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**ПРАКТИКУМ
ПО ЧТЕНИЮ И ПЕРЕВОДУ
ПРОФЕССИОНАЛЬНЫХ ТЕКСТОВ**

учебно-методическая разработка для
студентов, обучающихся по направлению
подготовки 44.03.03 Специальное
(дефектологическое) образование,
профиль Образование лиц с нарушениями речи

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ**

**ФГБОУ ВО «НАБЕРЕЖНОЧЕЛНИНСКИЙ ГОСУДАРСТВЕННЫЙ
ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»**

Р.Д. ШАКИРОВА

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Цель разработки – научить студентов чтению и переводу литературы по специальности на английском языке. Пособие включает оригинальные тексты, лексический материал к урокам, а также предтекстовые, текстовые и послетекстовые упражнения к ним. Разработка включает также тексты для самостоятельного чтения и перевода.

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ПРЕДИСЛОВИЕ

Данная учебно-методическая разработка написана с учетом требований Федерального государственного образовательного стандарта высшего образования по направлению подготовки 44.03.03 Специальное (дефектологическое) образование (уровень бакалавриата), утвержденного приказом Министерства образования и науки Российской Федерации от «01» октября 2015 г. № 1087

В предлагаемой разработке содержится материал, который может служить источником накопления профессиональных знаний для студентов. Разработка рекомендуется к изучению на завершающих этапах работы над языком и рассчитано приблизительно на 16 часов аудиторной работы.

Пособие направлено на осуществление одной из главных задач обучения иностранным языкам в неязыковом вузе – обучению профессионально-ориентированному чтению текстов по специальности студента на английском языке. Ввиду того, что данное учебное пособие решает конкретные задачи по обучению чтению, оно не может заменить собой базовый учебник.

Учебный материал пособия содержит аутентичный текстовый материал, заимствованный из интернет-ресурсов. Тексты могут рассматриваться как образцы научно-справочного типа функционального стиля научного повествования.

Пособие состоит из уроков, структура каждого из которых в основном однотипна и включает:

- лексический материал урока, который состоит из 20 лексических единиц, расположенных в алфавитном порядке;
- предтекстовые упражнения, направленные на тренировку лексического материала с целью его последующего узнавания в тексте;
- упражнения, развивающие базовые умения чтения;
- текст для изучающего или ознакомительного чтения.

Кроме того, имеются задания для развития навыков поискового и просмотрового чтения.

Изучение материала рассчитано как для аудиторной работы под руководством преподавателя, так и для самостоятельной работы студентов. Учебную работу над уроком следует начинать с введения лексического материала, который подлежит пассивному усвоению. В пособии представлен лишь переводный путь введения лексики, поэтому преподаватель может самостоятельно заменить его другим. Заметим, что при переводе слова дается лишь то значение, в котором оно встречается в текстах урока и упражнениях. Далее выполняются упражнения урока в той последовательности, в какой они представлены.

Все предтекстовые упражнения урока направлены на снятие лексических трудностей и представляют собой подготовительный этап работы над текстом. Далее следует текстовый этап работы над текстом.

Аудиторная работа над материалом каждого урока завершается в основном работой над текстом.

Автор выражает искреннюю благодарность рецензентам: канд. филол. наук Р.Р. Ахунзяновой, а также канд. пед. наук, доц. Н.В. Кагуй за ценные замечания, высказанные ими в процессе работы над пособием.

Автор



LESSON 1

TEXT: DEFECTOLOGY

Defectology is a branch of science that is concerned with the study of the principles and characteristics of the development of children with physical and mental defects and the problems of their training and upbringing.

There are a number of special pedagogical sciences in defectology, including surdopedagogy (for bringing up and training children with hearing defects), typhlopedagogy (for children with visual defects); oligophrenopedagogy (for mentally retarded children); and logopedics (for children with speech defects). Defectology also includes problems of training and bringing up children with compound defects (blindness with deafmutism, blindness or deafmutism with intellectual impairments, etc.). Defectology includes in addition a special branch of psychology that deals with the psychological study of the development of children with the above-mentioned defects, as well as surdotechnology and typhlotechnology, which are involved in the development of the technical means of training, correcting, and compensating for the defect. In defectology there is a continual differentiation and development of new fields (for example, the study of children with temporary arrests in mental development and of children with motor impairments); included in defectology are problems connected with the general education and vocational training of adults with defects, such as vision or hearing impairments.

As an integrated branch of knowledge, defectology takes shape as a result of the development and convergence of its various fields and the establishment of general principles for the development, training, and upbringing of children with different types of defects. Of great significance in elucidating these principles is the adoption of a complex, multilateral approach to the study of anomalous children, with the participation of educators, physicians, physiologists, psychologists, and other specialists.

The clinicophysiological and psychological study of anomalous children is the scientific basis of the special pedagogical sciences that are included in defectology. The data compiled from this research provide the basis for answering questions concerning time length, systems, and methods in the training and upbringing of children with some type of developmental disturbance; the data also assist in the resolving of problems concerning ways and means of correcting and compensating for developmental defects through a system of special training and education, including preparation for socially useful labor.

Defectology is closely allied with a number of related sciences, including neuropathology, pathophysiology, general and medical genetics, pathopsychology, educational and child psychology, general pedagogy, and linguistics. It in turn provides unique material for these sciences and for the theory of knowledge.

ЛЕКСИЧЕСКИЙ МАТЕРИАЛ УРОКА

approach	[q'prqut ɤ]	подход
blindness	['blʌfn(d)nqs]	слепота
convergence	[kqn'vW ^o ɤqns]	сближение
defect	[dʃfekt]	недостаток, дефект, недочёт; изъян, порок
defectology	[dʃfekt'ɔlɔɤɤ]	дефектология
knowledge	['nɔhɤ]	знание
logopedics	['lɔgq'pɤdɤks]	логопедия
research	[rʃ'sW ^o ɤ]	(научное) исследование;

		изучение
science	[<i>'saʃqns</i>]	наука
training	[<i>'treʃnɪŋ</i>]	1) воспитание, 2) обучение
upbringing	[<i>'ʌp'brɪŋɪŋ</i>]	воспитание
concern	[<i>kən'sɜːn</i>]	касаться
involve	[<i>ɪn'vɒlv</i>]	вовлекать, касаться
take shape	[<i>'teɪk'ʃeɪp</i>]	формироваться,
anomalous	[<i>ə'nomələs</i>]	аномальный
intellectual	[<i>'ɪnt(ə)'lektʃu(ə)l</i>]	мыслительный, умственный, ментальный
mental	[<i>'ment(ə)l</i>]	интеллектуальный, умственный, психический
physical	[<i>'fɪzɪkəl</i>]	природный, физический
speech	[<i>spi:tʃ</i>]	речевой
vocational	[<i>və'keɪʃ(ə)n(ə)l</i>]	профессиональный

ПРЕДТЕКСТОВЫЕ УПРАЖНЕНИЯ

1. Найдите слово, перевод которого дан в начале ряда.

- знание – training, upbringing, knowledge, research, blindness;
- речевой – mental, physical, speech, intellectual, vocational;
- касаться – take shape, involve, concern;
- умственный – intellectual, mental, physical, speech, vocational.

2. Заполните пропуски в предложениях подходящими словами, данными под чертой, и переведите эти предложения.

- Defectology includes problems of ... and bringing up children with compound defects.
- In ... there is a continual differentiation and development of new fields.
- ... study children with speech defects.
- As an integrated branch of ..., defectology takes shape as a result of the development and convergence of its various fields.
- Defectology is closely allied with a number of related ...
- Defectology is concerned with the study of children with physical and ... defects.

defectology, training, knowledge, logopedics, mental, sciences.

3. Найдите правильный перевод предложений.

- Psychological study of anomalous children is the scientific basis of the special pedagogical sciences that are included in defectology.

- Психологическое изучение детей является научной базой специальных педагогических наук, входящих в дефектологию.
- Психологическое изучение аномального ребёнка является научной базой специальных педагогических наук, входящих в дефектологию.
- Психологическое изучение аномальных детей является научной базой специальных педагогических наук, входящих в дефектологию.

- Defectology is closely allied with a number of related sciences, including neuropathology, pathophysiology, general and medical genetics, pathopsychology, educational and child psychology, general pedagogy and linguistics.

- Дефектология тесно связана с большим количеством родственных наук, включая невропатологию, общую и медицинскую генетику, патопсихологию, педагогическую и детскую психологию, общую педагогику и лингвистику.

b). Дефектология тесно связана с большим количеством родственных наук, включая невропатологию, патофизиологию, общую и медицинскую генетику, педагогическую и детскую психологию, общую педагогику и лингвистику.

c). Дефектология тесно связана с большим количеством родственных наук, включая невропатологию, патофизиологию, общую и медицинскую генетику, патопсихологию, педагогическую и детскую психологию, общую педагогику и лингвистику.

3). Of great significance in elucidating these principles is the adoption of a complex, multilateral approach to the study of anomalous children, with the participation of educators, physicians, physiologists, psychologists and other specialists.

a). Большое значение в разъяснении этих принципов имеет принятие комплексного, многостороннего подхода к изучению аномальных детей с участием педагогов и других специалистов.

b). Большое значение в разъяснении этих принципов имеет принятие комплексного, многостороннего подхода к изучению аномальных детей с участием педагогов, врачей, физиологов, психологов и других специалистов.

c). Большое значение в разъяснении этих принципов имеет принятие такого подхода к изучению аномальных детей, который предполагает участие педагогов, врачей, физиологов, психологов и других специалистов.

4. Переведите и найдите конец предложения.

1. In defectology there is a continual differentiation	1. and development of new fields.
2. Defectology includes in addition a special branch of psychology	2. of its various fields and the establishment of general principles for the development, training, and upbringing of children with different types of defects.
3. Defectology takes shape as a result of the development and convergence	3. that deals with the psychological study of the development of children with the above-mentioned defects.

5. Прочитайте абзац и выберите из перечисленных вопросов тот, ответом на который является данный абзац.

- 1). What does defectology take shape as?
- 2). Who is a handicapped child?
- 3). What disorders may qualify as disabilities?
- 4). What branch of science studies a handicapped child?

An individual may also qualify as disabled if he/she has had an impairment in the past or is seen as disabled based on a personal or group standard or norm. Such impairments may include physical, sensory, and cognitive or developmental disabilities. Mental disorders (also known as psychiatric or psychosocial disability) and various types of chronic disease may also qualify as disabilities.

УПРАЖНЕНИЯ К ТЕКСТУ

6. Просмотрите текст урока и скажите, какая из ниже перечисленных проблем освещается в тексте.

- 1). Problems of handicapped children.

- 2). Problems of defectology as an integrated branch of knowledge.
- 3). Problems of logopedics as a branch of defectology.
- 4). Problems of children with different types of defects.

7. Прочитайте текст урока и выберите из перечисленных названий то, которое более точно, на Ваш взгляд, выражает основное содержание текста.

- 1). Defectology as a branch of science
- 2). Special pedagogical sciences in defectology
- 3). Training and upbringing children with compound defects
- 4). Defectology as an integrated branch of knowledge

8. Прочитайте текст урока и скажите, на сколько частей можно условно разделить его, чему посвящена каждая отдельная часть.

9. Ответьте на вопросы к тексту урока.

1). What does defectology study? 2). What special pedagogical sciences does defectology include? 3). What does surdopedagogy study? 4). What does typhlopedagogy study? 5). What does oligophrenopedagogy study? 6) What does logopedics study? 7). What does a special branch of psychology that is included in defectology deal with? 8). How does defectology take shape? 9). What branches of science is defectology closely allied with?

10. Напишите аннотацию текста.



LESSON 2

TEXT: HANDICAPPED CHILDREN

Handicapped children are also known as children with disabilities.

The term disability is applied to a collection of chronic disorders that usually occur before the age of 22 and typically last for a lifetime. Disabilities are defined as a physical or mental impairment and include conditions such as Down Syndrome, autism, epilepsy and cerebral palsy. Disability can sometimes affect a person's ability to learn or speak, take care of themselves, hold down a job and live independently.

Developmental disabilities are listed in a number of categories:

- Disabilities involving the brain, spinal cord, and nervous system;
- Disabilities related to hearing or vision loss;
- Disabilities related to metabolic disorders. Metabolism refers to the sum total of the chemical changes in the body that are needed to provide energy and repair or grow tissues. Metabolic disorders that affect children's development include thyroid diseases and phenylketonuria;
- Disabilities related to degenerative disorders, in which a child appears normal at birth and reaches some developmental milestones but then starts to lose the abilities they have attained.

Developmental disabilities are defined as mild, moderate, severe, or profound depending upon the amount of support the child needs. For example, a child with mild developmental disabilities may be able to benefit from special education programs, finish high school or a vocational training program, work in certain types of jobs and live with their family or in the community. Those with profound disabilities may require 24-hour care in a group home or institution.

Depending on the specific disorder, the diagnosis of disabilities can be made at different points before or after the birth of the child. Some disorders such as Down Syndrome can be diagnosed before the baby is born, while metabolic disorders like phenylketonuria can be detected by a post-birth blood test. The baby's doctor may also identify disabilities during regular check-ups, when they can observe the child's interaction with others. The pediatrician will test vision and hearing, as well as checking for developmental milestones. Parents who have noticed that their child does not seem to be walking, talking, or responding to them at the age at which these abilities usually appear will often consult a specialist. In some cases, learning disabilities are latent and identified during a child's school years.

Treatment for disabled children can be tailored to the individual child and their specific type of disability. Treatments and care fall into the following categories:

- Medications or surgery for specific physical or emotional problems;
- Special education programs;
- Vocational training for future employment;
- Speech and language therapy;
- Physical therapy;
- Psychotherapy and counseling for behavioral problems;
- Support services for people who are profoundly disabled. These may include nursing care as well as assistance with housekeeping, personal cleanliness, shopping and handling money.

The prognosis for children living with disabilities depends on the severity of the child's specific disability. The condition may be progressive and therefore likely to increase in severity over time. It could also affect the child's ability to get along with other people in daily activities, both in education and the workplace. Disabilities might in some cases shorten a person's life ex-

pectancy, although technological and medicinal advancements have enabled disabled children to enjoy a better quality of life and a longer life.

ЛЕКСИЧЕСКИЙ МАТЕРИАЛ УРОКА

ability	[q' bʃlqtʃ]	способность
advancement	[qd'vʁɪsmqnt]	улучшение, прогресс
disability	[ˈdɪsq' bʃlqtʃ]	недееспособность, инвалидность
disorder	[dɪs'ɔːdɔ]	расстройство
development	[dɪv'fɪpɪsmqnt]	развитие, рост
handicapped	[ˈhændɪkæpt]	инвалид
impairment	[ɪm'pɑːɪsmqnt]	ухудшение, повреждение
(hearing, vision) loss	[ˈhɪŋɡrɪn' vɪʒn(ɪ)lɔs]	потеря (слуха, зрения)
severity	[sɪ'verɪtɪ]	тяжесть
support services	[sq'pɔːt s'vɪsɪz]	служба поддержки
treatment	[ˈtriːtmqnt]	лечение
apply	[q'pɪaɪ]	применяться, использовать
depend on	[dɪ'pend' ɒn]	зависеть от
occur	[q'kʊə]	происходить, случаться
observe	[q'b'z'vɜː]	наблюдать, следить
take care	[ˈteɪk' kɛə]	заботиться, остерегаться
mild	[maɪld]	мягкий
moderate	[ˈmɒd(ɪ)reɪt]	умеренный, средний
profound	[prɒf'aʊnd]	глубокий (абсолютный)
severe	[sɪ'veɪ]	тяжелый

ПРЕДТЕКСТОВЫЕ УПРАЖНЕНИЯ

1. Найдите слово, перевод которого дан в начале ряда.

- ухудшение – ability, impairment, development, disorder, handicapped;
- развитие – vision loss, development, ability, handicapped, disorder;
- потеря слуха – handicapped, vision loss, ability, hearing loss, development.

2. Образуйте со словом *impairment* словосочетания со следующими словами *hearing, memory, mental, physical, speech, visual*, например: *hearing impairment*. Найдите перевод словосочетаний: ухудшение слуха, ухудшение психического состояния, ухудшение памяти, ухудшение физического состояния, ухудшение речи, ухудшение зрения.

3. Заполните пропуски в предложениях подходящими словами, данными под чертой, и переведите эти предложения.

- 1). A child with mild developmental ... may be able to finish high school. 2). Disabilities are defined as a physical or mental ... 3). Metabolic ... that affect children's development include thyroid diseases. 4). Disabilities can relate to ... 5). Disability can sometimes affect a ... to learn. 6). The prognosis for handicapped children ... the severity of the child's specific disability.

hearing or vision loss, ability, depend on, impairment, disorder, disability

4. Укажите правильный перевод следующих предложений.

1). Depending on the specific disorder, the diagnosis of disabilities can be made at different points before or after the birth of the child.

a). В зависимости от определенного расстройства, диагностика недееспособности может быть осуществлена по-разному, например, до рождения ребенка.

b). В зависимости от определенного расстройства диагностика недееспособности может быть осуществлена до или после рождения ребенка.

c). В зависимости от определенного расстройства диагностика недееспособности может быть осуществлена различным способом до или после рождения ребенка.

2). The prognosis for children living with disabilities depends on the severity of the child's specific disability.

a). Прогноз для жизни ребёнка с инвалидностью зависит от суровости специфического нарушения ребёнка.

b). Прогноз для жизни ребёнка с инвалидностью зависит от тяжести определенного нарушения ребёнка.

c). Прогноз для жизни ребёнка с инвалидностью зависит от совокупности нарушений ребёнка.

3). The term «disability» is applied to a collection of chronic disorders that usually occur before the age of 22 and typically last for a lifetime.

a). Термин «инвалидность» применяется для совокупности хронической недееспособности, которая происходит в возрасте 22 лет и продолжаются, как правило, в течение всей жизни.

b). Термин «инвалидность» применяется для совокупности хронической недееспособности, которая случается до возраста 22 лет и продолжается в течение всей жизни.

c). Термин «инвалидность» применяется для совокупности хронической недееспособности, которая случается до возраста 22 лет и продолжается, как правило, в течение всей жизни.

5. Переведите и найдите конец предложения.

1. Handicapped children are also known	1. may require 24-hour care in a group home or institution.
2. A child with profound disabilities	2. can be diagnosed before the baby is born.
3. Some disorders such as Down Syndrome	3. as children with disabilities.

6. Выберите из перечисленных заглавий то, которое отражает содержание абзаца.

1). Having physical or mental disabilities

2). People with disabilities

3). Everyday speech

4). The term «handicapped»

Although «handicapped» is widely used in both law and everyday speech to refer to people having physical or mental disabilities, those described by the word tend to prefer the expressions «disabled» or «people with disabilities». «Handicapped», a somewhat euphemistic term, may imply a helplessness that is not suggested by the more forthright disabled. It is also felt that some stigma may attach to the word «handicapped» because of its origin in the phrase «hand in cap», actually derived from a game of chance but sometimes mistakenly believed to involve the image of a beggar. The word «handicapped» is best reserved to describe a disabled person who is unable to function owing to some property of the environment. Thus people with a physical disability requiring a wheelchair may or may not be handicapped, depending on whether wheelchair ramps are made available to them.

УПРАЖНЕНИЯ К ТЕКСТУ

7. Прочитайте вводный абзац текста урока и постарайтесь предсказать его возможную структуру и проблематику.

8. Прочитайте текст урока и найдите в каждом абзаце ключевое предложение, которое наиболее полно отражает его содержание.

9. Отметьте среди нижеприведенных предложений те, которые соответствуют содержанию текста урока.

- 1). Disabilities include conditions such as Down Syndrome, autism, epilepsy and cerebral palsy.
- 2). Working with handicapped children means helping them to grow.
- 3). The purpose of the supplement for handicapped children is to provide financial assistance for families to help with the care and education of a handicapped child.
- 4). Developmental disabilities are defined as mild, moderate, severe, or profound depending upon the amount of support the child needs.
- 5). This law was created in an effort to provide an appropriate education for the millions of children with disabilities that were not receiving a proper education.
- 6). The first effective step in efforts to keep permanent handicap to a minimum is to find cases as early as possible.
- 7). Mental disorders (also known as psychiatric or psychosocial disability) and various types of chronic disease may also qualify as disabilities.
- 8). The diagnosis of disabilities can be made at different points before or after the birth of the child.
- 9). The baby's doctor may also identify disabilities during regular check-ups.
- 10). Some disorders can be diagnosed before the baby is born.

10. Перескажите текст урока на родном языке.



LESSON 3

TEXT: TYPES OF DISABILITY (PART I)

Disability is caused by impairments to various subsystems of the body – these can be broadly sorted into the following categories.

Physical disability. Any impairment which limits the physical function of limbs or fine or gross motor ability is a physical disability. Other physical disabilities include impairments which limit other facets of daily living, such as severe sleep apnea.

Sensory disability

Sensory disability is impairment of one of the senses. The term is used primarily to refer to vision and hearing impairment, but other senses can be impaired.

Visual impairment

Visual impairment (or vision impairment) is vision loss (of a person) to such a degree as to qualify as an additional support need through a significant limitation of visual capability resulting from either disease, trauma, or congenital or degenerative conditions that cannot be corrected by conventional means, such as refractive correction, medication, or surgery. This functional loss of vision is typically defined to manifest with

- 1) best corrected visual acuity of less than 20/60, or significant central field defect,
- 2) significant peripheral field defect including homonymous or heteronymous bilateral visual field defect or generalized contraction or constriction of field, or
- 3) reduced peak contrast sensitivity with either of the above-mentioned conditions.

Hearing impairment

Hearing impairment or hard of hearing or deafness refers to conditions in which individuals are fully or partially unable to detect or perceive at least some frequencies of sound which can typically be heard by most people. Mild hearing loss may sometimes not be considered a disability.

Olfactory and gustatory impairment

Impairments of the sense of smell and taste are commonly associated with aging but can also occur in younger people due to a wide variety of causes.

There are various olfactory disorders:

- Anosmia – inability to smell
- Dysosmia – things smell different than they should
- Hyperosmia – an abnormally acute sense of smell.
- Hyposmia – decreased ability to smell
- Olfactory Reference Syndrome – psychological disorder which causes patients to imagine they have strong body odor
- Parosmia – things smell worse than they should
- Phantosmia – «hallucinated smell», often unpleasant in nature

Complete loss of the sense of taste is known as ageusia, while dysgeusia is persistent abnormal sense of taste.

ЛЕКСИЧЕСКИЙ МАТЕРИАЛ УРОКА

ageusia	[eʤʤiʃsʤq]	агевзия, утрата вкусовой чувствительности
anosmia	[x'nɔzmʤq]	аносмия, потеря обоняния
deafness	[ˈdefnqʃ]	глухота
disease	[dʤzʤz]	болезнь, недомогания е

dysosmia	[dʒs'ɒzmʃq]	дизосмия (извращенное восприятие запахов)
dysgeusia	[dʒs'gʰʃsʃq]	дисгевзия, извращение вкуса
limb	[lɪm]	конечность
sleep apnea	[slɪp æp'nʃq]	синдром (ночного) апноэ, внезапная остановка дыхания во сне
hyperosmia	[ˈhɪpə'ɒzmʃq]	гиперосмия (болезненное обострение обоняния)
hyposmia	[hɪp'ɒzmʃq]	гипосмия, ослабление обоняния
parosmia	[pə'ɒzmʃq]	аросмия (извращение обоняния по типу обонятельных иллюзий)
medication	[medɪ'keɪʃ(q)n]	медикаментозное лечение
sense	[sens]	чувство; ощущение, восприятие
smell	[smel]	обоняние
sound	[saʊnd]	звук
surgery	[ˈsɜːdʒ(ə)rɪʃ]	хирургия
taste	[teɪst]	вкус
trauma	[ˈtrɒnm]	травма, повреждение
impair	[ɪm'peɪʃq]	ухудшать(ся), причинять ущерб (здоровью)
include	[ɪn'klʰɪd]	включать в себя
refer	[rɪ'fɜː]	ссылаться
congenital	[kɒn'ɛnɪt(q)l]	врожденный

ПРЕДТЕКСТОВЫЕ УПРАЖНЕНИЯ

1. Найдите слово, перевод которого дан в начале ряда.

- обоняние – taste, sense, smell, body, deafness, limb, sound;
- глухота – taste, surgery, sense, smell, limb, body, deafness, disease, sound;
- вкус – capability, taste, smell, surgery, sound, disease.

2. Заполните пропуски в предложениях подходящими словами, данными под чертой, и переведите эти предложения.

1). Physical disabilities ... impairments which limit other facets of daily living. 2). Complete loss of the sense of ... is known as ageusia. 3). Degenerative conditions cannot be corrected by conventional means, such as refractive correction, medication, or ... 4). Sensory disability is impairment of one of the ... 5). Impairment of the sense of ... is associated with aging. 6). ... refers to conditions in which people are fully or partially unable to perceive at least some frequencies of sound.

taste, sense, deafness, smell, include, surgery.

3. Укажите правильный перевод следующих предложений.

1). Any impairment which limits the physical function of limbs or gross motor ability is a physical disability.

- Любое ухудшение, которое ограничивает физическую функцию конечности или всей моторной способности, является физической недееспособностью.

- b). Некоторые ухудшения, ограничивающие физическую функцию конечности или всей моторной способности, считаются физической недееспособностью.
- c). Любое ухудшение, которое ограничивает физическую функцию конечности, считается физической недееспособностью.

2). Hearing impairment or hard of hearing or deafness refers to conditions in which individuals are fully or partially unable to detect or perceive at least some frequencies of sound which can be heard by most people.

- a). Ухудшение слуха или тугоухость или глухота имеет отношение к состояниям, в которых индивидум полностью или частично неспособен обнаруживать или воспринимать, по крайней мере, некоторые частоты звука, которые могут быть услышаны большинством людей.
- b). Ухудшение слуха или тугоухость или глухота имеет отношение к состоянию, в котором индивидум полностью или частично неспособен обнаруживать или воспринимать, по крайней мере, некоторые частоты звука, которые могут быть услышаны большинством людей.
- c). Ухудшение слуха или тугоухость или глухота имеет отношение к состоянию, в котором человек частично неспособен воспринимать, по крайней мере, некоторые частоты звука, которые могут быть услышаны большинством людей.

3). Impairment of the sense of smell and taste are commonly associated with aging but can also occur in younger people due to a wide variety of causes.

- a). Ухудшение чувства обоняния и вкуса обычно ассоциируются со старением, но может также встречаться и в молодом возрасте, благодаря большому разнообразию причин.
- b). Ухудшение чувства обоняния и вкуса ассоциируются обычно со старением, но может также встречаться и у молодых людей, вызванное большим разнообразием причин.
- c). Ухудшение чувства обоняния и вкуса обычно ассоциируются со старостью, но может также встречаться и в молодом возрасте, вызванное благодаря большому разнообразию причин.

4. Переведите и найдите конец предложения.

1. The term sensory disability is used primarily	1. to refer to vision and hearing impairment.
2. Mild hearing loss may sometimes	2. of one of the senses.
3. Sensory disability is impairment	3. not be considered a disability.

5. Прочитайте сначала вопрос, а затем абзац, ответьте на вопрос.

How Much Help Should Be Given?

One of the benefits of mainstreaming is that children can help their disabled classmates. But too much help can become a hindrance if it robs the child of opportunities to learn and practice independence. Generally if a child cannot handle some procedure or material, she or he should be taught how to do it if at all possible.

УПРАЖНЕНИЯ К ТЕКСТУ

6. Прочитайте заглавие и первый абзац текста урока и скажите, о чем может идти речь в тексте.

7. Прочитайте текст урока и составьте к нему письменно тезисы на родном языке.

8. Выберите правильный вариант ответа.

- 1). What is disability caused by?

- a). Disability is caused by impairments to various subsystems of the body.
- b). Disability is caused by visual impairment.
- c). Disability is caused by hearing impairment.

2). What is a physical disability?

- a). Physical disability is any impairment which limits some of the physical function of limbs.
- b). Physical disability is any impairment which limit only facets of daily living.
- c). Physical disability is any impairment which limits the physical function of limbs or fine or gross motor ability or impairments which limit other facets of daily living.

3). What is a sensory disability?

- a). Sensory disability is impairment of one of the senses.
- b). Sensory disability is impairment of all of the senses.
- c). Sensory disability is impairment of two of the senses.

4). What is a visual impairment?

- a). Visual impairment is hard of hearing or deafness that refers to conditions in which individuals are partially unable to detect or perceive some frequencies of sound.
- b). Visual impairment is vision loss (of a person) to such a degree as to qualify as an additional support need through a significant limitation of visual capability resulting from conditions that cannot be corrected by conventional means.
- c). Visual impairment is a physical disability that deals with motor disability.

5). What is a hearing impairment?

- a). Hearing impairment refers to conditions in which individuals are fully or partially unable to detect or perceive at least some frequencies of sound.
- b). Hearing impairment refers to conditions in which individuals are unable to detect all frequencies of sound which can typically be heard by most people.
- c). Hearing impairment or hard of hearing or deafness refers to conditions in which individuals are partially unable to detect or perceive at least some frequencies of sound.

6). What are impairment of the sense of smell and taste commonly associated with?

- a). Impairments of the sense of smell and taste are commonly associated only with aging.
- b). Impairments of the sense of smell and taste are commonly associated with aging young people.
- c). Impairments of the sense of smell and taste are commonly associated with aging but can also occur in younger people due to a wide variety of causes.

9. Скажите, каким образом вы можете использовать информацию, которая содержится в тексте урока, при работе по вашей специальности.

10. Напишите аннотацию текста.



LESSON 4

TEXT: TYPES OF DISABILITY (PART II)

Somatosensory impairment

Insensitivity to stimuli such as touch, heat, cold, and pain are often an adjunct to a more general physical impairment involving neural pathways and is very commonly associated with paralysis (in which the motor neural circuits are also affected).

Balance disorder

A balance disorder is a disturbance that causes an individual to feel unsteady, for example when standing or walking. It may be accompanied by symptoms of being giddy, woozy, or have a sensation of movement, spinning, or floating. Balance is the result of several body systems working together. The eyes (visual system), ears (vestibular system) and the body's sense of where it is in space (proprioception) need to be intact. The brain, which compiles this information, needs to be functioning effectively.

Intellectual disability

Intellectual disability is a broad concept that ranges from mental retardation to cognitive deficits too mild or too specific (as in specific learning disability) to qualify as mental retardation. Intellectual disabilities may appear at any age. Mental retardation is a subtype of intellectual disability, and the term intellectual disability is now preferred by many advocates in most English-speaking countries as a euphemism for mental retardation.

Mental health and emotional disabilities

A mental disorder or mental illness is a psychological or behavioural pattern generally associated with subjective distress or disability that occurs in an individual, and perceived by the majority of society as being outside of normal development or cultural expectations. The recognition and understanding of mental health conditions has changed over time and across cultures, and there are still variations in the definition, assessment, and classification of mental disorders, although standard guideline criteria are widely accepted.

Developmental disability

Developmental disability is any disability that results in problems with growth and development. Although the term is often used as a synonym or euphemism for intellectual disability, the term also encompasses many congenital medical conditions that have no mental or intellectual components, for example spina bifida.

Nonvisible disabilities

Several chronic disorders, such as diabetes, asthma, inflammatory bowel disease or epilepsy, would be counted as nonvisible disabilities, as opposed to disabilities which are clearly visible, such as those requiring the use of a wheelchair.

ЛЕКСИЧЕСКИЙ МАТЕРИАЛ УРОКА

adjunct	<i>[ˈædʒʌnt]</i>	дополнение
balance	<i>[ˈbæləns]</i>	равновесие
brain	<i>[breɪn]</i>	головной мозг
deficit	<i>[ˈdefɪt]</i>	поражение, нарушение
disturbance	<i>[dɪˈstɜːb(ə)ns]</i>	нарушение равновесия
growth	<i>[grəʊθ]</i>	развитие, рост
health	<i>[heəltʃ]</i>	здоровье
illness	<i>[ˈɪlnəs]</i>	болезнь
insensitivity	<i>[ɪnˈsensɪtɪvɪti]</i>	нечувствительность

pain	<i>[peɪn]</i>	боль
retardation	<i>[rɪ'tɑːdʒən]</i>	задержка развития, олигофрения
stimulus	<i>['stɪmjʊləs]</i>	раздражитель
accompany	<i>[ə'kʌmpəni]</i>	сопровождать
appear	<i>[ə'piə]</i>	появляться
affect	<i>[ə'fekt]</i>	поражать
cause	<i>[kɔːz]</i>	вызывать
count	<i>[kaʊnt]</i>	считать
involve	<i>['ɪnvɒlv]</i>	поражать болезнью; вовлекать в патологический процесс
perceive	<i>[pə'seɪv]</i>	1) воспринимать, понимать, осознавать; 2) ощущать, различать, чувствовать
intact	<i>['ɪntækt]</i>	здоровый; незараженный; неповрежденный

ПРЕДТЕКСТОВЫЕ УПРАЖНЕНИЯ

1. Найдите слово, перевод которого дан в начале ряда.

- болезнь – adjunct, balance, brain, deficit, disturbance, illness;
- здоровье – growth, health, retardation, brain, adjunct;
- задержка развития – retardation, insensitivity, deficit, brain.

2. Заполните пропуски в предложениях подходящими словами, данными под чертой, и переведите эти предложения.

1). Mental ... is a subtype of intellectual disability. 2). A ... disorder is a disturbance that causes an individual to feel unsteady. 3). Developmental disability is any disability that results in problems with ... and development. 4). Intellectual disabilities may ... at any age. 5). A mental ... is a psychological or behavioural pattern. 6). Several chronic disorders, such as diabetes, asthma or epilepsy, would be ... as nonvisible disabilities.

appear, balance, count, growth, illness, retardation

3. Укажите правильный перевод следующих предложений.

- Balance is the result of several body systems working together.
 - Равновесие является результатом работы нескольких систем организма, которые функционируют совместно.
 - Равновесие является результатом работы систем организма, осуществляющих совместное функционирование.
 - Равновесие является результатом совместной работы нескольких систем организма.
- Insensitivity to stimuli such as touch, heat, cold, and pain are often an adjunct to a more general physical impairment involving neural pathways and is very commonly associated with paralysis.
 - Нечувствительность к раздражителям, таким как прикосновение, тепло, холод и боль является часто дополнением к более генерализованному физическому ухудшению, вовлекающему в патологический процесс нейтральный проводящий путь.
 - Нечувствительность к раздражителям, таким как прикосновение и боль является часто дополнением к более генерализованному физическому ухудшению, вовлекающему в патологический процесс нейтральный проводящий путь и обычно связанному с параличом.

с). Нечувствительность к раздражителям, таким как прикосновение, тепло, холод и боль является часто дополнением к более генерализованному физическому ухудшению, вовлекающему в патологический процесс нейтральный проводящий путь и обычно связанному с параличом.

3). The recognition and understanding of mental health conditions has changed over time, and there are still variations in the definition, assessment, and classification of mental disorders, although standard guideline criteria are accepted.

а). Распознавание и понимание состояния психического здоровья изменилось со временем, и до сих пор имеются вариации в определении, оценке и классификации психических расстройств, хотя стандартные директивные критерии являются общепринятыми.

б) Распознавание состояния психического здоровья изменилось со временем, и до сих пор имеются вариации в определении, оценке и классификации психических расстройств, хотя стандартные директивные критерии являются общепринятыми.

с). Понимание состояния психического здоровья изменилось со временем, и до сих пор имеются вариации в определении, оценке и классификации психических расстройств, хотя стандартные директивные критерии являются общепринятыми.

4. Переведите и найдите конец предложения.

1. The brain, which compiles this information,	1. the term also encompasses many congenital medical conditions.
2. Although the term is often used as a synonym for intellectual disability,	2. that ranges from mental retardation to cognitive deficits too mild or too specific to qualify as mental retardation.
3. Intellectual disability is a broad concept	3. needs to be functioning effectively.

5. Прочитайте предложение и выберите вопрос, ответом на который является это предложение.

- 1). Who can help handicapped children?
- 2). Where do handicapped children study?
- 3). Who is a handicapped child?
- 4). Who can need special education and related services?

Handicapped children are children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or having specific learning disabilities, who because of those impairments need special education and related services.

УПРАЖНЕНИЯ К ТЕКСТУ

6. Прочитайте текст урока, разделите его на смысловые части, подберите названия к каждой из них.

7. Прочитайте текст повторно и передайте его основную идею несколькими предложениями.

8. Проанализируйте содержание текста (установите основную мысль текста, перечислите приведенные факты: общеизвестны они или новые; какие факты следовало бы привлечь дополнительно).

9. Выберите правильный вариант ответа.

1). What is insensitivity to stimuli such as touch, heat, cold, and pain very commonly associated with?

- a). Insensitivity to stimuli such as touch, heat, cold, and pain is very commonly associated with paralysis.
 - b). Insensitivity to stimuli such as touch, heat, cold, and pain is very commonly associated with visual loss.
 - c). Insensitivity to stimuli such as touch, heat, cold, and pain is very commonly associated with gustatory impairment.
- 2). What does a balance disorder (a disturbance) cause?
- a). A balance disorder causes an individual to feel unsteady, for example when standing or walking.
 - b). A balance disorder causes an individual to feel tired, for example when standing or walking.
 - c). A balance disorder causes an individual to feel busy, for example when standing or walking.
- 3). When may intellectual disabilities appear?
- a). Intellectual disabilities may appear at the age of 20 years.
 - b). Intellectual disabilities may appear at birth.
 - c). Intellectual disabilities may appear at any age.
- 4). What is a mental disorder or mental illness generally associated with?
- a). A mental disorder or mental illness is generally associated with impairment of the sense of smell and taste.
 - b). A mental disorder or mental illness is associated with functional loss of vision.
 - c). A mental disorder or mental illness is generally associated with subjective distress or disability that occurs in an individual, and perceived by the majority of society as being outside of normal development or cultural expectations.
- 5). What is a developmental disability?
- a). Developmental disability is any disability that results in problems with language and speech.
 - b). Developmental disability is any disability that results in problems with growth and development.
 - c). Developmental disability is any disability that results in problems with hearing.
- 6). What are nonvisible disabilities?
- a). Nonvisible disabilities are disabilities which deal with problems of growth and development.
 - b). Nonvisible disabilities are several chronic disorders, such as diabetes, asthma, inflammatory bowel disease or epilepsy which are not clearly visible.
 - c). Nonvisible disabilities are disabilities which are clearly visible.

10. Укажите факты и сведения из текста, которые были вам уже известны.



LESSON 5

RIGHTS OF THE DISABLED CHILD

Disabled children are like all other children. According to the Convention of the rights of the child (CRC), they are entitled to the same rights as any other child.

In addition to the right to non-discrimination, it is necessary to highlight that disabled children are supposed to enjoy all rights guaranteed by the Convention as well as the rights mentioned below.

The right to proper treatment

The second paragraph of article No. 23 CRC, dedicated to children with disabilities guarantees their right to get special care and to request the granting of state assistance, adapted to the child's country and to the financial standing of his parents or his guardian.

It is obvious that children with disabilities are entitled to special treatment, but in practice, most of these children are entirely deprived of even proper medical treatment. Their chance of recovering or in the least of living with less suffering are thus reduced to zero.

Right to education

Due to the lack of infrastructure, of means, of knowledge and above all of goodwill, most of the disabled children do not receive education, not even primary education for that matter. In fact, international statistics point out that only 2% of disabled children enjoy the privilege of going to school. It is a serious violation of the CRC which guarantees the right of every child's going to school.

Right to leisure

Sometimes, being totally engrossed in the special care given to disabled children, people around them forget that they are, before anything else, children who need to enjoy themselves, who need to play, express artistically, engage in sports, etc. Yet, the right to leisure is a right included in the Convention of the Rights of the Child (art. 31 CRC) and this naturally applies to the differently-abled child as well.

Right to participation

This is one of the fundamental needs of a disabled child, but unfortunately the one which is most often ignored. Like in the case of any other child, the handicapped child must be given the opportunity to be heard in any proceedings affecting him according to article 12 of the CRC.

His right to participation equally extends to all aspects of social life, on which subject the child, disabled or not, should be given the opportunity of expressing his opinion, of getting connected, of keeping himself informed and of taking part. Yet, because of their disabilities, one often thinks that they do not have the capacity of expressing a coherent idea, and the decision is taken without listening to their opinion.

Children suffering from a disability, by their vulnerability, are particularly sensitive to the act of giving voice to their opinion, even though sometimes, communication with them would present numerous obstacles (difficulties in communicating with them, slow thinking, lack of understanding). Thus, handicapped children should be considered an integral part of decision making when it comes to issues which matters to them. Eliminating obstacles, which block their way to social integration, should be therefore identified as an immediate necessity.

ЛЕКСИЧЕСКИЙ МАТЕРИАЛ УРОКА

assistance	<i>[q'sɪstəns]</i>	помощь, поддержка
capacity	<i>[kə'pæsɪtɪ]</i>	способность
guardian	<i>[gɑːdʒiən]</i>	опекун
leisure	<i>[ˈleɪzə]</i>	досуг, свободное время

opinion	<i>[q'p'ɪnɪjən]</i>	мнение
opportunity	<i>[ˈɒpərtʊniːti]</i>	возможность, шанс
participation	<i>[pɑːtɪˈseɪʃən]</i>	участие, партнерство
right	<i>[raɪt]</i>	право
suffering	<i>[ˈsʌfərɪŋ]</i>	страдание, боль
violation	<i>[vɪəˈleɪʃən]</i>	нарушение
vulnerability	<i>[ˈvʌlənbəlɪti]</i>	уязвимость
deprive	<i>[dɪˈpraɪv]</i>	лишать
guaranty	<i>[ˈɡærənˌti]</i>	гарантировать
ignore	<i>[ɪˈɡnɔː]</i>	игнорировать
receive (education)	<i>[rɪˈsiːv]</i>	получать (образование)
request	<i>[rɪˈkwest]</i>	требовать
entitle	<i>[ɪnˈtaɪtəl]</i>	давать право
coherent	<i>[kəˈuənɪənt]</i>	связный
obvious	<i>[ˈɒbvɪəs]</i>	очевидный
proper	<i>[ˈprɒpə]</i>	надлежащий, должный

ПРЕДТЕКСТОВЫЕ УПРАЖНЕНИЯ

1. Найдите слово, перевод которого дан в начале ряда.

- опекун – opportunity, participation, right, guardian, suffering, violation;
- страдание – opportunity, participation, right, suffering, violation, guardian;
- помощь – capacity, assistance, guardian, leisure, opinion, opportunity.

2. Заполните пропуски в предложениях подходящими словами, данными под чертой, и переведите эти предложения.

1). Disabled children are ... to the same rights as other children. 2). The Convention of the rights of the child (CRC) ... their right to get special care and to request the granting of state assistance. 3). The right to ... is a right included in the Convention of the Rights of the Child. 4). Right to participation is most often ... 5). One often thinks that children with disabilities do not have the capacity of expressing a ... idea. 6). Handicapped children should be given the ... of expressing their opinion.

guaranty, ignore, entitle, opportunity, coherent, leisure

3. Укажите правильный перевод следующих предложений.

1). It is necessary to highlight that disabled children must enjoy all rights guaranteed by the Convention of the rights of the child.

- Необходимо подчеркнуть, что дети-инвалиды должны обладать всеми правами, гарантированными Конвенцией по правам ребенка.
- Необходимо подчеркнуть, что дети-инвалиды обладают всеми правами, гарантированными Конвенцией по правам ребенка.
- Необходимо подчеркнуть, что дети-инвалиды должны обладать теми правами, которые гарантированы Конвенцией по правам человека.

2). The Convention of the rights of the child guarantees to children with disabilities the right to get special care and to request the granting of state assistance, adapted to the child's country and to the financial standing of his parents or his guardian.

- Конвенция по правам ребенка гарантирует детям-инвалидам право получать особый уход и требует предоставления государственной помощи, адаптированной для страны ребенка и финансовому состоянию его родителей.

b). Конвенция по правам ребенка гарантирует детям-инвалидам право получать особый уход и требует предоставления государственной помощи в стране проживания ребенка в соответствии с финансовым состоянием его родителей или его опекуна.

c). Конвенция по правам ребенка гарантирует детям-инвалидам право получать особый уход и требует предоставления государственной помощи, адаптированной для страны и финансовому состоянию его родителей или его опекуна.

3). Children with disabilities are entitled to special treatment, but in practice, most of these children are entirely deprived of proper medical treatment.

a). Детям-инвалидам дается право на специальное лечение, однако, на практике большинство из этих детей полностью лишены должного медицинского лечения.

b). Детям-инвалидам дается право на специальное лечение, хотя на практике некоторые из этих детей полностью лишены должного медицинского лечения.

c). Детям-инвалидам дается право на специальное лечение, однако в действительности эти дети полностью лишены должного медицинского лечения.

4. Переведите и найдите конец предложения.

1. Children with disabilities	1. are entitled to special treatment.
2. Most of the disabled children do not	2. to the act of giving voice to their opinion
3. Children suffering from a disability, by their vulnerability, are particularly sensitive	3. receive education.

5. Прочитайте абзац и выберите из приведенных заглавий то, которое отражает его содержание.

1). A child under 18

2). The financial assistance for handicapped children

3). All families with a handicapped child

The financial assistance is paid to all families with a child under 18 who is deemed to be handicapped by the Regie. The amount is the same for all children, regardless of the handicap or family income. To receive the supplement for handicapped children, you must be eligible for child assistance payments and meet certain requirements.

ТЕКСТОВЫЕ УПРАЖНЕНИЯ

6. Прочитайте заголовок текста урока и скажите, о чем может идти речь в тексте.

7. Прочитайте текст урока и расположите следующие предложения согласно логике его повествования.

1). Children suffering from a disability, by their vulnerability, are particularly sensitive to the act of giving voice to their opinion.

2). The right to leisure is a right included in the Convention of the Rights of the Child and this naturally applies to the differently-abled child as well.

3). The Convention of the rights of the child dedicated to children with disabilities guarantees their right to get special care and to request the granting of state assistance, adapted to the child's country and to the financial standing of his parents or his guardian.

4). In keeping to the Convention of the rights of the child, handicapped children are entitled to the same rights as any other child.

5). Only 2% of disabled children enjoy the privilege of going to school.

6). People around handicapped children forget that they are children who need to enjoy themselves, who need to play, express artistically, engage in sports.

- 7). The handicapped child must be given the opportunity to be heard in any proceedings affecting him.
- 8). Handicapped children should be considered an integral part of decision making when it comes to issues which matter to them.

8. Прочитайте повторно текст урока и ознакомьтесь с приведенными ниже вопросами. Отметьте номера вопросов, на которые вы не нашли ответа в тексте. Ответьте на вопросы, на которые даны ответы в тексте.

1). Are disabled children like all other children? 2). How many rights are included in the Convention of the Rights of the Child? 3). Who is handicapped child also known as? 4). Do disabled children receive education? 5) What types of disability are there? 6). Why are children suffering from a disability particularly sensitive to the act of giving voice to their opinion? 7). How are developmental disabilities defined? 8). What aspects of social life does the right of children with disability to participation equally extend to?

9. Скажите, каким образом вы можете использовать информацию, которая содержится в тексте, при работе по вашей специальности.

10. Напишите аннотацию текста.



LESSON 6

TEXT: WHO WORKS WITH HANDICAPPED CHILDREN?

Special education teachers work with all types of children who have a variety of disabilities. While some students need class time to develop common life skills and basic literary abilities, most students require the aid of a special education teacher to help them understand the general education curriculum. It may take a bit longer for some students to grasp the material, and special education teachers teach the material in a way they can understand. Most special education teachers can find employment opportunities in elementary, junior high and secondary schools.

Physical Therapist

Movement is an essential part of a child's learning and development. When a child's normal movement is impaired, a physical therapist can help him learn about himself and the world around him. Physical therapists evaluate a child's handicap by analyzing their muscle tone, flexibility, strength, balance, posture, coordination, motor skills, breathing patterns and physical fitness. After the evaluation, physical therapists create a treatment plan that is designed to develop new movements, enhance strength and improve flexibility.

Speech Therapist

Having speech and language abilities is an integral part of life and necessary for any social interactions and educational development. A speech therapist has the ability to determine whether or not these skills are developing at a normal rate or if intervention is needed. Speech therapists study a child's receptive language, expressive language, fluency, articulation, voice and augmentative communication. Speech therapists have specific exercises that can help a handicapped child overcome any difficulties with communication and understanding language.

Occupational Therapist

An occupational therapist works with handicapped children and assists them in achieving a high level of function and independence in school readiness, self-reliance, play and leisure skills. Occupational therapists help children with their cognitive, visual motor activities, upper extremity development, adaptive devices, fine motor activities, visual perception, behavioral state, sensory function and daily living skills. Occupational therapists want to ensure that children enhance their emotional-social development, improve sleeping patterns, increase communication and encourage relaxation.

Camp Counselor

The desire to work with handicapped children is very common, and there are many opportunities to work as a counselor for handicapped children at camps, such as the American Camp Association. Counselors quickly realize that despite any preconceived notions, the experience becomes very rewarding. Camp counselors have many duties and responsibilities, but their primary concern is child safety. Counselors may need to walk children through the woods, lift a child into a wheelchair or help them eat a meal.

ЛЕКСИЧЕСКИЙ МАТЕРИАЛ УРОКА

aid	<i>[eɪd]</i>	помощь; содействие, поддержка
counselor	<i>[ˈkʌnsəl(ə)r]</i>	консультант
curriculum	<i>[ˈkʌrɪkjʊləm]</i>	учебный план
employment	<i>[ɪmˈplɔɪmənt]</i>	занятость, работа
flexibility	<i>[fleksɪ'bɪləti]</i>	гибкость, упругость

fluency	<i>[fʃʰfɪqnsi]</i>	плавность; беглость
independence	<i>[ˈɪndɪˈpendəns]</i>	независимость
intervention	<i>[ˈɪntəˈven ɪ(q)n]</i>	вмешательство
movement	<i>[mʰvmənt]</i>	движение
posture	<i>[pʰɒstjə]</i>	осанка
skill	<i>[skɪl]</i>	навык, ловкость
determine	<i>[dɪˈtɜːmɪn]</i>	определять, устанавливать; выявлять
evaluate	<i>[ɪˈvæljueɪt]</i>	оценивать
enhance	<i>[ɪnˈhæns]</i>	улучшать
grasp	<i>[græsp]</i>	схватывать
improve	<i>[ɪmˈprʊv]</i>	улучшаться, совершенствоваться
overcome	<i>[əˈvɜːkʊm]</i>	преодолеть
require	<i>[rɪˈkwaɪə]</i>	нуждаться
essential	<i>[ɪˈsɛnʃl]</i>	важнейший
occupational	<i>[ˌɒkjʊˈpeɪʃ(q)nəl]</i>	профессиональный

ПРЕДТЕКСТОВЫЕ УПРАЖНЕНИЯ

1. Найдите слово, перевод которого дан в начале ряда.

- улучшать – evaluate, enhance, grasp, improve, overcome, determine;
- осанка – independence, intervention, movement, posture, skill;
- навык – aid, counselor, curriculum, skill, employment, flexibility, fluency, independence, intervention, movement, posture.

2. Заполните пропуски в предложениях подходящими словами, данными под чертой, и переведите эти предложения.

- Special education teachers can find ... opportunities in schools.
- Physical therapists must ... a child's handicap.
- Speech therapists study as a rule a child's ..., articulation, voice.
- ... therapist assists handicapped children in achieving a high level of function.
- Some students do not understand the general education ...
- Some students ... the material at the institute.

evaluate, fluency, curriculum, grasp, occupational, employment

3. Укажите правильный перевод следующих предложений.

1). Having speech and language abilities is an integral part of life and necessary for any social interactions and educational development.

a). Владение речевой и языковой способностью является существенной частью жизни и необходимо для любого социального взаимодействия и образовательного развития.

b). Владение речевой и языковой способностью является существенной частью жизни и необходимо для любого социального взаимодействия.

c). Имея речевые и языковые способности, инвалиды существенно улучшают качество жизни, которое необходимо для любого социального взаимодействия и образовательного развития.

2). After the evaluation, physical therapists create a treatment plan that is designed to develop new movements, enhance strength and improve flexibility.

a). После оценивания физиотерапевт создаёт план курса лечения, который предназначен для развития новых движений, усиления силы и совершенствования гибкости.

- b). После оценки физиотерапевт планирует курс лечения, предназначенный для развития новых движений, усиления силы и совершенствования гибкости.
- c). После оценивания физиотерапевт создаёт план курса лечения, который предназначается для развития новых движений, усиления силы и совершенствования гибкости.

3). Speech therapists have specific exercises that can help a handicapped child overcome any difficulties with communication and understanding language.

- a). У логопедов имеется много упражнений, которые могут помочь ребенку с ограниченными возможностями справиться с трудностями коммуникации.
- b). У логопедов есть особые упражнения, которые могут помочь ребенку-инвалиду преодолеть любые трудности с коммуникацией и пониманием языка.
- c). У логопедов есть особое упражнение, которое помогает ребенку-инвалиду преодолеть трудности, связанные с пониманием языка.

4. Переведите и найдите конец предложения.

1. Occupational therapists want to ensure that children enhance	1. and the world around him.
2. A physical therapist can help a handicapped child learn about himself	2. the experience becomes very rewarding
3. Counselors quickly realize that despite any preconceived notions,	3. their emotional-social development, improve sleeping patterns, increase communication and encourage relaxation.

5. Прочитайте абзац и определите, какое из перечисленных утверждений является основным для этого абзаца.

- 1). Disabled children are like all other children.
- 2). A disability may be physical, cognitive, mental, sensory, emotional, developmental or some combination of these.
- 3). Diagnosis involves testing and evaluation.
- 4). Any impairment which limits the physical function is a physical disability.

A disability may be physical, cognitive, mental, sensory, emotional, developmental or some combination of these. A disability may be present from birth, or occur during a person's lifetime. Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Thus disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives.

УПРАЖНЕНИЯ К ТЕКСТУ

6. Прочитайте текст урока и выберите из перечисленных ниже названий то, которое наиболее подходит к его содержанию.

- 1). Physical Therapist
- 2). Special Education Teacher
- 3). Speech Therapist
- 4). Occupational Therapist
- 5). Camp Counselor

7. Прочитайте текст урока и перечислите слова, которые несут, на Ваш взгляд, наибольшую смысловую нагрузку.

8. Выберите правильный ответ на вопрос к тексту из нескольких данных.

- 1). What types of children do special education teachers work with?
 - a). Special education teachers work with children who have physical disabilities.
 - b). Special education teachers work with children who have mental disabilities.
 - c). Special education teachers work with all types of children who have a variety of disabilities.
- 2). What for do most students require the aid of a special education teacher?
 - a). Most students require the aid of a special education teacher to understand the general education curriculum.
 - b). Most students require the aid of a special education teacher to help them to develop common life skills.
 - c). Most students require the aid of a special education teacher to help them understand the general education curriculum.
- 3). When can a physical therapist help a child with physical disabilities to learn about himself and the world around him?
 - a). When a child's normal movement is impaired, a physical therapist can help him to learn about himself and the world around him.
 - b). When a child's normal movement is not very good, a physical therapist can help him to learn about himself and the world around him
 - c). When normal movement is difficult for a child, a physical therapist can help him to learn about himself and the world around him
- 4). What does a speech therapist study?
 - a). Speech therapists study a child's receptive language, expressive language.
 - b). Speech therapists study a child's receptive language, expressive language, fluency, articulation.
 - c). Speech therapists study a child's receptive language, expressive language, fluency, articulation, voice and augmentative communication.
- 5). What do occupational therapists help children with?
 - a). Occupational therapists help children with their daily living skills.
 - b). Occupational therapists help children with their cognitive, visual motor activities, upper extremity development, adaptive devices, fine motor activities, visual perception, behavioral state, sensory function and daily living skills.
 - c). Occupational therapists help children with their cognitive, visual motor activities.
- 6). What is the primary concern of camp counselors?
 - a). Camp counselors have many duties and responsibilities, but their primary concern is child safety.
 - b). Camp counselors have many duties and responsibilities.
 - c). The primary concern of camp counselors is child development.

9. Скажите, каким образом вы можете использовать информацию, которая содержится в тексте, при работе по вашей специальности.

10. Напишите аннотацию текста.



LESSON 7

TEXT: COMMUNICATION DISORDER

Communication disorder is a *speech and language disorder* which refers to problems in communication and in related areas such as oral motor function. The delays and disorders can range from simple sound substitution to the inability to understand or use their native language. In general communication disorders commonly refer to problems in speech (comprehension and/or expression) that significantly interfere with an individual's achievement and/or quality of life.

Persons who speak more than one language or are considered to have an accent in their location of residence do not have speech disorders if they are speaking in a manner consistent with their home environment or a blending of their home and foreign environment.

Communication disorders are usually first diagnosed in childhood or adolescence though they are not limited as childhood disorders and may persist into adulthood. They may also occur with other disorders (co-occurring disorders).

Diagnosis involves testing and evaluation during which it is determined if the scores/performance are "substantially below" developmental expectations and if they "significantly" interfere with academic achievement, social interactions and daily living. This assessment may also determine if the characteristic is deviant or delayed.

There are following communication disorders.

Language Impairment – "diagnosed based on language abilities that are below age expectations in one or more language domains. Language Impairment is likely to persist into adolescence and adulthood, although the symptoms, domains, and modalities involved may shift with age"

- Late Language Emergence – a delay in language onset with no other diagnosed disabilities or developmental delays in other cognitive or motor domains."
- Specific Language Impairment – language abilities are below age expectations but non-linguistic developmental abilities are within age expectations
- Social Communication Disorder – an impairment of pragmatics and is diagnosed based on difficulty in the social uses of verbal and nonverbal communication in naturalistic contexts, which affects the development of social relationships and discourse comprehension and cannot be explained by low abilities in the domains of word structure and grammar or general cognitive ability.
- Speech Sound Disorder – Formally Phonological Disorder
- Childhood Onset Fluency Disorder – formally stuttering
- Voice Disorder – "A voice disorder is diagnosed based on abnormal production and/or absence of vocal quality, pitch, loudness, resonance, and/or duration, which usually persists over time and is inappropriate for an individual's age or sex"

ЛЕКСИЧЕСКИЙ МАТЕРИАЛ УРОКА

absence	<i>[ˈæbs(ə)ns]</i>	отсутствие, недостаток
adolescence	<i>[ˌædɒl'ɪsəns]</i>	а) юность б) подростковый возраст
achievement	<i>[ə'tʃɪvmənt]</i>	достижение, успех
comprehension	<i>[ˈkɒmprɪ'hɛnsən]</i>	понимание
delay	<i>[dɪ'leɪ]</i>	задержка
domain	<i>[dɒ'meɪn]</i>	(проблемная) область

duration	<i>[dʒV'reʃɔn]</i>	продолжительность
emergence	<i>[ɪmW'ɛqns]</i>	появление
environment	<i>[ɪn'vaɪrənmənt]</i>	среда, окружение
expression	<i>[ɪks'prɛʃn]</i>	выражение
fluency	<i>[flʊ'ɛns]</i>	плавность; беглость
loudness	<i>[laʊdnɪs]</i>	громкость
onset	<i>[ɒnsɛt]</i>	начало
quality	<i>[kwɒlɪti]</i>	качество
substitution	<i>[sʌbstɪ'tʃʃɛn]</i>	замена; замещение
persist	<i>[pɜ'sɪst]</i>	сохраняться, продолжать
range	<i>[reɪnɪʒ]</i>	выстраивать в ряд; ставить, располагать в порядке
refer	<i>[rɪ'fɛr]</i>	относить
deviant	<i>[dɪvɪənt]</i>	девиантный, отклоняющийся от нормы
delayed	<i>[dɪ'leɪd]</i>	замедленный; запаздывающий

ПРЕДТЕКСТОВЫЕ УПРАЖНЕНИЯ

1. Найдите слово, перевод которого дан в начале ряда.

- задержка – absence, adolescence, achievement, comprehension, delay, domain;
- начало – environment, expression, fluency, loudness, onset, quality, duration;
- среда – onset, emergence, environment, expression, fluency, loudness.

2. Заполните пропуски в предложениях подходящими словами, данными под чертой, и переведите эти предложения.

1). The ... can range from simple sound substitution to the inability to understand. 2). As a rule disorders commonly ... to problems in speech. 3). Communication disorders are usually first diagnosed in childhood or adolescence though they may ... into adulthood. 4). A voice disorder is diagnosed based on absence of vocal quality, ..., resonance. 5). Language impairment is likely to persist into ... and adulthood. 6). Persons are speaking in a manner consistent with their home ...

delay, loudness, environment, persist, adolescence, refer.

3. Укажите правильный перевод следующих предложений.

1). Speech and language disorders refer to problems in communication and in related areas such as oral motor function.

- Речевые и языковые расстройства относятся к проблемам в коммуникации и в связанных с ней сферах, таких как оральная моторная функция.
- Речевые расстройства относятся к проблемам в коммуникации и в связанных с ней сферах таких, как оральная моторная функция.
- Языковые расстройства относятся к проблемам в коммуникации и в связанных с ней сферах таких, как оральная моторная функция.

2). Social communication disorder is diagnosed based on difficulty in the social uses of verbal and nonverbal communication.

- Расстройство социальной коммуникации диагностируется на основе затруднения социального использования вербальной коммуникации.
- Расстройство социальной коммуникации диагностируется на основе затруднения социального использования невербальной коммуникации.

с). Расстройство социальной коммуникации диагностируется на основе затруднения социального использования вербальной и невербальной коммуникации.

3). The delays and disorders can range from simple sound substitution to the inability to understand or use their native language.

а). Задержки и расстройства могут располагаться в порядке от простой замены звука до неспособности понимать или использовать свой родной язык.

б). Задержки и расстройства могут располагаться в порядке от простой замены звука до неспособности понимать свой родной язык.

с). Расстройства могут располагаться в порядке от простой замены звука до неспособности понимать или использовать свой родной язык.

4. Переведите и найдите конец предложения.

1. Late Language Emergence is a delay in language onset with no other diagnosed disabilities	1. may occur with other disorders (co-occurring disorders).
2. Communication disorders	2. during which it is determined if the scores/performance are “substantially below” developmental expectations.
3. Diagnosis involves testing and evaluation	3. or developmental delays in other cognitive or motor domains.”

5. Прочитайте абзац и определите, какое из перечисленных утверждений является основным для этого абзаца.

- 1). Глухота может способствовать появлению языковых расстройств.
- 2). У детей диагностируются частые ушные инфекции.
- 3). Неспособность слышать является коммуникативным нарушением.
- 4). Проблемы в произнесении слов носят временный характер.

Deafness/frequent ear infections – trouble with hearing during language acquisition may lead to spoken language problems. Children who suffer from frequent ear infections may temporarily develop problems in pronouncing words correctly. It should also be noted that some of the communication disorders can occur with people who use sign language. The inability to hear is not in itself a communication disorder.

УПРАЖНЕНИЯ К ТЕКСТУ

6. Прочитайте текст урока и перегруппируйте предложенные пункты плана в последовательности, соответствующей содержанию прочитанного текста.

1. Late Language Emergence
2. Language Impairment
3. General definition
4. Voice Disorder
5. Specific Language Impairment
6. Social Communication Disorder

7. Прочитайте текст урока повторно и укажите, какие из перечисленных утверждений отражают содержание текста.

- 1). Aphasia is loss of the ability to produce or comprehend language.
- 2). Communication disorders may occur with other disorders.

- 3). Communication disorder includes a speech and language disorder which refers to problems in communication.
- 4). Deafness may lead to spoken language problems.
- 5). Cluttering is a syndrome characterized by a speech delivery rate which is either abnormally fast, irregular, or both.
- 6). Diagnosis of communication disorder involves testing and evaluation.

8. Ответьте на вопросы к тексту.

1). What is communication disorder? 2). What do the delays and disorders encompass? 3). What problems do communication disorders refer to? 4). When are communication disorders usually first diagnosed? 5). What does diagnosis of communications disorders involve? 6). What is language impairment diagnosis based on? 7). What is social communication disorder? 8). What is a voice disorder diagnosis based on?

9. Скажите, каким образом вы можете использовать информацию, которая содержится в тексте, при работе по вашей специальности.

10. Напишите аннотацию текста.



LESSON 8

TEXT: SPEECH DISORDERS

Speech disorders or speech impediments are a type of communication disorders where 'normal' speech is disrupted. This can mean stuttering, lisps, etc. Someone who is unable to speak due to a speech disorder is considered mute.

Classifying speech into normal and disordered is more problematic than it first seems. By a strict classification, only 5% to 10% of the population has a completely normal manner of speaking (with respect to all parameters) and healthy voice; all others suffer from one disorder or another.

- Stuttering affects approximately 1% of the adult population.
- Cluttering, a speech disorder that has similarities to stuttering.
- Dysprosody is the rarest neurological speech disorder. It is characterized by alterations in intensity, in the timing of utterance segments, and in rhythm, cadence, and intonation of words. The changes to the duration, the fundamental frequency, and the intensity of tonic and atonic syllables of the sentences spoken, deprive an individual's particular speech of its characteristics. The cause of dysprosody is usually associated with neurological pathologies such as brain vascular accidents, cranioencephalic traumatism, and brain tumors.

- Muteness is complete inability to speak
- Speech sound disorders involve difficulty in producing specific speech sounds (most often certain consonants, such as /s/ or /r/), and are subdivided into articulation disorders (also called phonetic disorders) and phonemic disorders. Articulation disorders are characterized by difficulty learning to produce sounds physically. Phonemic disorders are characterized by difficulty in learning the sound distinctions of a language, so that one sound may be used in place of many. However, it is not uncommon for a single person to have a mixed speech sound disorder with both phonemic and phonetic components.

- Voice disorders are impairments, often physical, that involve the function of the larynx or vocal resonance.

- Dysarthria is a weakness or paralysis of speech muscles caused by damage to the nerves and/or brain. Dysarthria is often caused by strokes, parkinsons disease, head or neck injuries, surgical accident, or cerebral palsy.

- Apraxia of speech may result from stroke or be developmental, and involves inconsistent production of speech sounds and rearranging of sounds in a word («potato» may become «topato» and next «totapo»). Production of words becomes more difficult with effort, but common phrases may sometimes be spoken spontaneously without effort. It is now considered unlikely that childhood apraxia of speech and acquired apraxia of speech are the same thing, though they share many characteristics.

There are three different levels of classification when determining the magnitude and type of a speech disorder and the proper treatment or therapy:

1. Sounds the patient can produce
 1. Phonemic – can be produced easily; used meaningfully and contrastively
 2. Phonetic – produced only upon request; not used consistently, meaningfully, or contrastively; not used in connected speech
2. Stimulable sounds
 1. Easily stimulable
 2. Stimulable after demonstration and probing (i.e. with a tongue depressor)
3. Cannot produce the sound
 1. Cannot be produced voluntarily
 2. No production ever observed

In many cases the cause is unknown. However, there are various known causes of speech impediments, such as "hearing loss, neurological disorders, brain injury, mental retardation, drug abuse, physical impairments such as Cleft lip and palate, and vocal abuse or misuse." Child abuse may also be a cause in some cases.

Many of these types of disorders can be treated by speech therapy, but others require medical attention by a doctor in phoniatrics. Other treatments include correction of organic conditions and psychotherapy.

Patients will be treated in teams, depending on the type of disorder they have. A team can include specialists, family doctors, teachers and family members.

ЛЕКСИЧЕСКИЙ МАТЕРИАЛ УРОКА

alteration	$['\text{ɪ}\text{t}\text{ə}\text{r}\text{e}\text{ɪ}\text{ʃ}\text{ən}(\text{q})]$	альтерация; изменение
apraxia	$[\text{ə}\text{p}\text{r}\text{æ}\text{k}\text{s}\text{i}\text{ə}(\text{q})]$	апраксия (нарушение целенаправленных движений)
damage	$['\text{d}\text{æ}\text{m}\text{ɪ}\text{ʒ}(\text{q})]$	повреждение
duration	$[\text{d}\text{ʒ}\text{u}\text{r}\text{e}\text{i}\text{ʃ}\text{ən}(\text{q})]$	длительность
dysarthria	$[\text{d}\text{i}\text{s}\text{a}\text{r}\text{θ}\text{r}\text{i}\text{ə}(\text{q})]$	дизартрия (расстройство артикуляции, замедленность речи)
cluttering	$['\text{k}\text{l}\text{ʌ}\text{t}\text{ə}\text{r}\text{i}\text{ŋ}(\text{q})]$	суэта, помехи
effort	$['\text{e}\text{f}\text{ɔ}\text{t}(\text{q})]$	усилие, попытка; напряжение
injury	$['\text{ɪ}\text{n}\text{ɪ}\text{ʒ}\text{ə}(\text{q})]$	рана, ушиб
impediment	$[\text{ɪ}\text{m}\text{p}\text{e}\text{d}\text{i}\text{m}\text{ə}\text{n}\text{t}(\text{q})]$	физический недостаток (обычно связанный с речью)
larynx	$['\text{l}\text{æ}\text{r}\text{i}\text{n}\text{d}\text{ʒ}(\text{q})]$	гортань
lisp	$[\text{l}\text{i}\text{s}\text{p}(\text{q})]$	шепелявость
muteness	$['\text{m}\text{ʌ}\text{t}\text{i}\text{n}\text{ə}\text{n}\text{s}(\text{q})]$	немота
neck	$[\text{n}\text{e}\text{k}(\text{q})]$	шея
mute	$[\text{m}\text{ʌ}\text{t}(\text{q})]$	немой
similarity	$[\text{s}\text{i}\text{m}\text{i}\text{l}\text{ə}\text{r}\text{i}\text{t}\text{i}\text{z}\text{e}\text{i}\text{ʃ}\text{ən}(\text{q})]$	схожесть
stroke	$[\text{s}\text{t}\text{r}\text{ə}\text{k}(\text{q})]$	удар
stutter(ing)	$['\text{s}\text{t}\text{ʌ}\text{t}\text{ə}\text{r}\text{i}\text{ŋ}(\text{q})]$	заикание
traumatism	$[\text{t}\text{r}\text{ə}\text{m}\text{ə}\text{t}\text{i}\text{z}\text{e}\text{i}\text{ʃ}\text{ən}(\text{q})]$	травматизм
disrupt	$[\text{d}\text{i}\text{s}\text{r}\text{ʌ}\text{p}\text{t}(\text{q})]$	разрушать, нарушать
suffer	$['\text{s}\text{ʌ}\text{f}\text{ə}\text{r}(\text{q})]$	страдать, испытывать
acquired	$[\text{ə}\text{k}\text{w}\text{a}\text{i}\text{d}(\text{q})]$	приобретенный
rare	$[\text{r}\text{e}\text{i}\text{ə}(\text{q})]$	редкий

ПРЕДТЕКСТОВЫЕ УПРАЖНЕНИЯ

1. Найдите слово, перевод которого дан в начале ряда.

- повреждение – apraxia, damage, dysarthria, alterations, duration, cluttering;
- шепелявость – injury, lisp, muteness, impediment, neck, larynx, mute;
- немота – muteness, neck, mute, similarity, stroke, stutter(ing), traumatism.

2. Заполните пропуски в предложениях подходящими словами, данными под чертой, и переведите эти предложения.

- 90% to 95% of the population ... from one speech disorder or speech impediment or another.
- Dysprosody is characterized by ... in intensity.
- Dysarthria is caused by ... to the nerves

and/or brain. 4). By apraxia of speech production of words becomes more difficult with ... 5). The cause of dysprosody is usually associated with neurological pathologies such as brain vascular accidents or ... 6). There are various known causes of speech ...

alterations, suffer, impediment, effort, traumatism, damage

3. Укажите правильный перевод следующих предложений.

1). Dysarthria is often caused by strokes, parkinsons disease, head or neck injuries, surgical accident, or cerebral palsy.

- a). Дизартрия часто причиняется ударом, болезнью Паркинсона, ушибом головы или шеи, хирургическим вмешательством, корковым параличом.
- b). Причиной дизартрии часто является удар, болезнь Паркинсона, ушиб головы или шеи, хирургическое вмешательство, корковый паралич.
- c). Дизартрия часто причиняется ударом, болезнью Паркинсона, хирургическим вмешательством, корковым параличом.

2). Voice disorders are impairments, often physical, that involve the function of the larynx or vocal resonance.

- a). Голосовые расстройства – это ухудшения, часто физические, которые касаются функции гортани или голосового резонанса.
- b). К голосовым расстройствам относятся физические ухудшения, которые касаются функции гортани или голосового резонанса.
- c). Голосовые расстройства – это ухудшения, часто физические, которые касаются функции гортани.

3). Apraxia of speech may result from stroke or be developmental and involves inconsistent production of speech sounds and rearranging of sounds in a word.

- a). Апраксия речи может происходить от удара и касаться несовместимого производства звуков речи и перестройки звуков в слове
- b). Апраксия речи может происходить от удара или быть связанной с развитием и касаться несовместимого производства звуков речи и перестройки звуков в слове
- c). Апраксия может происходить от удара или быть связанной с развитием и касаться несовместимого производства звуков речи.

4. Переведите и найдите конец предложения.

1. Many of the types of speech disorders require	1. by difficulty learning to produce sounds physically.
2. Speech disorders are a type of communication disorders	2. medical attention by a doctor in phoniatrics.
3. Articulation disorders are characterized	3. where 'normal' speech is disrupted.

5. Прочитайте абзац и выберите из данных ниже то заглавие, которое наиболее полно отражает его содержание.

- a). Young children
- b). Social effects
- c). Speech disorders
- d). General population

Suffering from a speech disorder can have negative social effects, especially among young children. Those with a speech disorder can be targets of bullying because of their disorder. The bullying can result in decreased self-esteem. Later in life, bullying is experienced less by a general population, as people become more understanding as they age.

УПРАЖНЕНИЯ К ТЕКСТУ

6. Просмотрите текст урока и расположите данные ниже пункты плана согласно логике его повествования.

1. Causes of speech disorders
2. Classification of speech disorders
3. Treatment of speech disorders

7. Прочитайте абзацы текста, найдите в них ключевые предложения.

8. Выберите правильный ответ на данные вопросы.

- 1). What are speech disorders?
 - a). Speech disorders are a type of language disorders.
 - b). Speech disorders are a type of mental disorders.
 - c). Speech disorders are a type of communication disorders where 'normal' speech is disrupted.
- 2). Why is classifying speech into normal and disordered problematic?
 - a). By a strict classification, only 5% to 10% of the population has a completely normal manner of speaking (with respect to all parameters) and healthy voice.
 - b). In many cases the cause of speech disorders is unknown.
 - c). All people suffer from one disorder or another.
- 3). What percent of the adult population does stuttering affect?
 - a). Stuttering affects only 5% to 10% of the adult population.
 - b). Stuttering affects 99% of the adult population.
 - c). Stuttering affects approximately 1% of the adult population.
- 4) What is dysprosody characterized by?
 - a). Dysprosody is characterized by inability to speak.
 - b). Dysprosody is characterized by alterations in intensity, in the timing of utterance segments, and in rhythm, cadence, and intonation of words.
 - c). Dysprosody is characterized by the difficulty in producing specific speech sounds.
- 5). What are phonemic disorders characterized by?
 - a). Phonemic disorders are characterized by difficulty in learning the sound distinctions of a language, so that one sound may be used in place of many.
 - b). Phonemic disorders are characterized by alterations in intensity, in the timing of utterance segments, and in rhythm, cadence, and intonation of words.
 - c). Phonemic disorders are characterized by inability to speak.
- 6). What is dysarthria caused by?
 - a). Dysarthria is caused by damage to the nerves and/or brain.
 - b). Dysarthria is caused by damage to the nerves and brain.
 - c). Dysarthria is caused by damage to the nerves or brain.
- 7). Are childhood apraxia of speech and acquired apraxia of speech the same thing?
 - a). Childhood apraxia of speech and acquired apraxia of speech may be the same thing.
 - b). Childhood apraxia of speech and acquired apraxia of speech are not the same thing.
 - c). Childhood apraxia of speech and acquired apraxia of speech are the same thing.
- 8). What do speech disorders require?
 - a). Many of these types of speech disorders can be treated by speech therapy.
 - b). Many of these types of speech disorders can be treated by speech therapy, but others require medical attention by a doctor in phoniatrics. Other treatments include correction of organic conditions and psychotherapy.
 - c). Many of these types of speech disorders can be treated by speech therapy, but others require medical attention by a doctor in phoniatrics.

9. Укажите факты и сведения из текста урока, которые были вам уже известны.

10. Напишите аннотацию текста.



LESSON 9

Speech Disorders in Children

Every child has his own pace of development and speech development also differs in different children. Speech disorder is commonly found in children and can be recognized by keen observation. Speech disorders in children can be overcome by a proper therapy session. Speech disorder can be confused with language disorder but these two are quite different.

Speech disorders are often noticed in young children and according to experts parents need not get too worked up with it. Rather it is important for the child that his developmental chart is closely monitored and once you get to notice anything amiss, it is advisable to seek the advice of a professional expert. More often than it has been observed that the initial speech disorders or delays can be overcome with regular therapy.

How Do You Get to Know About It?

It is very easy to spot whether your child is suffering from a speech disorder. Once you are used to intently observing your child, you will notice that your child is stuttering while trying to say something. You will also find him struggling or completely unable to produce sounds and words in a proper manner. But the problem intensifies when parents consider these early signals as language disorders.

It is Important to Understand the Basic Difference Between Speech and Language Disorder.

- Speech is the inability to speak using sounds and words in a proper manner and language disorder is the inability to express using words in a particular language. This happens due to lack of understanding.
- In a speech disorder, the child can understand language and also knows what he intends to say, but the problem is he cannot bring himself to say what he wishes to.
- Language disorder is more about the complex process of processing and understanding of the words and ideas while communicating with the same with others.
- On the other hand, speech should be viewed as the mechanics of language. Language is a separate problem and should also be dealt seriously. They reflect a delay in the developmental journey of the child and can be marked as a disability for life.
- But remediating a speech disorder can be done pretty early and fast. Its effectiveness is immediate if diagnosed early and the therapy is followed diligently.

Speech disorder in children is most prominently noticed in the pre-school children. Around 5 to 8% of the children of this age group get affected by it.

The Usual Reasons

- When a child is born or develops an abnormality like a cleft palate, he might find it difficult to express through proper sounds and words though he knows their usage and meanings.
- Children often suffer from a common recurrent ear infection at this age. This also leads to speech disorder as the speaking skills are primarily honed through the hearing of the spoken words.
- If the frequency of the ear infections increases, speech disorders are pretty natural. It basically impedes the developmental progression of the speech.
- A low muscle tone can potentially render a negative impact on the development of speech. This can be corrected through intensive tongue and mouth exercises that strengthen the oral muscles.

The Therapies

- Amongst the innovative therapies, doctors suggest that child be encouraged to blow bubbles which will help to strengthen the lip muscles.
- A similar benefit can be attained if he practices drinking liquids through a straw.

- Parents can help the child by making him hold a sucker at any side of his mouth. Make the child stand in front of the mirror, vary the position of the sucker in and around his mouth and ask him to reach it with the help of his mouth.

- Another innovative and child friendly way is to drop a blob of peanut butter at the back of his top teeth. The child will know its position and will automatically try to reach his tongue to get it. This will help him get the 'l' and the 'th' sounds.

It needs to be understood here that disorders following due to these reasons do not necessarily mean that there is a disability.

Лексический материал урока

advice	[əd'vaɪs]	совет, рекомендация
benefit	['benɪfɪt]	выгода, польза
delay	[dɪ'leɪ]	задержка
liquid	['lɪkwɪd]	жидкость, раствор
observation	[əbzɜ:'veɪʃn]	обследование, осмотр наблюдение
pre-school child	['pri:'sku:l tʃaɪld]	дошкольник, ребенок дошкольного возраста
reason	['ri:zn]	причина, повод
sound	[saʊnd]	звук, звучание, звуковое сопровождение
confuse	[kən'fju:z]	путать, смущать, запутывать
consider	[kən'sɪdə]	считать, полагать рассматривать
deal	[di:l]	иметь дело, рассматривать
encourage	[ɪn'klɪdʒ]	поощрять, стимулировать, способствовать, содействовать, ободрять, обнадеживать
overcome	[əʊvə'kʌm]	преодолеть, победить, побороть, превозмочь, одолеть
recognize	['rekəɡnaɪz]	узнать, узнавать
spot	[spɒt]	увидеть, заметить, обнаружить, определить
struggle	[strʌɡl]	пытаться
stutter	['stʌtə]	заикаться, запинаясь
suggest	[sə'dʒest]	предлагать, подсказывать, советовать
innovative	['ɪnəveɪtɪv]	новаторский, передовой, инновационный
proper	['prɒpə]	правильный, верный, корректный

ПРЕДТЕКСТОВЫЕ УПРАЖНЕНИЯ

1. Найдите слово, перевод которого дан в начале ряда:

- а) звук – advice, benefit, delay, liquid, observation, pre-school child, reason, sound;
- б) преодолеть – deal, encourage, overcome, recognize, spot, struggle, stutter, suggest;
- в) заикаться – encourage, overcome, recognize, spot, struggle, stutter, suggest;
- г) новаторский – innovative, proper.

2. Заполните пропуски в предложениях подходящими словами, данными под чертой, и переведите эти предложения.

1). Language should also be ... seriously. 2). The child can ... when he wants to say something. 3). Speech disorders in children can be ... by a proper therapy session. 4). Language disorder can be ... with speech disorder but these two are quite different. 5). This problem intensifies when parents ... these early signals as language disorders. 6). It is not difficult to ... whether the child is suffering from a speech disorder.

stutter, overcome, confuse, consider, spot, deal.

3. Укажите правильный перевод следующих предложений:

- 1). Speech disorder in children is most prominently noticed in the pre-school children.
- a). Нарушение речи у детей наиболее заметно проявляется в школьном возрасте.
b). Нарушение речи у детей наиболее заметно проявляется в дошкольном возрасте.
c). Нарушения речи у детей наименее заметны в дошкольном возрасте.
- 2). A similar benefit can be attained if he practices drinking liquids through a straw.
- a). Аналогичный результат может быть достигнут, если ребенок-инвалид практикует пить жидкость через соломинку.
b). Аналогичная польза может быть достигнута, если он практикует пить жидкости через соломинку.
c). Аналогичная польза достигается при питье жидкости через соломинку.
- 3). Once you are used to intently observing your child, you will notice that your child is stuttering while trying to say something.
- a). Как только вы приучите себя наблюдать за своим ребенком, вы заметите, что ваш ребенок заикается, пытаясь что-то сказать.
b). Если вы будете пристально наблюдать за своим ребенком, вы заметите, что ваш ребенок заикается, пытаясь что-то сказать.
c). Как только вы привыкнете пристально наблюдать за своим ребенком, вы заметите, что ваш ребенок заикается, пытаясь что-то сказать.

4. Переведите и найдите конец предложения.

1. Amongst the innovative therapies,	1. that disorders following due to these reasons do not necessarily mean that there is a disability.
2. You will also find him struggling or completely	2. unable to produce sounds and words in a proper manner.
3. It needs to be understood here	3. doctors suggest that child be encouraged to blow bubbles which will help to strengthen the lip muscles.

5. Прочитайте абзацы.

- 1). Прочитайте сначала вопрос, а затем абзац, ответьте на вопрос.

What do preschool children want?

Preschool children want to touch, taste, smell, hear, and test things for themselves. They are eager to learn. They learn by experiencing and by doing. Preschoolers learn from their play. They are busy developing skills, using language, and struggling to gain inner control.

Preschoolers want to establish themselves as separate from their parents. They are more independent than toddlers. They can express their needs since they have greater command of language.

2). Дайте заглавие нижеследующему абзацу.

Speech disorder or speech impairment is a common problem, which is faced by a lot of people. You don't need to be ashamed because of it anymore. There are several treatments which are available and can help you to solve your problem. Speech disorder or speech impairment can be caused due to hereditary reasons. Modern science and technology provide enough options to get rid of any speech irregularities or Speech Disorder or Speech Impairment. Speech therapy lessons and simple exercises can go a long way in doing away with your speech disorder. The first step must lie in the recognition of your disorder and the reason it stems from. A proper assessment shall allow you to avail yourself proper treatment methods that relieve your speech disorder.

УПРАЖНЕНИЯ К ТЕКСТУ

- 6. Прочитайте заглавие и первый абзац текста и скажите, о чем может идти речь в тексте.**
- 7. Прочитайте текст и составьте к тексту письменно тезисы на родном языке.**
- 8. Укажите факты и сведения из текста, которые были вам уже известны.**
- 9. Скажите, каким образом вы можете использовать информацию, которая содержится в тексте, при работе по вашей специальности.**
- 10. Напишите аннотацию текста.**



LESSON 10

The Symptoms of Speech Disorder and their Diagnose

Symptoms are the most effective way of determining if a person has a certain medical condition. The most common indication of speech disorder or speech impairment relates to problems in fluency of your speech.

Here are some symptoms of Speech Disorder or Speech Impairment:

Repeating Words: Repetition of words unnecessarily can be a symptom of speech disorder. Using extra words and sounds can be a symptom of Speech Disorder or Speech Impairment. There might also be tension in one's voice or sound.

Excessive Jerking or Blinking: There are some social symptoms, which are associated with speech disorders. You might feel frustrated when you want to communicate with people. Jerking of one's head or blinking too much are signs of speech disorder.

Problems with Articulation: You might face some problems in articulation of your thoughts. Certain sounds or syllables might get distorted when you try to communicate. It might become difficult for you to express your thoughts in an understandable manner to the ones around.

Pronunciation Problems: There are several phonological symptoms of Speech Disorder or Speech Impairment as well, which are associated with speech disorders. The first or the last sound of the words might be left out or changed completely. The patient might have a problem in pronouncing the same kind of sounds in other words.

Voice Quality: There also might be problems with your voice. Your voice can turn hoarse or rough and it may break. The pitch is also affected if you are suffering from Speech Disorder or Speech Impairment. You may run out of air during mid-sentence. There might be issues with the control that you exercise over your voice, not producing the desired effect. It might be too loud or too soft.

What are the Causes of Speech Disorders or Speech Impairment?

There can be several reasons why a person might be suffering from speech disorder or speech impairment. This can affect several parts of one's body like vocal cords, nerves, muscles, etc. It becomes important to trace the causes which include: **Problems with Vocal Cords:** Your vocal cord might be a reason why you may be suffering from it. Vocal cord damage or vocal cord paralysis can often lead to imperfect speech. Polyps or nodules on the vocal cord can also be a reason behind speech disorders.

Muscle Weakness or Respiratory Weakness: Weakness can also be an important factor when it comes to speech disorders. Muscle weakness or respiratory weakness can often lead to brain damage which, in turn, can lead to Speech Disorder or Speech Impairment.

There are several ways for diagnosing if an individual suffers from speech disorders or speech impairments and these are:

Early Language Milestone Scale 2 Test: This test helps to test a child's language development. Delayed speech and/or disorders related to language can also be identified using this test.

Denver Articulation Screening Exam: This is one of the most preferred tests, which helps to evaluate the clarity of your pronunciation between the age of two and seven. It doesn't take much time.

Peabody Picture Vocabulary Test-Revised: This is used to test a person's vocabulary. It can also help test the ability of a person to speak. In this test, the patient has to listen to a list of words and choose pictures with which they associate these words with. This test has been revised several times. People who are blind can't take this test.

Developmental Disorders: People who suffer from developmental disorders or other kinds of medical conditions can also suffer from speech disorders. Medical conditions like autism, Attention Deficit Hyperactive Disorder (ADHD), oral cancer, strokes, dementia, Huntington's disease, Lou Gehrig's disease can spur speech disorders in individuals.

Genetics Factors: Some of the speech disorders can also be genetic. If you carry genes which can cause it and if it is a dominant gene then you might suffer from Speech Disorder or Speech Impairment.

Лексический материал урока

blinking	['blɪŋkɪŋ]	мигание, моргание
condition	[kən'dɪʃn]	состояние
(vocal) cords	[vəʊkl kɔ:dz]	голосовые связки
fluency	['flu:ənsɪ]	беглость, плавность
gene	[dʒi:n]	ген
jerking	['dʒɜ:kɪŋ]	подергивание, дергание
indication	[ɪndɪ'keɪʃn]	признак, знак
nodule	['nɒdju:l]	узелок
repetition	[repɪ'tɪʃn]	повторение, повтор, повторяемость
vocabulary	[vəʊ'kæbjʊləri]	запас слов, словарный состав, словарный запас
weakness	['wi:knis]	слабость
tension	[tenʃn]	напряжение, напряженное состояние, напряженность
communicate	[kə'mju:nɪkeɪt]	общаться, взаимодействовать, пообщаться, разговаривать
evaluate	[ɪ'veljʊeɪt]	оценивать, анализировать, оценить
relate	[rɪ'leɪt]	относиться, иметь отношение
spur	[spɜ:]	побудить
trace	[treɪs]	проследить, отследить
hoarse	[hɔ:s]	хриплый
respiratory	[rɪs'paɪəətəri]	дыхательный
rough	[rʌf]	грубо

ПРЕДТЕКСТОВЫЕ УПРАЖНЕНИЯ

1. Найдите слово, перевод которого дан в начале ряда:

- состояние – blinking, condition. (vocal) cords, fluency, gene, jerking, indication;
- признак – jerking, indication, nodule, repetition, vocabulary, weakness, tension;
- общаться – communicate, evaluate, relate, spur, trace;
- дыхательный – hoarse, respiratory, rough.

2. Заполните пропуски в предложениях подходящими словами, данными под чертой, и переведите эти предложения.

1). Peabody Picture Vocabulary Test-Revised is used to test a person's ... 2). Many medical conditions can ... speech disorders in individuals. 3). ... on the vocal cord can also be a reason behind speech disorders. 4). Denver Articulation Screening Exam is one of the most preferred tests, which helps to ... the clarity of your pronunciation between the age of two and seven. 5). ... is a social symptom, which is associated with speech disorders. 6). ... of words unnecessarily can be a symptom of speech disorder.

spur, nodule, repetition, evaluate, blinking, vocabulary.

3. Укажите правильный перевод следующих предложений:

- 1). Weakness can also be an important factor when it comes to speech disorders.
- a). Слабость также может быть важным фактором, когда речь идет о нарушениях речи.
b). Слабость также может быть одним из важным фактором, когда речь идет о нарушениях речи.
c). Слабость также относится к важным факторам, когда речь идет о нарушениях речи.
- 2). The most common indication of speech disorder or speech impairment relates to problems in fluency of your speech.
- a). Наиболее частые признаки нарушения речи связаны с проблемами беглости речи.
b). Наиболее частые признаки нарушения речи или расстройства речи связаны с самой речью.
c). Наиболее частые признаки нарушения речи или расстройства речи связаны с проблемами беглости речи.
- 3). Your voice can turn hoarse or rough and it may break.
- a). Ваш голос может стать и хриплым, и грубым, и он может сломаться.
b). Ваш голос может стать хриплым или грубым, и он может сломаться.
c). Ваш голос может стать хриплым или грубым, и он может пропасть.

4. Переведите и найдите конец предложения.

1. Repetition of words unnecessarily	1. can be a symptom of speech disorder.
2. If you carry genes which can cause speech disorders and if it is a dominant gene	2. why you may be suffering from it.
3. Your vocal cord might be a reason of Speech Disorders	3. then you might suffer from Speech Disorder or Speech Impairment.

5. Прочитайте абзац и выберите из перечисленных вопросов тот, ответом на который является данный абзац.

- 1). What is speech disorder?
2). How are speech disorders or speech impairment classified?
3). What sounds is the patient able to produce.

There are 3 ways in which Speech Disorders or Speech Impairments can be classified and which determine the severity and the type of a speech disorders:

Phonemic. Patient can produce the sounds easily, constructively and meaningfully.

Phonetic. Patient can produce the sounds only upon being asked; and is not able to use speech meaningfully, consistently or constructively.

Stimulate Sounds

Speech or sounds are easily stimulated.

Speech or sounds are stimulated only after some probing such as with a tongue depressor.

Cannot Produce The Sound

Patient is not able to produce any sound voluntarily.

Muteness. There is no production of any sound or speech.

УПРАЖНЕНИЯ К ТЕКСТУ

6. Просмотрите текст урока и скажите, какая из ниже перечисленных проблем освещается в тексте.

- 1). The Causes of Speech Disorders.
2). The basic difference between speech and language disorder.

3). The Therapies of Speech Disorders.

7. Просмотрите текст урока и расположите данные ниже пункты плана согласно логике его повествования.

- 1). Diagnosing of speech disorder.
- 2). The symptoms of speech disorder.
- 3). The Causes of Speech Disorders.

8. Подготовьте вопросы к содержанию текста

9. Укажите факты и сведения из текста урока, которые были вам уже известны.

10. Напишите аннотацию текста.

ТЕКСТЫ ДЛЯ САМОСТОЯТЕЛЬНОГО ЧТЕНИЯ И ПЕРЕВОДА

Текст 1: How Can Speech Disorders or Speech Impairments Be Treated?

Mild speech disorders or speech impairments might not need any treatment. Some can be cured with persistent exercises or adopting habits that help an individual to pronounce better or articulate better. Severe speech disorders, however, need treatment. The treatment usually depends on the type of the speech disorder. To be aware of the type of speech disorder one suffers from, one must know the type, cause and consequences the speech disorders or speech impairment might produce. Let us have a quick look at the treatment procedures that can help with Speech Disorder or Speech Impairment:

Speech Therapy & Language Therapy: You can go for speech therapy where you will be guided about the different exercises. These will help you to strengthen the muscles in your face and throat. Strengthening your face and throat muscles will help you to exercise more control over your speech. You'll be mentored to control your breathing while you're talking. This will help you to improve the sound and pace at which you utter words. With long term dedication, you shall learn to speak fluently without interruptions. Dyslexia and other learning disabilities can prevent a person to speak clearly. Children who go through these kinds of disabilities generally overcome them through speech therapy. Talk therapy is provided to the people who get embarrassed or feel quite nervous while they're talking. It could be as a result depression as well. Therapists help you to recognize your problem and communicating ways by which you can increase your self-esteem and do away with nervousness which comes with Speech Disorder or Speech Impairment. Simple exercises help in these cases to do away with speech irregularities.

Good Posture for Treating Speech Disorders: Your diaphragm should support your speech. This can be done with proper sitting and standing postures. You must also adopt a posture that helps you to relax your larynx. Relaxing your shoulders can also help you to relax your larynx resulting in better and clear speech. Maintaining a good posture can also help you with your speech. If your back is bent and the shoulders are hunched, your diaphragm is not pressurized properly. You need to make sure that in the posture you adopt, the stomach is in, the chest is always out, the feet must be steady and the back must be always straight.

Medications for Treating Speech Disorders: If the cause of your disabilities stems from enlarged adenoids, vocal polyps, tumours or other physical factors, you might need proper medication. In some cases, tranquilizers and antidepressants are also prescribed for the individual. In case of severe depression, antidepressants are found to be very helpful.

Practicing Pronunciation of Words: You should allow some time of your day to practice the proper pronunciation of the words and gradually pace your speech. Mark the words and sentences that are difficult to read and keep on practicing them. Practicing before the mirror help you to control your speech delivery, pace and exercise with more fluency.

Perseverance: Recitation of small stories or speeches help to get over your speech disorders as well. Provided, you read the sentences loudly and slowly and make sure you can concentrate on the sounds and the movement of the muscles related to the words. The key to such methods is patience and perseverance.

Текст 2: What are the Types of Speech Disorders or Speech Impairment?

Here is a glimpse at the several types of speech disorders:

Fluency Disorders: This type of Speech Disorder includes problems like stuttering, abnormal stoppages in between sentences, unwanted reactions, etc.

Articulation Disorders: This type of Speech Disorders may include difficulties in producing sound in syllables or uttering the words correctly.

Voice Disorders or Resonance: This type of Speech Disorder or Speech Impairment deals with problems related to the pitch, quality or volume of one's voice. This particular kind of Speech Impairment is known to inflict pain on the individual.

Apraxia is one type of speech disorder. It is a result of a stroke or a heart disease. It usually involves rearranging the words incorrectly and producing inconsistent sounds. In this kind of disorder, you can utter common phrases without much effort but there might be a problem when it comes to the production of words.

Dysarthria is another common speech disorder, which affects a lot of people. It is a motor speech disorder where the muscles of your mouth, the respiratory system get weak and stop moving. Severe injuries, Parkinson's disease, strokes can often cause this type of speech disorder.

Stuttering is found in many patients. It affects about 1% of the population.

Dysprosody is a neurological speech disorder. Neurological pathologies are often one of the main reasons why dysprosody is seen in many people. Brain vascular accidents, brain tumours are some of the causes of this type of speech disorder. This speech disorder is characterized by many features. There is a change in frequency, duration, and intensity of the patient's speech.

Tekst 3: Can Speech Disorders or Speech Impairments be Prevented?

You can sometimes prevent speech disorders or speech impairments if they are recognized at an early age and dealt with properly. Prevention is always better than cure. Here are some tips which you can follow in order to prevent Speech Disorder or Speech Impairment.

Seek Help: When a child learns to speak for the first time, he or she might not be fluent and can utter words with a lot of problems. It is advisable to give your child time and take the help of a speech therapist. Certain speech habits can be developed accordingly in childhood.

Be Supportive: Try to avoid negative comments when your child is stuttering. You should always try to encourage them and be supportive. You are your child's role model and they will follow your footsteps. If you are too harsh on your child then he or she might have low level of self-confidence. This can often lead to speech disorders or aggravation of speech impairment, which will not only affect his or her social life, but also will create a lot of trouble at their workplace.

Tekst 4: The DEVELOPMENT of SPEECH / Voice disorders in children

All children go through certain stages in the development of speech: first child gullet, then babbling, he speaks the words, and finally sentences. An important role in the passage of these periods of play parents who talk with the kid, tell him about the surrounding objects and phenomena, encourage them to respond. But sometimes it so happens that the little child gullet and babbling, he later appear first words and phrases. Speech delay toddler worried parents, and trying to solve the problem, they appeal to different specialists tend to pediatricians or neurologists. Doctors prescribe most often treated with medication. Remember: in such situations, effective child may have a speech therapist is a specialist on early infant communication.

All parents, learning from experts, that the child has problems with speech development, strive to understand what they're called. This question becomes especially important if the family is none of her close relatives had no speech disorders. They can occur under adverse circumstances, or, as experts say, internal and external harmful factors, often combined with each other.

The reasons that cause speech disorders, experts are divided into two groups:

organic cause damage to the Central (brain areas responsible for playing and understanding speech) or peripheral (structures that control speech organs) of the vocal apparatus (bodies required for speech); functional impede the normal work of the vocal apparatus.

1. INTRAUTERINE PATHOLOGY

Negative factors are the most dangerous in the first three months of pregnancy. They can lead to underdevelopment of or damage to the Central nervous system of the child, and in particular the speech areas of the cerebral cortex. These factors include:

Intrauterine hypoxia (insufficient blood supply of the brain of the fetus. The reasons can be different: preeclampsia (toxemia), nephropathy (more severe stage of preeclampsia), the

threat of cancer, pathology of the placenta, increased blood pressure, somatic (General) diseases of the mother (diabetes mellitus, nephritis, diseases of the cardiovascular system).

Infectious diseases of the mother during pregnancy (rubella, influenza, scarlet fever, measles, infectious hepatitis, tuberculosis, polio, toxoplasmosis, herpes, syphilis, HIV infection).

The most dangerous rubella in the first months of pregnancy it can cause serious deviations in the development of the child (deafness, blindness, mental retardation, malformations of the cardiovascular system).

Cytomegalovirus in the early stages of pregnancy leads to fetal death. If pregnancy is saved, the virus disrupts the development of the fetus. Viral hepatitis can cause various abnormalities of the fetus at all stages of pregnancy.

Injuries received by the mother during pregnancy, falls and injuries (especially in the abdomen). Can cause placental abruption, and premature birth.

The incompatibility between the blood of the mother and fetus. Antibodies from the mother's blood cross the placenta and cause destruction of red blood cells of the fetus, the result is allocated to a toxic substance - indirect bilirubin. It damages certain parts of the brain that leads to congenital disorders of hearing and speech.

Violations of the terms of gestation (gestation) - prematurity (less than 38 weeks) and perenoshennosti (>40 weeks).

The Smoking. Nicotine, the main toxic component tobacco smoke adversely affects the processes of blood circulation in the uterus and placenta. Under his influence, slowing the transport of amino acids from the mother to the fetus, so the bad kid putting on weight (underweight child at term pregnancy can reach 300 g or more, and it is stored in the first year of life). Expectant mothers who smoke more than 20 cigarettes a day are hyperactive kids, these children are often more difficult to study.

Alcohol and drugs. If the expectant mother is abusing alcohol and drugs, impaired physical and mental development of her child. For these children, impaired coordination, and decreased intelligence. They grow slower, are hyperactivity. They have characteristic facial features: long face, low forehead, underdeveloped chin and ear; and strabismus.

Medication. There are medications that the expectant mother is absolutely impossible to accept, certain drugs can be used only on the advice of a doctor.

Anticancer antibiotics (actinomycin, sarcosyl). In early pregnancy cause malformations in the fetus.

Ototoxic drugs. Antibiotics (streptomycin, monomitsin, kanamycin, gentamicin, amikacin, tobramycin, and others) and diuretics (furosemide), as well as aspirin and quinine can cause the development of congenital deafness.

Anticoagulants of indirect action (dikumarina, plantan) easily penetrate through the placenta and can cause fetal bleeding in the brain and internal organs.

Antidepressant drugs (imison, AMI-triptyline) and tranquilizers (sibazon, meproamate) during the early stages of pregnancy lead to poisoning of the fetus.

Unsuccessful termination of pregnancy can cause abnormalities in fetal development.

Work on hazardous production (increased physical activity, contact with chemically active substance, the effects of different types of radiation, for example ultraviolet, ionizing radiation) in early pregnancy leads to fetal death or disorders of the Central nervous system, visual organ and hematopoietic system of the fetus.

Stress, which is the mother may lead to fetal hypoxia.

2. GENETIC PREDISPOSITION, GENETIC ANOMALIES

Inheritance can be passed peculiarities of the structure of the vocal apparatus, for example, improper planting and the number of teeth, the shape of the bite, the susceptibility to defects in the structure of the hard and soft palate (cleft palate), as well as peculiarities of the development of the speech areas of the brain and even stuttering.

If one of the parents later started to say, such problems can occur and the child. Although speech disorders are not always passed by inheritance, but to exclude this possibility cannot.

NEBLAGOPRYATNYE CHILDBIRTH AND THEIR CONSEQUENCES

Birth injuries, causing intracranial hemorrhage, can cause damage to the speech areas of the brain. The reasons can be different: narrow pelvis of the mother, forceps delivery on the head of the baby (this is done in order to help him to be born).

Asphyxia - lack of supply the brain with oxygen due to respiratory disorders, for example, when the umbilical cord entanglement. Causes minimal brain damage.

Small body weight of the newborn (less than 1500 g) and the subsequent intensive resuscitation measures such as mechanical ventilation for more than 5 days.

A low score on the Apgar scale (generally accepted method of assessing the condition of the newborn immediately after birth).

4. DISEASE SUFFERED BY A CHILD IN THE FIRST YEARS OF LIFE

Infectious viral disease, CNS-infections (encephalitis, meningitis) can cause a decrease or loss of hearing.

Trauma and brain injury. In severe cases lead to intracranial hemorrhage, resulting in the child's speech is getting worse, it may even stop talking.

Injuries of the facial skeleton (damage palate, tooth decay) interfere with the child to learn how to pronounce sounds and words.

Prolonged colds, inflammatory diseases of the middle and inner ear, leading to temporary or permanent hearing loss, violate the speech development of the child.

Receiving ototoxic antibiotics leads to hearing loss.

The baby, who is growing in unfavourable social conditions, lack of emotional and verbal communication with family, especially with my mother. Often such children are called "difficult". In the forties of the last century coined the term syndrome hospitality. This concept originated in orphanages, where children lived, whose parents died during the war. Despite good living conditions, among other problems in children have delayed speech development. The fact that the staff was not able to give each child as much attention as the native mother. And in order to learn to speak, the kid has to hear the speech of others, to have the opportunity to ask questions and get answers.

Children, who often hurt for a long time (somatic relaxation) can start to speak later than their peers.

Fright or stress, mental illness can cause stuttering, delayed speech development, mutism (child stops to talk with others because of mental trauma).

All the little children imitate the speech of other people. If the child is communicating with people with disorders of speech, he can copy the wrong ways pronunciation of certain sounds (e.g., P and L), the rate of his speech is accelerated. Known occurrence of stuttering by imitation. Wrong form of speech learns hearing child raising deaf parents.

It preschooler is not perfect, and these adverse factors can easily disrupt its development. In this age there are several so-called critical periods of language development: 1-2 years intensively developed speech areas of the brain; 3, the baby develops a phrase speech; in 6-7 years, he goes to school and takes possession of written speech.

During these periods, the greater the load on the Central nervous system of the child, which creates a predisposing condition for violations speech development or so-called "failure" of speech (stuttering). However, it is necessary to remember about the unique compensatory possibilities of a child's brain. If parents, experts managed early detection of problems and timely manner to provide the baby with professional help, it can significantly reduce and even eliminate.

That "a child does not say", complaining parents of children of different ages.

The first words may disturb the parents of one-year-old kid, especially if it is their first child and they have no way to compare his speech development with the older children. A widespread belief that the child should begin to talk in a year, not quite true. Researchers of child language spoken about variations in the boundaries of the speech development of the child. This

means that each kid their own individual pace of learning. The first words may appear in age from 9 months to 1 year and 3 months, and the boys a little later than girls. Attention!

If in 2 years the baby is not babbling or not making at least a few words" and in 3 years does not say the phrase is a serious cause for concern.

Talking about the causes of speech delay, we shall use a common terminology, which you can find in the literature. This means that during normal development of the intellect and a good understanding of the speech of others at the kid delayed the timing of the emergence of speech. Starting to speak, such a child is quickly catching up with their peers. How to determine that the baby is tempo delay speech?

The child understands what he was told to adults. Ask the child to perform multiple tasks, they will help to know how well he understands your speech. In 2 years the child understands simple instructions and tasks:

Come to me to handle.

Bring me a bear.

Show the picture of the machine (Bunny, doll and others).

Another indicator - resistant reaction to your own name. Close your lips with a piece of paper and name in a whisper the name of the child. He should turn around.

In 3 years the child understands simple instructions and tasks:

Put the doll on the chair (under the seat, next to the chair).

Hide the doll behind the chair.

Take the book, come to the table and put the book on the table.

Bring mom, dad's shirt.

Show me the picture where the girl chases the boy, and where the boy chasing the girl.

The kid had good auditory attention. This means that he recognizes and distinguishes between environmental sounds household sounds (birds singing, humming of the car, the doorbell, the sound of a hammer), determines the location of the sound source. The kid is a Discerner of the voices of the people, onomatopoeia voices of animals shows in the picture subject that you call.

In the previous period of development (including in utero) on the child's body is not subjected to so-called heavy malicious factors. Tempo delay speech development is more likely to occur if the child is frequently ill, weakened, parents incorrectly raise it (for example, almost does not talk to him, ignore him when he wants to communicate).

The child is curious, interested in the objects and phenomena of the surrounding world. Because this kid can't ask questions to get the right information, it often leads to adult interested in its subject, shows him the finger, facial expressions and intonation demonstrating their interest.

The kid uses other means of communication (vocalizations, gestures, facial expressions, intonation). He wants to communicate with others and trying to attract their attention, for example, pulling you behind the clothes, turn your face to mine or are interested in its subject.

Child tempo delay speech development can start talking suddenly, without special training, and later his speech develops as peers. Some children make a sharp transition from a small set of words to phrase the question. Linguists call such a leap a language explosion. This occurs most often in summer, when the child receives a large number of new impressions, and his body is getting stronger.

However, many children need a "trigger push" that they began to speak. This incentive can be a game group activities with peers who already know how to speak, studies on the development of speech with the speech therapist. Not worth it to wait patiently for when the child will speak for themselves. Better check with the experts: they will give you useful recommendations on how to overcome the delay of speech development of the child.

Alalia called complete or partial absence of speech. It is the result of damage to the speech of the divisions of the cerebral cortex in utero or in early childhood. In a child with alalia delay of speech development is not associated with hearing impairment or mental disorder.

However, without special training, these children can't learn to speak independently, some babies do not begin to speak until pre-school age children, and in rare cases up to a later time. If correctional education and treatment are carried out late (after 4-5 years), the child begins to fall behind and intellectual development, because his stock of knowledge about the world is much smaller than the speaking peers.

If Allie violated all sides of the speech development of the child: worse pronunciation, speech hearing and ability to learn the grammatical rules of their native language, sharply reduced vocabulary and other Baby learns the rules of operation of all subsystems of the native language, so alley system called speech disorder. Depending on localization (location) fire damage may be impaired development of different speech areas of the brain. If the affected motor areas of the brain, the child noted the difficulties of speech production: he understands the speech addressed to him, but he doesn't say. This so-called motor alalia.

If damaged sensory speech area, responsible for the perception and recognition of speech, the child does not understand the speech addressed to him, as a result of impaired formation of own speech baby. This form of Allie called touch. Most common mixed form - sensorimotor alalia, which simultaneously violated and understanding of speech and the ability to speak.

If Allie can worsen memory and ability to concentrate. If you do not spend the necessary training and medical treatment, with increasing age, the probability of violation of the intellectual development of the child. No speech may affect the character of the kid: there is fear of speech and even verbal negativism (an unwillingness to speak). The sooner the treatment and correctional training, the better the forecast not only for voice but also for the intellectual development of the child.

Under anarthria understand the lack of speech, caused by the defeat of the muscles or nerves that are involved in the pronunciation. Most often, this disorder does occur in severe forms of cerebral palsy. The child cannot speak because he has damaged parts of the brain that control muscle movements of the vocal apparatus: of the tongue, lips, cheeks, palate, lower jaw, throat.

Anarthria can be combined with other speech disorders, for example alalia, which complicates special remedial help and prediction of speech development of the child. However, experts will help you to find ways that will teach your baby to communicate with you using gestures, icons (drawings, diagrams) or other available funds.

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Р.Д. ШАКИРОВА
Составитель

**ПРАКТИКУМ ПО ЧТЕНИЮ И ПЕРЕВОДУ ПРОФЕССИОНАЛЬНЫХ
ТЕКСТОВ**

учебно-методическая разработка для студентов, обучающихся
по направлению подготовки
44.03.03 Специальное (дефектологическое) образование,
профиль Образование лиц с нарушениями речи

423806, г. Набережные Челны, ул. Низаметдинова, д. 28