the nature and the degree of the visual impairment, a teacher may need to become acquainted with a wide variety of special services used to assist in appropriate education for blind or low vision students.

Most children who are blind are taught to read using their sense of touch. Braille is a form of writing using raised dots that are "read" with the fingers. It takes many years to learn to read braille. Most braille readers read considerably slower than print readers. Their individualized education programs (IEPs) may include braille books and braille reading, and writing braille with a slate and stylus or brailler (six-keyed device like a typewriter). Most children who are blind also use Optacon scanners, talking books (books on tape), speech plus talking handheld calculators, closed-circuit television, typewriters, and/or personal computers with special software. IEPs are specifically designed and annually updated to meet the unique and changing needs of each child who is blind.

Most children with low vision are taught to read using their residual vision. Their IEPs usually include the goals of using low vision aids and large type to read print. They also may use felt tip pens, wide-lined paper, or typewriters for writing, and personal computers with special software for both reading and writing.

Children who are blind or have low vision need to learn to use their other senses to provide information they miss through their eyes. Listening skills are especially important. Blind children are not born with better hearing. Their hearing may be normal, below normal, or they may be hearing impaired or deaf. If they have any hearing ability they need to learn to use it as efficiently as possible. IEPs usually include the goal of teaching discrimination of near-far, loud-soft, high-low, and of ignoring distracting background noises.

Children who are blind or have low vision usually have more difficulty with orientation of their bodies in space and movement in their spatial environments than normal vision children. Most teachers need to include lessons in orientation and mobility (O&M) to the IEPs of visually-impaired students. These lessons are usually given by trained O&M instructors in conjunction with regular education teachers. The long cane used in O&M both serves as a probe and bumper for its user, and also signals sighted persons that its user is visually impaired. Only a very small percentage of visually-impaired students use guide dogs. If a student has a guide dog, the teacher and sighted student must learn to

treat the dog as a working guide, not as a pet. Most persons with visual impairments occasionally use sighted persons as guides. Teachers and sighted students need to learn how to guide their blind or low vision friends with a few simple dos and don'ts.

Each child with low vision needs to feel accepted by his or her more visually abled peers. The teacher plays a major role in encouraging positive interactions between children with and without visual impairments. The teacher should discuss each child's special visual needs with the class. Having one's very own personal computer, television, talking calculator, or other intriguing piece of technological equipment may be viewed as favoritism. The need for the equipment should be explained fully at the beginning of the school year and whenever questioned during the remainder of the school year. With each new school year, and with each technological change, more explanations are required to help children without visual impairments understand the special child's needs.

The first article selected for this unit examines the efficacy of classroom special services for low vision students. In most classrooms, the use of technological equipment lags behind the students' needs. The next article suggests an efficient way for public schools with blind or low vision students in regular classrooms to utilize the services of schools for the blind. Residential schools can provide a wide range of services to mainstreamed children on an intermittent basis. The last article in this unit addresses the education of children who have hearing impairments in addition to visual impairments. Children who are deaf-blind have many special needs. This selection is concerned with teaching students who are deaf-blind to make choices and develop independence.

#### *Looking Ahead: Challenge Questions*

How many low vision students who qualify for special educational services are actually receiving them, according to the article "Efficacy of Low Vision Services for Visually Impaired Children"?

Is it possible for public schools and residential schools for the blind to collaborate? Can children in inclusive education programs be pulled out to residential schools for occasional hands-on instruction?

How can choice making be taught to students who are deaf-blind?

## **THE CONTEMPORARY HEREDITY-ENVIRONMENT CONTROVERSY**

As we have just seen, Sandra Scarr believes that heredity plays a powerful role in children's development. Her theory of genotype → environment effects essentially states that genotypes drive experiences. Scarr also stresses that unless a child's family is specifically abusive or fails to provide what she calls "average expectable" conditions in which the species has evolved, parental differences in



child rearing styles, social class, and income have small effects on differences in children's intelligence, personality, and interests. Scarr also has presented the provocative view that biology makes nonrisk infants invulnerable to lasting, negative effects of day care. In sum, Scarr stresses that except in extreme instances of abused and at-risk children, environmental experiences play a minimal, if any, role in determining differences in children's cognitive and socio-emotional development.

Not surprisingly, Scarr's beliefs have generated considerable controversy in the field of child development. Among Scarr's critics, Diana Baumrind (1993), Eleanor Maccoby (1992), and Jacquelyne Jackson (1993) point to a number of loopholes in her arguments. They conclude that Scarr has not adequately defined what an "average expectable" environment is, that good parenting optimizes both normal and vulnerable children's development, and that her interpretations of behavior genetics studies go far beyond what is possible, given their inherent limitations.

Scarr (1993) responds to such criticisms by arguing that understanding children's development requires describing it under the umbrella of evolutionary theory and that many developmentalists do not adequately give attention to the important role that biology plays in children's development. She, as well as other biologically-oriented theorists (Goldsmith, in press; Wachs, in press), feel their critics often misinterpret what they say. Scarr says that social reformers oppose her ideas because they believe they cause pessimism for social change. She responds that she is simply motivated to discover the facts about the roles of genes and environment in determining human development. Scarr says that all children should have an opportunity to become species-normal, culturally appropriate, and uniquely themselves—their own versions of Georgia O'Keefe and Martin Luther King. She continues that many children in today's world lack those opportunities and that their needs should be addressed. However, she concludes that humanitarian concerns should not drive developmental theory and that developmental theory has to have a strong biological orientation to be accurate.

In conclusion, virtually all developmentalists today are interactionists in that they believe heredity and environment interact to determine children's development. However, in their effort to more precisely determine heredity's and environment's role, Scarr argues that heredity plays a powerful role in heredity-environmental interaction, while Baumrind, Maccoby, and Jackson believe the environment is a much stronger influence on children's development than Scarr acknowledges.

### **Conclusions About Heredity-Environment Interaction**

In sum, both genes and environment are necessary for a person to even exist. Heredity and environment operate together—or cooperate—to produce a person's intelligence, temperament, height, weight, ability to pitch a baseball, reading talents, and so on. Without genes, there is no person; without envi-

ronment, there is no person. If an attractive, popular, intelligent girl is elected president of her senior class in high school, should we conclude that her success is due to heredity or due to environment? Of course, the answer is both. Because the environment's influence depends on genetically endowed characteristics, we say the two factors interact.

### **SOME GUIDELINES FOR SEEKING THERAPY WHEN AN ADOLESCENT SHOWS PROBLEM BEHAVIORS**

Determining whether an adolescent needs professional help when she or he engages in problem behaviors is not an easy task. Adolescents, by nature, tend to have mercurial moods and engage in behaviors that are distasteful to adults and ran counter to their values. In many cases, though, such behaviors are only part of the adolescent's search for identity, are normal, and do not require professional help. Too often when an adolescent first shows a problem behavior, such as drinking or stealing, parents panic and fear that their adolescent is going to turn into a drug addict or a hardened criminal. Such fears are usually not warranted - virtually every adolescent drinks alcohol at some point in their transition from childhood to adulthood, and, likewise, virtually every adolescent engages in at least one or more acts of juvenile delinquency. By overreacting to such initial occurrences of adolescent problem behaviors, parents can exacerbate their relationship with the adolescent and thereby contribute to increased parent-adolescent conflict.

What are the circumstances under which parents should seek professional help for their adolescent's problems? Laurence Steinberg and Ann Levine (1990) developed five guidelines for determining when to get professional help if an adolescent is showing problem behaviors:

- If the adolescent is showing severe problem behaviors, such as depression, anorexia nervosa, drug addiction, repeated delinquent acts, or serious school-related problems, parents should not try to treat these problems alone and probably should seek professional help for the adolescent.
- If the adolescent has a problem, but the parents do not know what the problem is, they may want to seek professional help for the adolescent. An example is an adolescent who is socially withdrawn and doesn't have many friends, which could be due to extreme shyness, depression, stress at school, drug involvement, or any of a number of other reasons. If parents do not know what the adolescent's problem is, how can they help the adolescent? Professionals can often make specific diagnoses and provide recommendations for helping the adolescent.
- If parents have tried to solve the adolescent's problem but have not been successful and the problem continues to disrupt the adolescent's life, then parents may wish to seek professional help for the adolescent. Frequent truancy,

chronic running away, or repeated, hostile opposition to authority are examples of such problems.

- If parents realize they are part of the adolescent's problem, they may wish to seek professional help for the family. Constant, intense, bitter fighting that disrupts the everyday living of the family is a good example. Rarely is one individual the single cause of extensive family dissension. A therapist can objectively analyze the family's problems and help the family members to see why they are fighting so much and to find ways to reduce the fighting.

- When the family is under extensive stress (from the death of a family member or a divorce, for example) and the adolescent is not coping well (for example, becomes depressed or drinks a lot), professional help may be needed.

## **STRESS MANAGEMENT**

Because many people have difficulty in managing stress themselves, psychologists have developed a variety of stress management programs that can be taught to individuals. Stress management programs are often taught through workshops, which are increasingly offered in the workplace (Taylor, 1991). Aware of the high cost of productivity lost to stress-related disorders, many organizations have become increasingly motivated to help their workers identify and cope with stressful circumstances in their lives. Some stress management programs are broad in scope, teaching a variety of techniques to handle stress; others are more narrow, teaching a specific technique, such as relaxation or assertiveness training. Some stress management programs are also taught to individuals who are experiencing similar kinds of problems—such as migraine headache sufferers or individuals with chronically high blood pressure. Colleges are increasingly developing stress management programs for students. If you are finding the experience of college extremely stressful and are having difficulty coping with taxing circumstances in your life, you might want to consider enrolling in a stress management program at your college or in your community. Let's now examine one of the techniques used in many stress management programs—relaxation training.

How relaxed are you right now? Would you like to feel more tranquil and peaceful? If so, you can probably reach that feeling state by following some simple instructions. First, you need to find a quiet place to sit. Get a comfortable chair and sit quietly and upright in it. Let your chin rest comfortably on your chest, your arms in your lap. Close your eyes. Then pay attention to your breathing. Every time you inhale and every time you exhale, notice it and pay attention to the sensations of air flowing through your body, the feeling of your lungs filling and emptying. After you have done this for several breaths, begin to repeat silently to yourself a single word every time you breathe out. The word

you choose does not have to mean anything. You can make the word up, you could use the word one, or you could try a word that is associated with the emotion you want to produce, such as trust, love, patience, or happy. Try several different words to see which one works best for you. At first, you will find that thoughts intrude and you are no longer attending to your breathing. Just return to your breathing and say the word each time you exhale. After you have practiced this exercise for 10 to 15 minutes, twice a day, every day for 2 weeks, you will be ready for a shortened version. If you notice stressful thoughts or circumstances appearing, simply engage in the relaxation response on the spot for several minutes. If you are in public, you don't have to close your eyes, just fix your gaze on some nearby object, attend to your breathing, and say your word silently every time you exhale.

Audiotapes that induce the relaxation response are available in most bookstores. They usually include soothing background music along with instructions for how to induce the relaxation response. These audiotapes can especially help induce a more relaxed state before you go to bed at night.

## **ADOLESCENT PROBLEMS AND DISORDERS**

What are some of the major problems that adolescents may encounter? They include drug and alcohol abuse, delinquency, adolescent pregnancy, suicide, and eating disorders.

### **Drugs**

The 1960s and 1970s were a time of marked increases in the use of illicit drugs. During the social and political unrest of those years, many youth turned to marijuana, stimulants, and hallucinogens. Increases in alcohol consumption by adolescents also were noted. More precise data about drug use by adolescents have been collected in recent years. Each year since 1975, Lloyd Johnston, Patrick O'Malley, and Gerald Bachman, working at the Institute of Social Research at the University of Michigan, have carefully monitored drug use by America's high school seniors in a wide range of public and private high schools. From time to time, they also sample the drug use of younger adolescents and adults as well.

In the most recent survey, a downward trend of drug use by adolescents in the first several years of the 1990s was reversed. In 1993, adolescents showed a sharp rise in marijuana use, as well as an increase in the use of stimulants, LSD, and m-halents. An increase in cigarette smoking also occurred. A special concern is the increased use of drugs by young adolescents. Also, it is important to note that adolescents in the United States have the highest rate of drug use among the world's industrialized nations. Let's further examine the use of alcohol and cocaine by adolescents.

### ***Alcohol***

Some mornings, 15-year-old Annie was too drunk to go to school. Other days, she'd stop for a couple of beers or a screwdriver on the way to school. She was tall, blonde, and good looking, and no one who sold her liquor, even at 8:00 in the morning, questioned her age. Where did she get her money? She got it from baby-sitting and from what her mother gave her to buy lunch. Annie used to be a cheerleader, but no longer; she was kicked off the squad for missing practice so often. Soon, she and several of her peers were drinking almost every morning. Sometimes, they skipped school and went to the woods to drink. Annie's whole life began to revolve around her drinking. This routine went on for 2 years. After a while, Annie's parents discovered her problem. Even though they punished her, it did not stop her drinking. Finally, this year, Annie started dating a boy she really liked and who would not put up with her drinking. She agreed to go to Alcoholics Anonymous and has just successfully completed treatment. She has abstained from drinking for 4 consecutive months now, and she hopes that her abstinence will continue.

Alcohol is the drug most widely used by adolescents in our society. For them, it has produced many enjoyable moments and many sad ones as well. Alcoholism is the third leading killer in the United States, with more than 13 million people classified as alcoholics, many of whom established their drinking habits during adolescence. Each year, approximately 25,000 people are killed and 1.5 million injured by drunk drivers. In 65 percent of the aggressive male acts against females, the offender is under the influence of alcohol. In numerous instances of drunk driving and assaults on females, the offenders are adolescents.

How extensive is alcohol use by adolescents? Alcohol use by high school seniors has gradually declined. Monthly use declined from 72 percent in 1980 to 51 percent in 1993. The prevalence of drinking five or more drinks in a row in a 2-week interval fell from 41 percent in 1983 to 28 percent in 1993. Figure 12.5 shows the trends in the percentages of students at different grade levels who say they have been drunk in the last year and in the last 30 days. There remains a substantial gender difference in heavy adolescent drinking: 28 percent for females versus 46 percent for males in 1986, although this difference diminished gradually during the 1980s. However, data from college students show little drop in alcohol use and an increase in heavy drinking: 45 percent in 1986, up 2 percent from the previous year. Heavy drinking at parties among college males is common and is becoming more common.

### ***Cocaine***

Did you know that cocaine was once an ingredient in Coca-Cola? Of course, it has long since been removed from the soft drink. Cocaine comes from the coca plant, native to Bolivia and Peru. For many years, Bolivians and Peruvians chewed the plant to increase their stamina. Today, cocaine is usually snorted, smoked, or injected in the form of crystals or powder. The effect is a

rush of euphoric feelings, which eventually wear off, followed by depressive feelings, lethargy, insomnia, and irritability.

Cocaine is a highly controversial drug. Users claim it is exciting, makes them feel good, and increases their confidence. It is clear, however, that cocaine has potent cardiovascular effects and is potentially addictive. The recent death of sports star Len Bias demonstrates how lethal cocaine can be. When the drug's effects are extreme, it can produce a heart attack, stroke, or brain seizure. The increase in cocaine-related deaths is traced to very pure or tainted forms of the drug.

Cocaine use, which remained at peak levels throughout much of the 1980s, began an important decline in 1987 that continued through 1992 in high school and college students. Among high school seniors, the proportion of cocaine users fell considerably from 1986 to 1993, from 6.2 percent to 1.3 percent. A large proportional drop in use was also observed among college students over the same time interval—from 7 percent to 1.0 percent. A growing proportion of high school seniors and college students are reaching the conclusion that cocaine use holds considerable, unpredictable risk.

### ***The Roles of Development, Parents, and Peers in Adolescent Drug Abuse***

Earlier, we discussed the statistics that place adolescents at risk for alcohol abuse. Researchers also have examined the factors that are related to drug use in adolescence, especially the roles of development, parents, peers, and schools.

Most adolescents become drug users at some point in their development, whether limited to alcohol, caffeine, and cigarettes, or extended to marijuana, cocaine, and hard drugs. A special concern involves adolescents using drugs as a way of coping with stress, which can interfere with the development of competent coping skills and responsible decision making. Researchers have found that drug use in childhood or early adolescence has more detrimental long-term effects on the development of responsible, competent behavior than when drug use occurs in late adolescence. When they use drugs to cope with stress, young adolescents often enter adult roles of marriage and work prematurely, without adequate socioemotional growth, and experience greater failure in adult roles.

How early are adolescents beginning drug use? National samples of eighth- and ninth-grade students were included in the Institute for Social Research survey of drug use for the first time in 1991. Early on in the increase in drug use in the United States (late 1960s, early 1970s), drug use was much higher among college students than among high school students, who in turn had much higher rates of drug use than middle or junior high school students. However, today the rates for college and high school students are similar, and the rates for young adolescents are not as different from those for older adolescents as might be anticipated.

Parents, peers, and social support play important roles in preventing adolescent drug abuse. A developmental model of adolescent drug abuse has

been proposed by Judith Brook and her colleagues. They believe that the initial step in adolescent drug abuse is laid down in the childhood years, when children fail to receive nurturance from their parents and grow up in conflict-ridden families. These children fail to internalize their parents' personality, attitudes, and behavior, and later carry this absence of parental ties into adolescence. Adolescent characteristics, such as lack of a conventional orientation and inability to control emotions, are then expressed in affiliations with peers who take drugs, which, in turn, leads to drug use. In recent studies, Brook and her colleagues have found support for their model.

Positive relationships with parents and others are important in reducing adolescents' drug use. In one study, social support (which consisted of good relationships with parents, siblings, adults, and peers) during adolescence substantially reduced drug abuse. In another study, adolescents were most likely to take drugs when both of their parents took drugs (such as tranquilizers, amphetamines, alcohol, or nicotine) and their peers took drugs.

### **Juvenile Delinquency**

Arnie is 13 years old. His history includes a string of thefts and physical assaults. The first theft occurred when Arnie was 8; he stole a SONY walkman from an electronics store. The first physical assault took place a year later, when he shoved his 7-year-old brother up against the wall, bloodied his face, and then threatened to kill him with a butcher knife.

Recently, the thefts and physical assaults have increased. In the last week, he stole a television set and struck his mother repeatedly and threatened to kill her. He also broke some neighborhood street lights and threatened some youths with a wrench and a hammer. Arnie's father left home when Arnie was 3 years old. Until the father left, his parents argued extensively and his father often beat up his mother. Arnie's mother indicates that when Arnie was younger, she was able to control his behavior; but in the last several years she has not been able to enforce any sanctions on his antisocial behavior. Because of Arnie's volatility and dangerous behavior, it was recommended that he be placed in a group home with other juvenile delinquents.

### **ADOLESCENT PREGNANCY**

Angela is 15 years old and pregnant. She reflects, "I'm 3 months-pregnant. This could ruin my whole life. I've made all of these plans for the future and now they are down the drain. I don't have anybody to talk to about my problem. I can't talk to my parents. There is no way they can understand." Pregnant adolescents were once practically invisible and unmentionable, but yesterday's secret has become today's national dilemma.

They are of different ethnic groups and from different places, but their circumstances have a distressing sameness. Each year more than 1 million

American teenagers become pregnant, 4 out of 5 of them unmarried. Like Angela, many become pregnant in their early or middle adolescent years, 30,000 of them under the age of 15. In all, this means that 1 of every 10 adolescent females in the United States becomes pregnant each year, with 8 of the 10 pregnancies being unintended. As one 17-year-old Los Angeles mother of a 1-year-old boy said, "We are children having children." The only bright spot in the adolescent pregnancy statistics is that the adolescent pregnancy rate, after increasing during the 1970s, has leveled off and may even be beginning to decline.

The adolescent pregnancy rate in the United States is the highest of any in the Western world. It is more than twice the rate in England, France, or Canada; almost three times the rate in Sweden; and seven times the rate in the Netherlands. Although American adolescents are no more sexually active than their counterparts in these other nations, they are many times more likely to become pregnant.

Adolescent pregnancy is a complex American problem, one that strikes many nerves. The subject of adolescent pregnancy touches on many explosive social issues: the battle over abortion rights, contraceptives and the delicate question of whether adolescents should have easy access to them, and the perennially touchy subject of sex education in the public schools.

Dramatic changes involving sexual attitudes and social morals have swept through American culture in the last three decades. Adolescents actually gave birth at a higher rate in 1957 than they do today, but that was a time of early marriage, when almost 25 percent of 18- and 19-year-olds were married. The overwhelming majority of births to adolescent mothers in the 1950s occurred within a marriage and mainly involved females 17 years of age and older. Two or three decades ago, if an unwed adolescent girl became pregnant, in most instances her parents swiftly married her off in a shotgun wedding. If marriage was impractical, the girl would discreetly disappear, the child would be put up for adoption, and the predicament would never be discussed again. Abortion was not an option for most adolescent females until 1973, when the Supreme Court ruled it could not be outlawed.

In today's world of adolescent pregnancies, a different scenario unfolds. If the girl does not choose to have an abortion (45 percent of pregnant adolescent girls do), she usually keeps the baby and raises it without the traditional involvement of marriage. With the stigma of illegitimacy largely absent, girls are less likely to give up their babies for adoption. Fewer than 5 percent do, compared with about 35 percent in the early 1960s. However, although the stigma of illegitimacy has waned, the lives of most pregnant teenagers are anything but rosy.

The consequences of our nation's high adolescent pregnancy rate are of great concern. Pregnancy in adolescence increases the health risks of both the child and the mother. Infants born to adolescent mothers are more likely to have



low birthweights (a prominent cause of infant mortality), as well as neurological problems and childhood illnesses. Adolescent mothers often drop out of school, fail to gain employment, and become dependent on welfare. Although many adolescent mothers resume their education later in life, they generally do not catch up with women who postpone childbearing. In the National Longitudinal Survey of Work Experience of Youth, it was found that only half of the women 20 to 26 years old who first gave birth at age 17 had completed high school by their twenties. The percentage was even lower for those who gave birth at a younger age. By contrast, among females who waited until age 20 to have a baby, more than 90 percent had obtained a high school education. Among the younger adolescent mothers, almost half had obtained a general equivalency diploma (GED), which does not often open up good employment opportunities.

These educational deficits have negative consequences for the young women themselves and for their children. Adolescent parents are more likely than those who delay childbearing to have low-paying, low-status jobs or to be unemployed. The mean family income of White females who give birth before age 17 is approximately half that of families in which the mother delays birth until her mid- or late twenties.

Serious, extensive efforts need to be developed to help pregnant adolescents and young mothers enhance their educational and occupational opportunities. Adolescent mothers also need extensive help in obtaining competent day care and in planning for the future. Experts recommend that, to reduce the high rate of teen pregnancy, adolescents need improved sex-education and family-planning information, greater access to contraception, and broad community involvement and support. Another very important consideration, especially for young adolescents, is abstention, which is increasingly being included as a theme in sex-education classes.

In Holland and Sweden, as well as in other European countries, sex does not carry the mystery and conflict it does in American society. Holland does not have a mandated sex-education program, but adolescents can obtain contraceptive counseling at government-sponsored clinics for a small fee. The Dutch media also have played an important role in educating the public about sex through frequent broadcasts focused on birth control, abortion, and related matters. Most Dutch adolescents do not consider having sex without birth control.

Swedish adolescents are sexually active at an earlier age than American adolescents, and they are exposed to even more explicit sex on television. However, the Swedish National Board of Education has developed a curriculum that ensures that every child in the country, beginning at age 7, will experience a thorough grounding in reproductive biology and, by the ages of 10 or 12, will have been introduced to information about various forms of contraceptives. Teachers are expected to handle the subject of sex whenever it becomes relevant, regardless of the subject they are teaching. The idea is to dedramatize

and demystify sex so that familiarity will make individuals less vulnerable to unwanted pregnancy and sexually transmitted diseases. American society is not nearly so open about sex education.

### ***Suicide***

Suicide is a common problem in our society. Its rate has tripled in the past 30 years in the United States; each year, about 25,000 people take their own lives. Beginning at about the age of 15, the rate of suicide begins to rise rapidly. Suicide accounts for about 12 percent of the mortality in the adolescent and young adult age group. Males are about three times as likely to commit suicide as females; this may be because of their more active methods for attempting suicide—shooting, for example. By contrast, females are more likely to use passive methods, such as sleeping pills, which are less likely to produce death. Although males commit suicide more frequently, females attempt it more frequently.

Estimates indicate that, for every successful suicide in the general population, 6 to 10 attempts are made. For adolescents, the figure is as high as 50 attempts for every life taken. As many as two in every three college students has thought about suicide on at least one occasion; their methods range from overdosing on drugs to crashing into the White House in an airplane.

Why do adolescents attempt suicide? There is no simple answer to this important question. It is helpful to think of suicide in terms of proximal and distal factors. Proximal, or immediate, factors can trigger a suicide attempt. Highly stressful circumstances, such as the loss of a boyfriend or girlfriend, poor grades at school, or an unwanted pregnancy, can trigger a suicide attempt. Drugs also have been involved more often in recent suicide attempts than in attempts in the past.

Distal, or earlier, experiences often are involved in suicide attempts as well. A long-standing history of family instability and unhappiness may be present. Just as a lack of affection and emotional support, high control, and pressure for achievement by parents during childhood are related to adolescent depression, so are such combinations of family experiences likely to show up as distal factors in suicide attempts. Lack of supportive friendships also may be present. In an investigation of suicide among gifted women, previous suicide attempts, anxiety, conspicuous instability in work and in relationships, depression, or alcoholism also were present in the women's lives. These factors are similar to those found to predict suicide among gifted men.

Just as genetic factors are associated with depression, so are they associated with suicide. The closer the genetic relationship a person has to someone who has committed suicide, the more likely that person is to commit suicide. **Eating Disorders**

Fifteen-year-old Jane gradually eliminated foods from her diet to the point where she subsisted by eating only applesauce and eggnog. She spent hours observing her own body, wrapping her fingers around her waist to see if it was

getting any thinner. She fantasized about becoming a beautiful fashion model who would wear designer bathing suits. Even when she reached 85 pounds, Jane still felt fat. She continued to lose weight, eventually emaciating herself. She was hospitalized and treated for anorexia nervosa, an eating disorder that involves the relentless pursuit of thinness through starvation. Eventually, anorexia nervosa can lead to death, as it did for popular singer Karen Carpenter.

Anorexia nervosa afflicts primarily females during adolescence and early adulthood (only about 5 percent of anorexics are male). Most individuals with this disorder are White and from well-educated, middle- and upper-income families. Although anorexics avoid eating, they have an intense interest in food; they cook for others, they talk about food, and they insist on watching others eat. Anorexics have a distorted body image, perceiving that they will look better even if they become skeletal. As self-starvation continues and the fat content of the body drops to a bare minimum, menstruation usually stops and behavior often becomes hyperactive.

Numerous causes of anorexia nervosa have been proposed. They include societal, psychological, and physiological factors. The societal factor most often held responsible is the current fashion of thinness. Psychological factors include a motivation for attention, a desire for individuality, a denial of sexuality, and a way of coping with overcontrolling parents. Anorexics sometimes have families that place high demands for achievement on them. Unable to meet their parents' high standards, anorexics feel unable to control their own lives. By limiting their food intake, anorexics gain a sense of self-control. Physiological causes focus on the hypothalamus, which becomes abnormal in a number of ways when an individual becomes anorexic. At this time, however, we are not exactly certain what causes anorexia nervosa.

**Bulimia** is an eating disorder that involves a binge-and-purge sequence on a regular basis. Bulimics binge on large amounts of food and then purge by self-induced vomiting or the use of a laxative. The binges sometimes alternate with fasting; at other times, they alternate with normal eating behavior. Like anorexia nervosa, bulimia is primarily a female disorder, and it has become prevalent among college women. Some estimates suggest that one in two college women binge and purge at least some of the time. However, recent estimates suggest that true bulimics—those who binge and purge on a regular basis—make up less than 2 percent of the college female population. Whereas anorexics can control their eating, bulimics cannot. Depression is a common characteristic of bulimics. Many of the same causes proposed for anorexia nervosa are offered for bulimia.

So far we have discussed a number of specific problems and disorders in adolescence. As we will soon see, many adolescents do not experience a single problem, but rather their problems are often interrelated.

Таблица глаголов, изменяющихся не по общим правилам

<i>Неопределенная форма The Infinitive</i>	<i>Прошедшее время Past Indefinite</i>	<i>Причастие прошедшего времени Participle II</i>
1. be [bi:] быть	was [wɔz], were [wɜ:]	been [bi:n]
2. become [bi`kʌm] становиться	became [bi`keim]	become [bi`kʌm]
3. begin [bi`gin] начинать	began [bi`gæn]	begun [bi`gʌn]
4. blow [blou] дуть	blew [blu:]	blown [bloun]
5. break [breik] ломать	broke [brouk]	broken [broukn]
6. bring [brɪŋ] приносить	brought [brɔ:t]	brought [brɔ:t]
7. build [bild] строить	built [bilt]	built [bilt]
8. burn [bɜ:n] гореть	burnt [bɜ:nt]	burnt [bɜ:nt]
9. buy [bai] покупать	bought [bɔ:t]	bought [bɔ:t]
10. can [kæn] мочь	could [kud]	
11. catch [kætʃ] ловить	caught [kɔ:t]	caught [kɔ:t]
12. come [kʌm] приходить	came [keim]	come [kʌm]
13. cost [kɔst] стоить	cost	cost
14. cut [kʌt] резать	cut	cut
15. deal [di:l] иметь дело с ...	dealt [delt]	dealt [delt]
16. do [du:] делать	did [did]	done [dʌn]
17. draw [drɔ:] рисовать	drew [dru:]	drawn [drɔ:n]
18. drink [drɪŋk] пить	drank [dræŋk]	drunk [drʌŋk]
19. drive [draɪv] ехать	drove [drouv]	driven [drɪvn]
20. eat [i:t] есть	ate [et]	eaten [i:tn]
21. fall [fɔ:l] падать	fell [fel]	fallen [fɔ:ln]
22. feel [fi:l] чувствовать	felt [felt]	felt
23. find [faɪnd] находить	found [faund]	found
24. fly [flai] летать	flew [flu:]	flown [floun]
25. forget [fɜ`get] забывать	forgot [fɜ`gɔt]	forgotten [fɜ`gɔtn]
26. get [get] получать	got [gɔt]	got
27. give [giv] давать	gave [geiv]	given [givn]
28. go [gou] идти	went [went]	gone [gɔn]
29. grow [grou] расти	grew [gru:]	grown [groun]
30. hang [hæŋ] вешать	hung [hʌŋ]	hung
31. have [hæv] иметь	had [hæd]	had
32. hear [hiɜ] слышать	heard [hɜ:d]	heard
33. hide [haid] прятать	hid [hid]	hidden [hidn]
34. hurt [hɜ:t] причинять	hurt [hɜ:t]	hurt
35. keep [ki:p] хранить	kept [kept]	kept
36. know [nou] знать	knew [nju:]	known [noun]
37. learn [lɜ:n] учиться	learned [lɜ:nd] learnt [lɜ:nt]	learned learnt
38. leave [li:v] оставлять	left [left]	left
39. lend [lend] давать взаймы	lent [lent]	lent
40. let [let] позволять	let	let

41. lose [lu:z] терять	lost [lɒst]	lost
42. make [meɪk] делать	made [meɪd]	made [meɪd]
43. mean [mi:n] значить	meant [ment]	meant
44. meet [mi:t] встречать	met [met]	met
45. put [pʊt] класть	put	put
46. read [ri:d] читать	read [red]	read [red]
47. ride [raɪd] ездить верхом	rode [roud]	ridden [rɪdn]
48. rise [raɪz] подниматься	rose [rouz]	risen [rɪzn]
49. run [rʌn] бежать	ran [ræn]	run [rʌn]
50. say [seɪ] сказать	said [sed]	said [sed]
51. see [si:] видеть	saw [sɔ:]	seen [si:n]
52. sell [sel] продавать	sold [sould]	sold
53. send [send] посылать	sent [sent]	sent
54. set [set] устанавливать	set	set
55. show [ʃou] показывать	showed [ʃoud]	shown [ʃoun]
56. sit [sɪt] сидеть	sat [sæt]	sat
57. sing [sɪŋ] петь	sang [sæŋ]	sung [sʌŋ]
58. speak [spi:k] говорить	spoke [spouk]	spoken [spoukn]
59. spend [spend] проводить	spent [spent]	spent
60. stand [stnd] стоять	stood [stu:d]	stood
61. sweep [swi:p] подметать	swept [swept]	swept
62. swim [swɪm] плавать	swam [swæm]	swum [swʌm]
63. take [teɪk] брать	took [tuk]	taken [teɪkn]
64. tear [teə] рвать	tore [tɔ:]	torn [tɔ:n]
65. tell [tel] рассказывать	told [tould]	told [tould]
66. teach [ti:tʃ] обучать	taught [tɔ:t]	taught
67. think [θɪŋk] думать	thought [θɔ:t]	thought
68. throw [θrou] бросать	threw [θru:]	thrown [θroun]
69. understand [,ʌndə'stænd] понимать	understood [,ʌndə'stu:d]	understood
70. wear [weə] носить	wore [wɔ:]	worn [wɔ:n]
71. win [wɪn] выигрывать	won [wʌn]	won
72. write [raɪt] писать	wrote [rout]	written [rɪtn]

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