

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ДЕРЖАВНИЙ ВИЩИЙ НАВЧАЛЬНИЙ ЗАКЛАД  
«ДОНБАСЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ»  
ФІЛОЛОГІЧНИЙ ФАКУЛЬТЕТ  
КАФЕДРА ІНОЗЕМНИХ МОВ**

**ENGLISH**  
**FOR STUDENTS MAJORING IN SPECIAL EDUCATION**  
**(part I)**

навчально-методичний посібник . з  
дисципліни “Іноземна мова за  
професійним спрямуванням” для  
підготовки студентів 1 року навчання  
першого (бакалаврського) рівня вищої  
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Державного вищого навчального закладу  
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заняттях з дисципліни «Іноземна мова за професійним спрямуванням»  
студентами 1 курсу факультетів спеціальної освіти вищих навчальних закладів.  
Метою посібника є розвиток у студентів навичок пошукового й переглядового  
читання й перекладу текстів за спеціальністю, а також навичок усного  
мовлення в рамках професійної тематики та повсякденного спілкування.  
підвищення інтересу у студентів з метою покращення їхньої мотивації до  
вивчення англійської мови.

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# ПЕРЕДМОВА

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Представлений посібник призначений для використання на практичних заняттях з дисципліни «Іноземна мова за професійним спрямуванням» студентами 1 курсу факультетів спеціальної освіти вищих навчальних закладів. Метою посібника є розвиток у студентів навичок пошукового й переглядового читання й перекладу текстів за спеціальністю, а також навичок усного мовлення в рамках професійної тематики та повсякденного спілкування. Підвищення інтересу у студентів з метою покращення їхньої мотивації до вивчення англійської мови.

У першій частині посібника запропоновано тексти професійної тематики, яка тісно пов'язана з матеріалом, який вивчається в курсі спеціальної освіти. Ця частина складається з трьох розділів, кожний з яких містить декілька текстів з різних розділів спеціальної освіти, таких як історія спеціальної освіти, методологічні аспекти мовлення, мовленнєвий розвиток, типи порушень мовлення, логопедія і т. ін. Лексичні та граматичні післятекстові вправи націлені на розвиток навичок усного та письмового мовлення, утворення особистого професійного вокабуляру та вміння висловлювати власну думку під час професійного спілкування.

У другій частині запропоновано матеріал, необхідний для формування навичок повсякденного спілкування і націлений на розвиток вмінь послідовно й аргументовано створювати монологічні висловлювання та підтримувати бесіду в рамках загальної розмовної тематики, передбаченої навчальною програмою з дисципліни.

# PART 1

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## UNIT I. SPECIAL EDUCATION

### Text 1. Special education

In every school system there are pupils who deviate markedly from so called "normal children" and require special education.

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

Special education is planned to make use of highly specialized methods in order to provide all exceptional children with the specific type of educational service they need.

These special services may include a radical modification of the curriculum, special methods of instruction as well as special equipment.

Consequently, special education is applied to each type of exceptional children who are handicapped physically, mentally or socially.

In fact, such children cannot follow the regular school program because of their handicaps but they can profit by a restricted and adjusted program.

Today all "handicapped" children are called exceptional children. In America "special education" is generally referred to as the "education of exceptional children".

The term "exceptional" includes the various types of physically handicapped children such as: the crippled, the blind and the partially sighted, the deaf and hard of hearing, the deafened, the speech defectives and those with special health problems, the emotionally disturbed, and the mentally retarded.

Each kind of special handicap presents its own particular problems and needs. Handicapped children present learning difficulties; their sensory and motor impairments require careful study in order to adapt instruction successfully as they cannot adjust to the ordinary school program.

Special education presents a wide variety of medical, social, vocational and administrative problems for education.

With universal compulsory education, special education became a necessity. Special education implies the development of a healthy well adjusted personality who can adapt himself to a society in which he can know success.

The best system of training is one in which the child follows the normal training course designed for ordinary school work, but in addition devotes some time to special work designed to eliminate the respective defects.

So a child with marked hearing loss requires additional services and special instruction in compensating for his handicaps. A child with seriously defective vision also requires special techniques of instruction, different from those applied to a child who has normal vision. The crippled child likewise requires special facilities for his physical handicap.

Children with particular handicaps must be placed in special schools and classes, where they get additional services and special instruction. At such schools children are given knowledge, habits and abilities according to the normal training course but the applied methods are specialized.

#### Classification of Exceptional Children.

Children are classified according to their handicaps

1. the mentally retarded
2. the deaf and the hard of hearing
3. the blind and the partially sighted
4. the speech defective

5. the crippled

6. Health problem children

There are two more groups in American classification

They are: the mentally gifted and children presenting serious behaviour problem.

**After-reading assignments:**

***1. Pay attention to the pronunciation of the following words.***

Deviate, handicapped, exceptional, special, curriculum, equipment, socially, adjusted, crippled, various, impairments, compulsory, eliminate, require, techniques.

***2. Give the Ukrainian equivalents to the following phrases.***

To deviate, to make use of, highly specialised methods, to provide, exceptional children, educational service, modification, curriculum, methods of instruction, equipment, mentally, to follow the programme, handicap, to profit, to restrict, to refer to, to apply to, to adjust oneself, crippled children, the blind, the partially sighted, the deaf, the hard of hearing, partially deaf, the deafened, the speech defective,

emotionally disturbed, the mentally retarded, the gifted, handicap, sensory and motor impairment, to require, to adapt, to adjust, a wide variety, vocational education, compulsory education, hearing loss, additional services, defective vision, special facility

***3. Give the English equivalents to the words and word combinations.***

Навчальний план, методи навчання, використовувати, спеціальні методи, профнавчання, аномальні діти, мати відхилення, глухі, слабочуючі, сліпі, слабозорі, недолік, пристосовуватися, обмежувати, додаткові послуги навчання посилатися, отримувати користь, оглухлі, обов'язкове навчання, розумово-

відсталі, обдаровані, втрата слуху, вимагати, велика різноманітність.

**4. Give derivatives of the following words.**

Education, restrict, variety, profit, add, service, develop, eliminate, refer, adapt, adjust, emotion, require, success, treat, health, instruct, facility, gift, person, ability.

**5. Finish the statements using your active vocabulary.**

It's necessary to have special schools because...

The Paget-Gorman sign system is made up of...

If a child has some limited understanding of language and poor expressive skills it is impossible for him to...

There is a range of facilities for helping children which can be adapted to...

A basic starter is to provide good listening conditions such as...

**Text 2. Integration as a principle of special education. The program of intervention**

Enthusiasm for helping children with communication needs with mainstream settings stems from the growing awareness of the importance of context on the way in which language is used and understood. Children make communication demands on each other and are often at their most animated in the company of peers.

Informal social situations, with no explicit direction or control, are very important in language learning. Children learn just as much by talking to others about what they are doing, whether in playing pinball, at home over the dinner table, or in the snack bar, as they do in formal teaching periods. However, the idea behind flexible support systems for children is to help achieve the right kind of balance between peer-group exposure and more individualised time with an adult. All

teachers are aware that children with special needs who are left entirely unsupported, both in informal settings and in teaching contexts, may be overwhelmed by the demands they have to face and can switch off completely. Naturally, then, the very first questions which many teachers ask in relation to children with communication difficulties the mainstream school, are to do with resources. The most important of all resources in schools are human: the number of pairs of adult hands to the wheel.

The overall responsibility for a special needs child in an ordinary classroom should be taken by the class teacher. It is, however, important for teachers to know what kind of specialist advice is available, whether a child will be given any supportive help, and how a programme of intervention is to be planned, co-ordinated and shared between the adults involved. Every child's needs should be appraised carefully and individually, in line with the recent philosophy that we should try to fit arrangements flexibly to children, rather than children to schools.

Whatever provision is recommended, professional advisers must take into account a number of factors together with the needs of the child. These include the availability of resources within a particular school, and it is to these that attention is turned first of all. Occasionally, a school will already have additional help, such as a classroom assistant, organised to meet the special needs identified in other children. It may be possible to extend and sustain this extra help when a new child is identified. In some local authorities, support teams, including language and remedial teaching specialists, are normally available to schools, to be drawn in to help children on a regular basis, as and when appropriate. Speech therapists are available in some areas to give advice in schools, help plan a suitable programme with a teacher, and, occasionally, to work with an individual child in the school setting. The multi-professional team involved with children who experience communication difficulties will address the question: 'Can this particular child's needs be met within the resources normally available to this particular school?' If not, the formal statutory

procedures under the 1981 Act are initiated to ascertain exactly what the child's needs are and how they might be met.

In some local education authorities it is the practice to collect children together in one resourced mainstream school, where additional language specialists, or a speech therapist, are available to help. Arrangements are often flexible, depending on the needs of the child. Some children are able to participate for the majority of the time in ordinary classes, with a specialist teacher supporting the work in mainstream education by giving additional help to supplement information presented in class, reinforce key concepts, check understanding, and prepare the child for future lessons. As we have said, the responsibility for what is taught in a mainstream class must be with the class teacher. But, if a child is going to spend time out of class for supportive help and if more than one adult is going to be involved, then teachers must work carefully together. Detailed forward planning is perhaps the most difficult, although potentially most valuable, groundwork for supporting children with special needs in mainstream classes.

### **After-reading assignments**

#### ***1. Give the Ukrainian equivalents to the following phrases.***

Communication needs, growing awareness, social situations, explicit direction, a company of peers, importance, to achieve, flexible support system, to be aware of, resources, overall responsibility, ordinary, available, to fit arrangements, to pay attention, additional help, local authorities, speech therapists, appropriate, to sustain, mainstream class, to check understanding, to be involved, a regular basis.

#### ***2. Give the English equivalents to the following phrases.***

Перспективне планування, проводити час поза школою, комунікаційні потреби, зростаюча обізнаність, соціальні ситуації, безпосереднє керівництво, компанія

однолітків, важливість, досягати, гнучка система підтримки, бути в курсі, ресурси, загальна відповідальність, доступний, звернути увагу, додаткова допомога, місцеві органи влади, труднощі спілкування, логопед, порада спеціаліста, більшість часу, підготувати дитину.

**3. Finish the phrase.**

Informal social .....	Additional .....
The company of .....	Speech .....
Communication .....	Supplement.....
A professional .....	Local .....
Special .....	Ordinary.....

**4. Answer the following questions. Then using your answers, give your summary of the text.**

1. What way can we help children with communication difficulties nowadays?
2. What can you tell us about the 1981 Act concerning children with communication difficulties and the methods of their treatment?
3. Summarize the facts contained in the text to prove the necessity of support systems and integration.
4. Describe the means which speech therapists consider to be useful in individual work with a child.
5. What are the facts for and against teaching children with communication needs in mainstream schools?

### **Text 3. Summarize the key ideas of the text in English**

Інтегрування дітей із порушеннями психофізичного розвитку до загальноосвітнього простору України, як один з напрямів гуманізації всієї системи освіти, відповідає пріоритетам державної політики. Важлива умова формування цієї системи – забезпечення можливості вибору освітньої установи та навчальної програми відповідно до індивідуальних особливостей дитини; здійснення стимулювання досягнень дітей у різних сферах діяльності; забезпечення соціально-педагогічного захисту дітей тощо.

Важливість освітніх інтеграційних процесів підкреслював Л. Виготський. Він вказував на необхідність створення такої системи навчання, яка б органічно пов'язувала спеціальне навчання з навчанням дітей із нормальним розвитком. Учений наголошував: «При всіх перевагах наша спеціальна школа відрізняється тим основним недоліком, що вона замикає свого вихованця... у вузьке коло шкільного колективу, створює відрізаний і замкнений світ, де все прилаштовано і пристосовано до дефекту життя. Наша спеціальна школа натомість, щоб виводити дитину з ізолюваного світу, як правило, розвиває в ній навички, які призводять до ще більшої ізолюваності й посилюють її сегрегацію. Через ці недоліки не лише паралізується загальне виховання дитини, а й спеціальна виучка зводиться майже нанівець»

Інтегрування дітей з порушеннями психофізичного розвитку до загальноосвітніх закладів – це світовий процес, до якого долучені всі високорозвинуті країни. В основі концепції інклюзії лежить дотримання принципу прав дитини на використання всіх можливостей, які пропонує суспільство. Інклюзивна освіта, що являє собою закономірний і логічний варіант трансформації інститутів загальної та спеціальної освіти, одним із основних інститутів соціальної інтеграції. Реалізація технологій освітнього інтегрування

дасть можливість узгодити суперечності між рівними правами осіб із порушеннями психофізичного розвитку у виборі життєвого шляху, форми освіти, освітніх послуг і фактичною нерівністю можливостей різних соціальних груп населення. Реалізація ідеї інклюзії як однієї з провідних тенденцій сучасного етапу розвитку національної системи освіти ніякою мірою не означає згортання існуючої диференційованої системи спеціальної освіти. Ефективне інтегрування можливе лише в умовах постійного удосконалення систем загальної та спеціальної освіти, ліквідації наявних кордонів між ними. Принципово важливою тут є продумана державна політика, яка має базуватися на оптимізації процесу інтегрування учнів з особливими потребами у загальноосвітній простір та враховувати науково-методичні підходи впровадження інклюзивної освіти.

## GRAMMAR REVIEW

### The Article. The Noun. The Adjective

#### *1. Put in the article where necessary:*

**A.** 1. This is ... book. It is my ... book. 2. Is this your ... pencil? — No, it isn't my ... pencil, it is my sister's ... pencil. 3. I have ... sister. My ... sister is ... engineer. My sister's ... husband is ... doctor. 4. I have no ... handbag. 5. Is this ... watch? — No, it isn't ... watch, it's ... pen. 6. This ... pen is good, and that ... pen is bad. 7. I can see ... pencil on your ... table, but I can see no ... paper. 8. Give me ... chair, please. 9. They have ... dog and two ... cats. 10. I have ... spoon in my ... plate, but I have no ... soup in it.

**B.** 1. For ... breakfast I have ... coffee with ... milk and ... sugar. I have ... jam, too. There are ... different things on ... dinner-table. There is ... bread, ... butter and ... ham. There are ... cups and ... glasses there. There is ... jug on ... table. ... milk in ... jug is hot. There is ... tea-pot on ... table. There is ... tea in ... tea-pot tea is hot, too.

There are ... plates, ... forks and ... knives on ... table. 2. ... lamp is on ... table. 3. There is ... lamp on ... table. 4. Is there ... lamp on ... table? 5. Is ... lamp on ... table? 6. Is there ... clock on ... wall? 7. There are two ... shelves on ... wall. 8. Where are ... shelves? — ... shelves are on ... wall. 9. They have ... large flat. There are ... four rooms in ... flat. 10. Is ... newspaper on ... table? 11. Is there ... newspaper on ... table? 12. There is ... butter on ... plate. 13. Where is ... butter? ... butter is on ... little plate. 14. There is ... white and ... brown bread on ... table.

## ***2. Convert the following sentences into plural:***

**A.** 1. This man is an engineer. 2. That woman is my sister. 3. This child is my son, 4. That goose is big. 5. This mouse is white. 6. This man is a doctor. 7. That woman is my cousin. She is a teacher 8. That girl is my niece. She is a pupil. 9. This girl has a blue sweater. 10. This boy has a good coat. 11. My uncle has a large flat. 12. There is a table in the room. 13. I have a good pen. My pen is in my pocket. 14. There is a flower in the vase. 15. This child's foot is sore.

**B.** 1. This room is very large. 2. There is a match in the box. 3. Has this lady a knife? 4. There is a man and a woman in the street. 5. This lady is that gentleman's wife. 6. This shoe is too large for my foot. 7. The child is sitting on a bench. 8. My tooth is white. 9. This key is made of steel. 10. A potato is a vegetable and a cherry is a fruit. 11. This is my friend's study.

**C.** 1. What is that child's name? 2. The cat has caught a mouse. 3. There was a lady, a gentleman, a boy and a girl in the room. 4. In the farm-yard we could see an ox, a sheep, a cow and a goose. 5. Is this worker an Englishman or a German? -He is a Frenchman. 6. Why don't you eat this potato? 7. This strawberry is still green. 8. The withered leaf has fallen to the ground. 9. Can you see a bird in that tree? 10. Does your tooth still ache? 11. I held up my foot to the fire to warm it. 12. His child studies very well. 13. This man works at our office. 14. There is a new house in our street.

15. This story is very interesting. 16. I have hurt my foot. 17. The wolf has been shot.  
18. He keeps his toy in a box. 19. Put this knife on that table.

**3. Put in each space below a noun made from the adjective in brackets after the sentence.**

1. South Africa has great mineral ....*wealth*..... (wealthy)
2. \_\_\_\_\_ is one of the world's great problems. (poor)
3. Tell the \_\_\_\_\_. (true)
4. I must drink something. I'm dying of \_\_\_\_\_. (thirsty)
5. I must eat something. I'm dying of \_\_\_\_\_. (hungry)
6. He was very bright. He passed the exam with \_\_\_\_\_. (easy)
7. In his \_\_\_\_\_ he travelled a lot. Now he is too old. (young)
8. I don't know how to express my \_\_\_\_\_ for your help. (grateful)
9. It's very late. There's not much \_\_\_\_\_ of his coming now. (likely)
10. To be a soldier you need to be strong and in good \_\_\_\_\_. (healthy)
11. There was no doubt about his \_\_\_\_\_. He was sent to prison for five years.  
(guilty)
12. He escaped to \_\_\_\_\_ by climbing over the prison wall. (free)

**4. Underline the correct answer.**

1. Dawn is older / *the oldest* than all her sisters.
2. Lean is *taller* / the tallest person in her family.
3. All of your friends are nice, but George is certainly *the nicer* / the nicest.
4. This is *the better* / the best women's basketball team in the country.
5. Basketballs are *more expensive* / the most expensive than footballs.
6. Ice hockey is a *more dangerous* / most dangerous sport than basketball or football.

7. Of all the sports in the Olympics, which sport is *more dangerous / the most dangerous*?
8. A basketball court is usually *bigger / the biggest* than a tennis court.
9. I think Annie is *a more intelligent / the most intelligent* person in our class.
10. My bedroom is *colder / the coldest* room in the house.

### Comparative Constructions

1. A(-er) + Noun + **than** + this / that + Noun / one
2. **more / less** + Noun + **than** ...
3. **much / far** + A(-er) + Noun + **than**... - набагато більше / менше, ніж...
4. **twice / thrice as much (many)** – у два/ три рази більше, ніж...
5. **half as much (many)** – у два рази менше, ніж...
6. **three times as much** – у три рази більше, ніж...
7. **as + A + as** + this / that + Noun / one – такий самий ....., як....
8. **is the same as** – такий самий, як ....
9. **half as + A + as** + this / that + Noun / one – у два рази менше ..., ніж ....
10. **one third the height / weight / length / width of** – у три рази нижче / легше / коротше / вужче, ніж ...
11. **not as / so + A + as** – не такий ..., як ....
12. two years **older than**... - two years my senior
13. two years **younger than**... - two years my junior
14. **the + A(-er), the A(-er)** – чим ....., тим....
15. A(-er) + **and** + A(-er) – emotional comparison to express the development or change of the quality
16. **a most** = “very” (a most beautiful girl = a very beautiful girl)

### **5. Translate into English using the comparative constructions.**

1. This lake is (у два рази коротше) than that one.

2. We earn (у два рази менше) as Tom does.
3. This building is (у два рази нижча) as that building.
4. Your flat is (у півтора рази менша)as theirs.
5. These apples are (не такі кислі) as those ones.
6. Your test result is (такий самий, як) you got last summer.
7. This bike is (у чотири рази дорожчий) as Pete's / than Pete's.
8. Linda is (у два рази старша / молодша) as her sister is./ Linda is (у два рази старша / молодша) than her sister.
9. Life is getting (все дорожчим і дорожчим).
- 10.(Чим чоловік старший), the (розумніший) he is.
11. Their library has (на сто книг більше), (ніж у нашій).
12. Their library is (набагато більша / менша) than Mary's.
13. Чим більше ви будете читати, тим кращими будуть ваші знання.
14. This book is (така ж цікава, як і) that one.
15. Чим вистава цікавіша, тим складніше купити на неї квитки.

## UNIT II. SPEECH IMPAIRMENTS

### Text 1. Methodological aspects of speech

#### Read and translate the text. Name it.

To understand speech or language impairments, we must first understand the communication process people use to interact with others. Think of communication in terms of a game with at least two players (the sender and the receiver) and a message (the purpose of the interaction). Communication occurs only when the message intended by the sender is understood by the receiver. The sender may have an idea or thought to share with someone else, but the sender's idea needs to be translated from thought to some code the other person can understand.

Coding thoughts into signals or symbols is an important part of the communication game. Communication signals announce some immediate event, person, action, or emotion. Signals can be gestures, a social formality, or a vocal pattern, such as a gasp or groan. The U.S. Marine Band playing "Hail to the Chief," for example, signals the appearance of the President of the United States. A teacher rapping on a desk announces an important message. Symbols are used to relay a more complex message. Communication symbols refer to something: a past, present, or future event; a person or object; an action; a concept or emotion. Speech sounds are vocal symbols. Letters of the alphabet are written symbols. Sign language uses gestural symbols. Symbols are used in combination with each other and are governed by rules. Signals, symbols, and the rules that must be followed constitute language and allow language to have meaning.

Once thought is coded, the sender must select a mechanism for delivering the message. The sender chooses from a number of mechanisms: voice, sign language,

gestures, writing tools. The delivery system must be useful to the receiver. For example, selecting voice via telephone to transmit a message to a deaf person is useless (unless that person has technology for a voice- decoding telephone device). Sending a written message to someone who cannot read also results in ineffective communication.

Communication messages require the receiver to use eyes, ears, or even tactile (touch) senses (for example, those who use Braille) to take the message to the brain where it is understood. Receivers must understand the code the sender uses and be able to interpret the code so that it has meaning.

Communication is unsuccessful if the sender or receiver cannot use the signals or symbols adequately. And if either person has a defective mechanism for sending or receiving the information, the communication process is ineffective.

At this point, it might be helpful for us to distinguish three terms - communication, language, and speech - that are different but related to one another. Communication is the process of exchanging knowledge, ideas, opinions, and feelings. This transfer is usually accomplished through the use of language. Sometimes, however, communication can occur with the glance of an eye, a gesture, or some other nonverbal behavior. Language is a formalized method of communication involving the comprehension and use of the signs and symbols by which ideas are represented. Language also has rules that govern the use of signs and symbols so that the intended message has the correct meaning.

Speech is the vocal production of language. In most instances, it is the fastest and most efficient means of communicating. Understanding how we produce speech requires knowledge of the neurological, respiratory, vocal, and speech mechanisms that work together in our bodies to produce speech and language.

When we want to speak, the brain sends messages that activate other mechanisms. The respiratory system's primary function is to take in oxygen and expel

gases from our bodies. However, the diaphragm, chest, and throat muscles of the respiratory system that work to expel air also activate the vocal system. Voice is produced in the larynx, which sits on top of the trachea and houses the vocal folds. As air is expelled from the lungs, the flow of air causes the vocal folds to vibrate and produce sounds; the vocal folds lengthen or shorten to cause changes in pitch. The larynx and vocal folds are referred to as the vibrating system. As the sounds travel through the throat, mouth, and nasal cavities - the resonating system - the voice is shaped into speech sounds by the articulation or speech mechanisms, which include the tongue, soft and hard palates, teeth, lips, and jaw.

### **After-reading assignments:**

**1. *What title is the best? Prove your position.***

**2. *Give the Ukrainian equivalents to the following phrases.***

Speech, language impairments, communication process, to interact with others, the purpose of the interaction, to announce, immediate event, to distinguish, the process of exchanging knowledge, a method of communication, non-verbal behaviour, comprehension, the respiratory system, primary function, to expel gases, to vibrate.

**3. *Give the English equivalents to the following phrases.***

Порушення мови, гортань, взаємодія з іншими, мета взаємодії, знаки та символи, оголосити, негайна подія, розрізняти, процес обміну знаннями, спосіб спілкування, невербальна поведінка, розуміння, дихальна система, первинна функція, витіснити гази, правильне значення, думки та ідеї.

**4. *Answer the questions.***

1 Is there any difference between communication signals and communication

symbols?

2. Give the definition to the terms "communication," "language" and "speech."

Compare them.

3. What are the reasons of unsuccessful communication?

4. What sense organs are involved in the process of communication?

***4. Retell the text in English according to the plan:***

1. The communication process used to interact with people.

2. Coding as an important part of the communication game: communication signals and symbols.

3. A mechanism for delivering the message.

4. Communication messages and the brain.

5. Communication language and speech as terms different but related to each other.

6. The work of brain in sending message.

**Text 2. Types of speech defects**

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

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

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

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

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

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

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

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

### **After-reading assignments:**

#### ***1. Give the English equivalents to the following phrases.***

Мовний дефект, логопедія, заїкання, ущелина твердого піднебіння, церебральний параліч, артікуляторні помилки, заміна одного звуку іншим, пропуск звуків, спотворення звуків, звикати до, сигматизм / шепелявість /,

затримка мовного розвитку, затримка мови, ламбдацизм, свистячі і шиплячі звуки, загальна нечіткість мови, відповідний, означати, помилки, порушення слуху, переростати, мовний стандарт.

**2. Give the Ukrainian equivalents to the following phrases.**

Stuttering, an excepted speech standard, a certain point, speech correction, articulatory errors, cleft palate, cerebral palsy, stuttering, general indistinctness, sibilant sounds, delayed speech, a certain point, retarded speech development, lisping, the distortion of sounds, the omission of sounds, the substitution of one sound for another, consistent, handicaps, frequently, define, to reach a certain level.

**3. Mark the sentences *T* (true) or *F* (false). Correct the wrong information.**

1. Girls have speech defects much more frequently than boys.
2. Speech defects are the most common of all the handicaps of childhood.
3. Majority of parents feel that articulatory defects are serious.
4. Some parents think that their children will outgrow their articulatory difficulties.
5. About one fourth of the speech defects are of articulatory type.
6. Most children who make articulatory errors make more than one and usually are consequent in their errors.

**Text 3. Stuttering**

Stuttering is a disorder of childhood. The incidence of stuttering is highest from the age of six to ten; as the age of puberty is approached, the number of cases of stuttering decreases markedly.

More boys than girls stutter.

This fact is certainly significant. This is because boys learn speech more slowly

and are more apt to have speech defects of all kinds than girls.

Stuttering has certain hereditary aspects. The persistent recurrence of this disorder in certain families is difficult to explain merely on the basis of imitation. The fact that many of the stutterers in those families had little or no contact with stuttering relatives indicated the presence of some biological transmittable factor. Twinning, left-handedness and stuttering are often associated as hereditary factors.

The so-called speech organs of stutterers are structurally normal as in non-stutterers.

The stutterer's articulatory muscles show some slowness. He cannot move his muscles as fast, as continuously or as independently as a non-stutterer can.

During a stuttering block, a serious disorganization of the integrating centers of the central nervous system takes place. An asymmetrical action of paired muscles on the two sides of the face appears. Lack of co-ordination of the limbs or eyes occurs...

It is necessary for parents and teachers to co-operate with the specialist (speech therapist) in the treatment of stuttering. Irritating factors in the environment should be removed. We have a problem of preventing the development of fears and anxiety. The stuttering spasms usually produce fear and anxiety; they, in turn, result in more serious and complex speech blocks, which of themselves create fears. The speech-therapist who examines the cases of stuttering will indicate, of course, the specific measures for the treatment of each case. These specific measures are different. There is no sudden cure, but there is every reason to hope for improvement.

But first of all the specialist should persuade the patient that the first thing which he must understand is he must learn to live with the stuttering. Of course he does not want to stutter, he would prefer not to stutter. However the more he tries to avoid stuttering the more he stutters. When he acquires the objective attitude to his stuttering, the second phase of therapy may be begun, namely, the process of

eliminating the habit of substituting other words for words upon which the stutterer fears he will block. As the speech of the stutterer is rapid, stirred, indistinct, it is desirable to give the stutterer the opportunity to participate in choral reading and singing. A very important aspect in speech training for the stutterer is the acquisition of slow speech of a normal rhythm.

The general principle for speech therapy is this:

a) Seek to discover and remove all the possible irritating factors in the child's environment, b) prevent the development of fear and anxiety about his speech, c) promote the growth of personality and social adjustment. Since stuttering is a disorder of childhood, it is more than probable that as the processes of normal maturation take place the symptoms of stuttering will gradually disappear, if a good therapy is applied in treatment of such stuttering children. There is not one simple procedure for treatment, they are many. The speech therapist must have some information about the child: 1) Does he stutter every time he talks or is it spasmodic? 2) Is it getting worse? 3) Does it appear in his speech when he is on the playground, as well as in the classroom? 4) Is there any relationship between appearance of the stuttering and his apparent physical condition, emotional state, persons with whom he talks, topics of conversation, time of day, attitude of the teacher?

This information is important to choose the most effective procedures for the treatment of stuttering .....

**eliminate** - усувати

**stirred** - збуджена

**stuttering** - заїкання

**puberty** - статева зрілість

**hereditary** - спадковий

**recurrence** - повернення, повторення

**twinning** - народження близнюків

**left handedness** - ліворукість  
**stuttering block** - спазм заїкання  
**integrating centers** - центри узагальнення  
**paired muscles** - парні м'язи  
**cure, treatment** - лікування  
**irritating factors** - дратівливі чинники  
**to prolong vowels** - розтягувати голосні  
**spasmodic** - судомний  
**physical condition** - фізичний стан  
**emotional state** - емоційний стан

#### **Text 4. Theories about stuttering from ancient times till now**

There is much helpful information to be given to parents who feel that children are beginning to stutter. Since the time of the Greeks there have been two main points of view about stuttering. According to one of the problem is due to some physical defect and according to the other it is a symptom of emotional disturbance or of a flaw in the personality. Both points of view are alike in one very important respect: they both point to the speaker as the person in whom the cause of the problem is to be found. As we shall see presently, a highly significant finding of recent research is that the speakers listeners - that is to say, the persons with whom the speaker not only talks but also lives in a comprehensive sense of that word - play a very important part in the origin and development of the problem.

Many ancient theories about stuttering persist today as part of what we may call our "folk thinking" about the problem. For example, one of the older views was that stuttering was due to some defect of the organs of speech. A specific form of this notion was advanced more than two thousand years ago by Aristotle, who declared that

stuttering was due to a fault in the tongue. Aristotle's authority was so great that as recently as a hundred years ago some of the leading surgeons of Europe were still trying to treat stuttering by cutting away portions of the speakers tongue! We know today, of course, that there is nothing the matter with the tongues of those who are said to be stutters. Another traditional theory was that stuttering was caused by muscular incoordination. After much scientific research, most authorities today share the conclusion that stutters are no more lacking in muscular coordination than are persons who are not regarded as stutterers.

In the first quarter of the present century great popularity was gained by the view that stuttering is caused by training a left-handed child to be right-handed. This was stated in technical terms in many ways, especially with reference to the two-sided arrangement of the brain and central nervous system and of the body structure in general. Few theories in the history of scientific research have been more thoroughly tested. After some 200 investigations the conclusion seems quite clear that, as a group or on the average, children who come to be regarded as stutters do not differ from other children so far as their handedness or handedness history is concerned.

Much more could be said about the engrossing efforts research men have made to subject our traditional opinions about this problem to rigorous scientific test. But perhaps enough has been said to indicate that an impressive amount of research has been done, and while there is still some controversy no physical cause of stuttering has been definitely demonstrated. It is to be emphasized that this research has covered practically the whole range of possible kinds of physiological and neurological investigation of the speaker. It has involved the use of methods for recording and analyzing brain waves, measurement of basal metabolism, investigation of blood pressure and heart rate, biochemical determinations and of muscular coordination, and so on. Doctor Harris Hill, then of Indiana University, in a review and evaluation of approximately 150 biochemical and physiological studies of stutterers and normal

speakers, concluded, "An agent in the form of an inner condition ... is still as distant from discovery as it was four thousand years ago."

As has been stated, the other major point of view regarding the stuttering problem has been that it is due to some sort of emotional instability or personality disturbance. In the Middle Ages this notion was expressed as the intriguing theory that stutterers were possessed of the devil. Vile concoctions consisting of vinegar, garlic, and other equally "challenging" ingredients were given to the stutterer with the intention of smoking out the devil.

Some investigations have indicated is that the experience of being regarded as a stutterer, and of doing the kind of effortful and distressing speaking that many stutters do, takes a certain emotional toll. This is indicated by the fact, revealed by some but not by all studies, that there is a moderate tendency, for stutterers to be somewhat withdrawing socially and a bit discouraged, particularly with regard to those situations involving speaking, such as recitation in school.

The degree of these effects and their direction are reassuring because they indicate that stutterers are emotionally normal. Professor Goodstein concluded his review by stating that "children regarded as stutterers have not been shown to be 'neurotic or severely maladjusted,'" and that "there is no general support for the notion that adult stutterers are severely maladjusted or even consistently different from anyone else." A similar review of studies involving projective personality tests was concluded by Doctor Joseph Sheehan, speech pathologist and psychologist at the University of California at Los Angeles, with the statement that "no dynamic differences appear between adults who stutter and adults who do not - even by the best tools modern clinical psychology has developed to measure such difference."

What all these findings mean is that speakers, whether children or adults, who are regarded as stutterers by themselves or by others have personalities and emotional

characteristics essentially like those of other persons who are not regarded as stutterers.

**After-reading assignments:**

***1. Give the Ukrainian equivalents to the following phrases.***

Stuttering, to play a very important part, ancient theory, to be due to, a fault in the tongue, to treat stuttering, to be caused by, scientific research, to share the conclusion, left-handed child, to subject, rigorous scientific test, research men, thoroughly, emotional disturbance, muscular incoordination, reference, central nervous system.

***2. Find in the text English equivalents for the following words, word combinations and phrases listed below.***

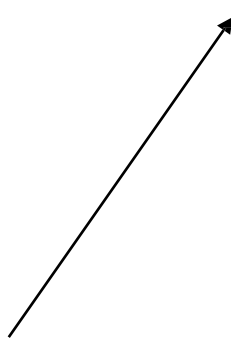
Дихання, відігравати важливу роль, поле наукової діяльності, високорозвинені та покращені процедури, відкриття, симптом емоційної нестабільності, лікувати заїкання, фізіологічне та неврологічне дослідження, кров'яний тиск, серцевий ритм, дослідження, метаболізм, обмін речовин, кров'яний тиск, психолог, логопед, фізичний стан, відсутність координації м'язів.

***3. Guess the meaning of the international words used in the text above (without using the dictionary).***

Information, problem, symptom, speaker, theory, defect, popularity, test, psychologist, physical, therapist, objective, subjective, emotional, identify, personality.

**4. Match each word or word-combination in the left-hand column with its Ukrainian equivalent from the right-hand column**

speech pathologist	центральна нервова система
tool	авторитетний фахівець
physical explanation	точка зору
point of view	фізичне пояснення
authority	знаряддя
central nervous system	логопед



**5. Complete the dialogue.**

A: How long has been studied the problem of stuttering?

B: You know, I have recently read one article and it says that \_\_\_\_\_  
\_\_\_\_\_;

A: How interesting. But we know today that \_\_\_\_\_

B: Yes, and also, after much scientific research, most authorities today share the  
conclusion \_\_\_\_\_

A: And I know that in the first quarter of the present century, great popularity was  
gained by the view that \_\_\_\_\_

B: Yes, it is an interesting theory. In general, there are two main points of view about  
stuttering. According to one the problem is due to \_\_\_\_\_

A: And what are the results of modern investigations?

B: An impressive amount of research has been done \_\_\_\_\_ .

**6. Answer the questions.**

1. How many points of view do exist about the problem of stuttering?

2. What are they?

3. What was one of the older views?

4. What did Aristotle declare?
5. What theory appeared in the first quarter of the present century?
6. What investigations have been made recently?
7. What did people say about stutterers in the Middle Ages?
8. What have some investigations indicated in our time?
9. What conclusion did Doctor Joseph Sheehan make?
10. What does it mean?

### **Text 5. Cleft lip and cleft palate**

Cleft lip should be repaired as soon as possible after birth. As to cleft palate repair, opinion is different. Some specialists prefer to operate when the child is eight or ten months old; others prefer to wait until the child is eighteen or twenty-four months of age. As a rule, more than one operation is required to close the cleft completely. Real speech re-education cannot begin until surgical repair has been completed. In cases where surgical repair must be delayed it is desirable, that the child receive phonetic instruction. But first of all the teacher must consult the clinical center regarding the patient.

The child must, first of all, learn to direct the air stream through the mouth, instead of through the nose as has been his habit. This ability is a prerequisite to normal sound production. Teaching the consonant sounds to cleft palate children is often more difficult than teaching them to children with articulatory defects, resulting from other causes. Cleft-palate children frequently have little conception of how to use the tongue. In as much as the consonant sounds are essential to the intelligibility of speech it is usually wise to teach consonants first even though the vowels are still nasalized.

**cleft lip** - ущелина губи / заяча губа /

**cleft palate** - ущелина неба / вовча паща /

**speech reeducation** - мовна корекційно-відновлювальна робота

**surgical repair** - хірургічне відновлення

**air stream** - потік повітря

**intelligibility of speech** - осмислення мови

**consonants** - приголосні

**vowels** - голосні

### **After-reading assignments:**

#### ***1. Answer these questions.***

1. How many operations are required to correct cleft lip?
2. According to the specialists what is the most favourable time for operating it?
3. When is it possible to start real speech re-education?
4. What problems do teachers face when teaching the consonant sounds to cleft palate?
5. Why is it more difficult to teach the consonant sounds to cleft palate children?

#### ***2. Retell the given text***

### **Text 6. Speech therapy**

Speech correction or improvement or therapy are terms used to define the specific instruction which should be provided for the deaf and h.o.h. who have developed basic speech and language patterns but have not perfected the best speech they are capable of producing.

The speech therapist tries to locate the error within the word in: 1) initial, 2) medial or 3) final (terminal) positions.

Tiger          kitten          net

He must find the error in terms of substitution, omission, distortion.

The problem of enunciation involves the good usage of sounds that go to make up words and continue to keep their ringing qualities. The vowels must be full and clear.

Sentences should be made up largely of visible articulatory movements. Sentences should be of moderate length.

The speech correctionist must have a knowledge and understanding of classroom teaching methods and correlate it with the total programme.

It is well known that children vary in their manner of learning. One child learns more easily through auditory stimulation, while another may respond better to visual and still another to kinesthetic stimulation.

Children learn to correct speech errors through anyone or combination of these types of learning.

Some children, particularly the deaf and the hard of hearing need to watch the movements involved in the production of a sound and at the same time get the “feel” of it, the vibration, and pressure felt by the hand when it is placed upon the jaw, the throat, or the lips of the teacher.

The kinesthetic methods of speech correction are used by some teachers for all kinds of articulatory disorders.

The basic principle of the “moto-kinesthetic” method is the use of pressure, striking, touching and manual manipulation of speech organs.

The “moto-kinesthetic” method involves such technique by which one learns to guide the muscles of the speech apparatus into accurate movements for the production of correct sound. Each sound has its own characteristic movements which

the teacher shows through the manipulation of the pupil's speech mechanism.

A significant number of the school population should have speech correction services.

Each speech correctionist devises his own procedure for giving articulatory examination.

For the child, listening to the particular sound he is to correct is a part of the therapy technique. The child needs to be bombarded with the sound to hear it in as many different words and situations as possible. For example, if a child makes "k, g" incorrectly, pictures of "candy", "gun", "pig", "gate", "garden" may be shown.

With older children, the procedure is less of a game. If the older child makes "s" incorrectly, he may underline all the words containing "s" in a given paragraph.

In working with the schoolchild, the speech pathologist combines the more visible of the consonants p, b, m, s, r, f, v, sh, ch, th, w, and blend them with vowels.

### **After-reading assignments:**

#### ***1. Pay attention to the pronunciation of the following words.***

Correctionist, articulatory, kinesthetic, enunciation, technique, vibration, substitution, omission, distortion, auditory stimulation, accurate, manipulation, visual.

#### ***2. Give the Ukrainian equivalents to the following phrases.***

speech therapy, (correction, improvement), hard of hearing, speech therapist (speech pathologist, speech correctionist), substitution, omission, distortion, enunciation, auditory stimulation, visual stimulation, kinesthetic stimulation, jaw, throat, lips, articulatory disorders, to devise, articulatory examination, procedure, moderate length, particular, accurate, manual manipulation.

### ***3. Give the English equivalents to the following phrases.***

артикуляційні дефекти, винаходити, придумувати, артикуляторне обстеження, губи, горло, щелепа, кінестетичний стимулятор, поєднувати, зоровий стимулятор, тиск, слуховий стимулятор, чітка вимова, спотворення, логопедія, логопед, заміна, слабочуючі, точні рухи, терапевтична техніка, поліпшення.

### ***4. Mark the sentences T (true) or F (false). Correct the wrong information.***

1. Speech correction is aimed for the deaf and h.o.h. that have not developed basic speech and language patterns.
2. The vowels must be full and clear.
3. The kinesthetic methods of speech correction cannot be used for all kinds of articulatory disorders.
4. The basic principle of the “moto-kinesthetic” method is the use of pressure, striking, touching and manual manipulation of speech organs.
5. With older children, the procedure is more of a game.
6. The child needs to be bombarded with the sound to hear it in as many different words and situations as possible

### **Text 7. Types o speech impairments. voice problems. Articulation problems. Fluency problems**

People with speech impairments have difficulty using the communication process efficiently. Speech is abnormal when it is unintelligible, is unpleasant, or interferes with communication. The three major types of speech impairments are voice, articulation, and fluency (for example, stuttering). Any one of these three speech impairments is distracting to the listener and can negatively affect the communication process.

One type of speech impairment, voice problems, is not very common in schoolchildren, but when this speech impairment does occur it needs immediate attention from a professional. Voice is a measure of self; it is part of one's identity. We can identify many of our friends, for example, simply by hearing their voices. Voice distinguishes each person from others, and we typically do not think about how it functions. But when it does not function as usual, such, as when we have laryngitis, we find it frustrating. Many famous personalities are recognized by their unique voices. Think of how impressionists create mental images of famous people through voice and gesture. Our voices also mirror our emotions; we often can tell when people we know well are happy, sad, angry, or scared merely by hearing their voices.

Two aspects of voice are important: pitch and loudness. A voice problem usually involves a problem with one or both of these aspects. Pitch is the perceived high or low quality of voice. Men typically have lower voice pitch than women. A man's voice whose pitch is high or a woman's pitch that is low attracts attention. If the receiver of communication pays more attention to the voice than to the message, though, communication is impaired. When young boys' voice pitch changes during puberty, attention is drawn to the boys and their unintentional changes in voice. Of course, this pitch change is a normal part of development and disappears as the boy's body grows and voice pitch becomes stabilized.

Loudness is the other main aspect of voice. In some cases, people are labeled with certain personality traits because of the loudness of their voices: "She is such a soft-spoken individual". "He is loud and brash". Voice can communicate much of the intended message for delivery. In some cases, if the quality of voice is so distracting that the message is misunderstood or lost, speech therapy is probably necessary.

**Articulation problems** are the most common speech impairments. Articulation is the process of producing speech sounds. The receiver of communication must understand the sounds of the words spoken to understand the full message. If speech

sounds are incorrectly produced, one sound might be confused with another, changing the meaning of the message. A child who substitutes a / for a κ sound might say "titty tat" instead of "kitty cat." In such cases, if the words are different or unintelligible the message has no meaning. Speech/language pathologists (SLPs), who specialize in correcting speech impairments, spend a considerable portion of their time remediating articulation errors. They also work with language, voice, and fluency problems.

Articulation is related to the speaker's age, culture, and environment. Compare the speech of a 3-year-old child, a 10-year-old, and an adult. Some of the most common articulation errors young children make are substitutions and distortions of the s and z sounds and substituting a w for an / and a iv for an r. A 3-year-old might say, "Thee Thuzi thwim" for "See Suzi swim," and is perceived by adults as being cute and acceptable. However, the same articulation behavior in a 10-year-old child or an adult is not developmentally correct or acceptable. Articulation behavior that is developmentally normal at one age is not acceptable at another.

About 2 to 3 percent of all children require professional help to overcome or compensate for their articulation errors. Teachers and others working with young children should be aware that children ages 2 to 6 generally make certain articulation mistakes as they go through a normal sequence of speech sound development. Adults should not pay too much attention to such misarticulations. However, if adults become concerned that a child is not acquiring articulation skills in a normal manner, the child should be referred to an SLP for a speech evaluation.

Articulation, as mentioned earlier, is also related to the geographical region in which a person lives. For example, some people from certain sections of New York substitute a d for the th sound, resulting in dese, dem, and dose. Bostonians often use an er sound for an a (idear for idea), and many Southerners draw out vowels. Although these different articulations are apparent to people who do not reside in a

particular locale, they are normal in those regions. Differences in articulation due to regional dialects are not errors. Teachers should be careful not to refer children who have moved from one area of the country to another to an SLP solely because of dialectal differences in their speech.

**Fluency difficulties** are associated with the rate and flow pattern of a person's speech. A fluency problem usually involves hesitations or repetitions that interrupt the flow of speech. Stuttering is one type of fluency problem.

Some young children (ages 3 to 5) often demonstrate dysfluencies (non-fluencies) in the course of normal speech development, but they are not usually indicative of a fluency problem. Adult speech is not always smooth and fluent either. Even the best of speakers find times when they are dysfluent - when they hesitate in the middle of sentences, repeat parts of words, speak very quickly, or insert fillers such as "you know," "like," or "umm" in their speech. Dysfluencies are likely to occur in exciting, stressful, or uncommon situations.

As young children search for words or the rules to apply to their messages, they may become disfluent, and their manner of speech may suggest stuttering. The rate of their dysfluencies may even fit a definition of stuttering. However, in young children (below age 6), the rate of spontaneous recovery is great, possibly as high as 75 percent. As with articulation, excessive attention to a perceived fluency problem early in a child's development can exaggerate rather than eliminate the problem. However, because of the remarkable results now being demonstrated by early intervention programs designed to remediate stuttering, it is inadvisable to delay intervention much beyond the age of 3 1/2. Individuals who have a stuttering problem persisting into childhood frequently experience some difficulty in speaking throughout their lives. Their ability to communicate, their interactions with other people, and their own self-concepts are affected, but their speech generally can be improved with professional help.

**After reading assignments:**

***1. Combine the words in column A with those in B to make word combinations and use them in the sentences of your own:***

- |               |                                   |
|---------------|-----------------------------------|
| 1. interfere  | a) articulation skills            |
| 2. affect     | b) for words                      |
| 3. spend      | c) much attention                 |
| 4. acquire    | d) communication process          |
| 5. search     | e) some difficulty                |
| 6. pay        | f) for articulation error         |
| 7. experience | g) professional help              |
| 8. a pattern  | h) with communication             |
| 9. compensate | i) of a person's speech           |
| 10. require   | j) a considerable portion of time |

***2. Match each word or word combination on the left with the relative explanation on the right.***

- |                  |  |
|------------------|--|
| 1. stuttering    | a) to represent (something) as being larger, better, or worse than it really is.             |
| 2. to eliminate  | b) the surroundings or conditions in which a person, animal, or plant lives or operates.     |
| 3. fluency       | c) an occasion when two or more people or things communicate with or react to each other.    |
| 4. to exaggerate | d) a manner of behaving or conducting oneself  |
| 5. environment   | e) the sound produced in a person's larynx and uttered through the mouth, as speech or song. |

6. interaction f) a disorder of vocal communication marked by involuntary disruption or blocking speech.
7. ability g) possession of the means or skill to do something.
8. voice h) the ability to speak or write a particular language easily and accurately
9. behaviour i) a particular form of a language which is peculiar to a specific region or social group.
10. a dialect j) completely remove or get rid of (something).

**3. Answer these questions.**

1. What kind of speech is considered to be abnormal?
2. Are voice problems common or rare in schoolchildren?
3. What aspects of voice are important?
4. When should the child be referred to an SLP for a speech evaluation?
5. What can you say about differences in articulation due to regional dialects? Should they be considered variations or errors?
6. Why do you think articulation problems are the most common speech impairments? Have you got any? Did you have any articulation problems in your childhood?

## **Text 8. Summarize the key ideas of the text in English**

### **Класифікація мовних порушень**

Мова відіграє виключно важливу роль у формуванні вищих психічних функцій у дитини. Виконуючи функцію спілкування дитини з дорослими, вона є базою для розвитку мислення, забезпечує можливість планування і регулювання поведінки дитини, організації всій його психічної життя, впливає на розвиток особистості в цілому. У зв'язку з цим у сучасній спеціальній педагогіці та психології утвердилося положення про необхідність раннього виявлення та подолання мовленнєвих порушень, які є загальною закономірністю аномального розвитку, т. е. зустрічаються у більшості дітей з різними відхиленнями в розвитку і можуть зачіпати різні компоненти мови. Одні з них стосуються тільки процесів вимови і виявляються в зниженні виразності мовлення без супутніх проявів. Інші зачіпають фонематическую бік мови і виражаються не тільки дефекти вимови, але і в недостатньому оволодінні звуковим складом слова, які спричиняють порушення читання і письма. Треті являють собою комунікативні порушення, які можуть перешкоджати навчання дитини в школі і його соціальної адаптації.

Діти з порушеннями мовленнєвого розвитку - це особлива категорія дітей з відхиленнями у розвитку; у них збережений слух і інтелект, але є значні порушення мовлення, що впливають на формування інших сторін психіки.

В даний час у вітчизняній логопедії в обігу знаходяться дві класифікації мовленнєвих порушень, одна - клініко-педагогічна, друга - психолого-педагогічна, або педагогічна (за Н. Е. Левіної).

Названі класифікації при розходженні в типології та групування видів мовних порушень, одні і ті ж явища розглядають з різних точок зору, але вони не стільки суперечать одна одній, скільки доповнюють один одного, оскільки

орієнтовані на рішення різних завдань єдиного, але багатоаспектного процесу логопедичного впливу.

Клініко-педагогічна класифікація спирається на традиційне для логопедії співдружність з медициною, але, на відміну від чисто клінічної, що виділяються в ній види мовних порушень не прив'язуються строго до форм захворювань. Таким чином, в логопедії виділяються 11 форм мовленнєвих порушень, 9 з них становлять порушення усного мовлення на різних етапах її породження і реалізації і 2 форми становлять порушення письмовій промови, які виділяються в залежності від порушеного процесу.

**Дисфонія** (афонія) - відсутність або розлад фонації внаслідок патологічних змін голосового апарату. Синоніми: порушення голосу, порушення фонації, фоноторные порушення, вокальні порушення.

**Брадилалія** - патологічно уповільнений темп мови.

Тахилалія - патологічно прискорений темп мовлення.

**Заїкання** - порушення темпо-ритмічної організації мовлення, обумовлене судорожним станом м'язів мовного апарату (логоневроз).

**Дислалія** - порушення звуковимови при нормальному слуху і збереженій іннервації мовного апарату (дефекти звуковимовлення, фонетичні дефекти, недоліки вимови фонем).

**Ринолалія** - порушення тембру голосу і звуковимовлення, обумовлені анатомо-фізіологічними дефектами мовного апарату.

Дизартрія - порушення вимовної сторони мови, зумовлене недостатністю іннервації (руховий механізм мовлення) мовного апарату.

**Алалія** - відсутність або недорозвинення мовлення внаслідок органічного ураження мовних зон кори головного мозку у внутрішньоутробному або ранньому періоді розвитку дитини.

**Афазія** - повна або часткова втрата мовлення, обумовлена локальними

ураженнями головного мозку.

**Діслексія** - часткове специфічне порушення процесу читання.

**Дисграфія** - часткове специфічне порушення процесу письма.

Психолого-педагогічна класифікація виникла в результаті критичного аналізу клінічної класифікації з точки зору застосування її у педагогічному процесі, яким є логопедичний вплив. Такий аналіз виявився необхідний у зв'язку з орієнтацією логопедії на навчання і виховання дітей з порушеннями розвитку мовлення.

Фонетико-фонематичні недорозвинення мови (ФФНМ) - порушення процесів формування произносительной системи рідної мови у дітей з різними мовними розладами внаслідок дефектів сприйняття й вимови фонем.

Загальне недорозвинення мовлення (ЗНМ)- різні складні мовні розлади, при яких порушено формування всіх компонентів мовленнєвої системи, що відносяться до звукової і смислової сторони.

Заїкання - розглядається як порушення комунікативної функції мови при правильно сформованих засобах спілкування. Можливий і комбінований дефект, при якому заїкання поєднується із загальним недорозвиненням мовлення.

## GRAMMAR REVIEW

### The Present Tenses

#### Відмінювання дієслова *to work* (працювати)

Present Continuous	Present Simple
<i>I am (not) working.</i>	<i>I/ We/ You/ They work.</i>
<i>Am I working? – Yes, I am. No, I am not.</i>	<i>I/ We/ You/ They do not work.</i>
	<i>Do I/ we/ you/they work?- Yes, I do.</i>

<p><i>He/ She/ It is (not) working.</i></p> <p><i>Is he/ she/ it working? – Yes, he is.</i></p> <p style="text-align: center;"><i>No, he is not.</i></p> <p><i>We/ You/ They are (not) working.</i></p> <p><i>Are we working? – Yes, we are. No, we are not.</i></p>	<p style="text-align: right;"><i>No, I do not.</i></p> <p><i>He/ She/ It works.</i></p> <p><i>He/ She/ It does not work.</i></p> <p><i>Does he/ she/ it work? – Yes, he does.</i></p> <p style="text-align: right;"><i>No, he does not.</i></p>
<p style="text-align: center;"><b>Present Perfect</b></p> <p><i>I/We/ You/ They have (not) worked.</i></p> <p><i>Have I/we/ you/ they worked? – Yes, I have.</i></p> <p style="text-align: center;"><i>No, I have not.</i></p> <p><i>He/ She/ It has (not) worked.</i></p> <p><i>Has he/ she/ it worked? - Yes, he has.</i></p> <p style="text-align: center;"><i>No, he has not.</i></p>	<p style="text-align: center;"><b>Present Perfect Continuous</b></p> <p><i>I/We/ You/ They have (not) been working.</i></p> <p><i>Have I/we/ you/ they been working? –</i></p> <p style="text-align: center;"><i>Yes, I have. No, I have not.</i></p> <p><i>He/ She/ It has (not) been working. –</i></p> <p style="text-align: center;"><i>Yes, he has. No, he has not.</i></p>

**1. Put in a suitable affirmative or negative form of be and have:**

Helen \_\_\_\_\_ fourteen. She \_\_\_\_\_ at a very nice school.: she \_\_\_\_\_ interested in the lessons – there \_\_\_\_\_ only two teachers that she doesn't like – and she \_\_\_\_\_ got lots of friends. (Two years ago she \_\_\_\_\_ at a different school; the lessons \_\_\_\_\_ very good, and she \_\_\_\_\_ many friends, so she \_\_\_\_\_ very unhappy). The school \_\_\_\_\_ twenty km from Helen's house, so she gets up early. She \_\_\_\_\_ a quick wash, and then she \_\_\_\_\_ breakfast cereal and fruit juice if she \_\_\_\_\_ hungry. There \_\_\_\_\_ a school bus, but if it \_\_\_\_\_ very cold her mother takes her by car. In the evenings she \_\_\_\_\_ school work; she \_\_\_\_\_ much difficulty with it, so she usually finishes quickly. Then she \_\_\_\_\_ supper. At ten o'clock she

\_\_\_\_\_ a bath and goes to bed. On Saturdays and Sundays she gets up at 12.00, \_\_\_\_\_ a quick lunch and goes straight to her computer games.

## ***2. Put the verb into the correct form, the Present Simple or the Present***

### ***Continuous.***

1. Are you hungry? Do you want (you/want) something to eat?
2. Nicky \_\_\_\_\_ (think) of giving up her job.
3. (you/ believe) \_\_\_\_\_ in God?
4. I \_\_\_\_\_ (feel) hungry. Is there anything to eat?
5. Who is that man? What \_\_\_\_\_ (he/want)?
6. Who is that man? Why \_\_\_\_\_ (he/look) at us?
7. Alan says he's 80 years old, but nobody \_\_\_\_\_ (believe) him.
8. She told me her name, but I \_\_\_\_\_ (not/remember) it now.
9. Air \_\_\_\_\_ (consist) mainly of nitrogen and oxygen.
10. I can't understand why he \_\_\_\_\_ (be) so selfish. He isn't usually like that.
11. He never thinks about other people. He \_\_\_\_\_ (be) very selfish.
12. Excuse me, \_\_\_\_\_ (you/speak) English? – Yes, a bit.
13. Listen to those people. What language \_\_\_\_\_ (they/speak)?
14. Let's go out. It \_\_\_\_\_ (not/ rain) now.
15. You \_\_\_\_\_ (always/ watch) television. You should do something more active.
16. The rate of unemployment \_\_\_\_\_ (decrease) slowly.
17. Water \_\_\_\_\_ (freeze) at 0 degrees Celsius.
18. We \_\_\_\_\_ (go) to the opera next Saturday.

19. The hole in the ozone layer \_\_\_\_\_(become) bigger and bigger.
20. Mammals \_\_\_\_\_(feed) their babies on milk.
21. “What’s that noise?” – “It \_\_\_\_\_ (sound) like Jane playing her trumpet!”
22. The Greens \_\_\_\_\_(play) golf with my parents this weekend.
23. “What do you know about snakes?” – “I know that they are reptiles and they \_\_\_\_\_(lay) eggs.”
24. “Your hair \_\_\_\_\_ (look) great today! Have you had it cut?” – “Yes, I had it done yesterday.”
25. Every morning when I \_\_\_\_\_ (wake up) I \_\_\_\_\_ (smell) fresh coffee coming from the kitchen.

**3. Fill in gaps with recently, how long, yet, for, always, ever, already, since, so far or just.**

1. A: Has Tom finished his exams yet?  
B: No. He finishes next Thursday.
2. A: \_\_\_\_\_has Janet been working at the hospital?  
B: She has been working there \_\_\_\_\_she left school.
3. A: How are you finding your new job?  
B: Great! I haven’t had any problems \_\_\_\_\_.
4. A: Is John at home, please?  
B: No, I’m afraid he’s \_\_\_\_\_gone out.
5. A: Have you been waiting long?  
B: Yes, I’ve been here \_\_\_\_\_two hours.
6. A: Has Martin \_\_\_\_\_been to Spain?  
B: No, I don’t think so.
7. A: Have you spoken to Mathew \_\_\_\_\_?

B: Yes. I phoned him last night.

8. A: Can you do the washing-up for me, please?

B: Don't worry. Mike has \_\_\_\_\_ done it.

9. A: Lucy has \_\_\_\_\_ been musical, hasn't she?

B: Yes, she started playing the piano when she was five years old.

10. A: Shall we go to that new restaurant tonight?

B: Yes. I have \_\_\_\_\_ been there. It's really nice.

11. A: Your dog's been barking \_\_\_\_\_ three hours!

B: I'm sorry. I'll take him inside.

12. A: Have you finished reading that book yet?

B: No, I've \_\_\_\_\_ started it.

#### ***4. Put in the articles where necessary:***

1. My ... aunt and my ... uncle are ... doctors. They work at ... hospital. They get up at seven o'clock in ... morning. They go to ... bed at eleven o'clock. 2. I work in ... morning and in ... afternoon. I don't work in ... evening. I sleep at ... night. 3. When do you leave ... home for ... school? - I leave ... home at ... quarter past eight in ... morning. 4. What does your mother do after ... breakfast? — She goes to ... work. 5. Is there ... sofa in your ... living-room? — Yes, there is ... cosy little ... sofa in ... living-room. — Where is ... sofa? — It is in ... corner of ... room to ... left of ... door. I like to sit on this ... sofa in ... front of ... TV-set in ... evening. 6. There is ... nice coffee-table near ... window. There are ... newspapers on ... coffee-table. 7. There is ... tea in ... glass. 8. When do you watch ... TV? — I watch TV in ... evening. We have ... large colour TV-set in our ... room. There is ... beautiful vase on ... TV-set. There are ... flowers in ... vase. 9. I have ... large writing-desk in ... study. There is ... paper on ... writing-desk. My ... books and ... exercise-books are on ... writing-desk, too.

### 5. Correct the mistakes.

1. They have been to the shops. They'll be home soon.
2. Joe plays in the garden at the moment.
3. I am going to work by car every day.
4. The builders finish the block of flats already.
5. He has been breaking his arm.
6. Sam have just finished reading a very interesting book.
7. Water is boiling at 100 degrees Celsius.
8. John is living here since 1986.
9. I study this subject for five years.
10. Who has use my scissors?

<i>Some</i> обозначает некоторое количество.	
Употребление	
Утвердительная форма	We have got <i>some</i> dictionaries.
Отрицательная форма	We have got <i>no</i> dictionaries.
	We haven't got <i>any</i> dictionaries.
Вопросительная форма	Have you got <i>any</i> dictionaries?

#### 1. Insert some, any or no.

1. There are ... pictures in the book.
2. Are there ... new students in your group?
3. There are ... old houses in our street.
4. Are there ... English textbooks on the desks? -  
- Yes, there are ... .
5. Are there ... maps on the walls? —No, there aren't .....
6. Are there ... pens on the desk? - - Yes, there are....
8. Are there ... sweets in your bag? - -  
Yes, there are ... .
9. Have you got ... English books at home? -- Yes, I have .....
10. There are ... beautiful pictures in the magazine. Look at them.
11. There is ... ink in my pen: I cannot write.

**7. Insert somebody, anybody, nobody or everybody.**

1. Has ... in this group got a dictionary? 2. ... left a magazine in our classroom yesterday. 3. The question was so difficult that ... could answer it. 4. I am afraid I shan't be able to find ... in the office now: it is too late. 5. ... knows that water is necessary for life. 6. Is there ... here who knows French? 7. You must find ... who can help you. 8. ... knew anything about America before Columbus discovered it. 9. I saw ... in the train yesterday who looked like you. 10. There is ... in the next room. I don't know him. 11. Please tell us the story. ... knows it. 12. Is there ... in my group who lives in the dormitory? 13. Has ... here got a red pencil? 14. ... can answer this question. It is very easy.

## UNIT III. TYPES OF DISABILITIES

### Text 1. Recovery from traumatic stress

It will take years to clear the minds of some of those who were witnesses, directly or not, to the terrorist attack on the twin towers of the World Trade Centre. After experiencing a traumatic effect, many people showed signs of acute stress disorder. Though it has similar symptoms to post-traumatic stress disorder, it is, however troublesome and short-lived, like the dust clouds. Acute stress disorder begins within a month of the incident, lasts for not less than two weeks, but not more than four weeks.

Many people who suffer from acute stress disorder have the nightmares and flashbacks characteristic of post-traumatic stress disorder, but they also show various psychological defense mechanisms. They may be numbed by the event, emotionally unresponsive, indifferent to their surroundings to varying degrees and have a sense that such a ghastly event couldn't really have happened. They may have transient amnesia, so that much of the detail of the horror is apparently forgotten.

Those who have suffered from acute stress disorder often say that once they can start to talk repeatedly about their experiences, they begin to improve. They benefit from the ear of an understanding and kindly confidant who is prepared to listen to the same story many times over, and on each occasion be as interested, empathetic and sympathetic as the first time they heard it. Usually no other treatment is needed other than that offered by a good friend's concern and, for a limited time, sleeping pills at night.

For all those who could be described as suffering from the symptoms of acute stress disorder, there are thousands more who may find that their general mood has been altered by the terrorists' atrocity. Several British patients who watched the television images of the

planes crashing into the towers and the Pentagon over and over again reported similar changes in their mood and feelings. Other patients with a history of psychological problems have noticed a significant deterioration in their mood, depression, if present, has been deeper, and most have complained of insomnia, anxiety attacks and a general, but undefined, sense of unease and uncertainty.

Post-traumatic stress disorder affects those who have been in horrific situations where they have either suffered or been threatened by serious injury, with the possibility of death. Others have developed post-traumatic stress disorder as a result of living through a time of great fear, while witnessing an event that could possibly involve death or injury to family, friends or colleagues at a time when they felt helpless because they were unable to influence the outcome.

After surviving the horrific incident, the image of it is constantly recalled, its memory triggered through any of the senses that would remind the person of the disaster. Not unnaturally, people with post-traumatic stress disorder arrange their lives so that these triggers are avoided. Many patients develop severe depression, which may appear in many forms. The symptoms may recur on the anniversary of the date.

Both medication and psychotherapy have their place in the treatment of post-traumatic stress disorder. There is debate about the most efficient form of psychotherapy, but what is not in the dispute is that therapist needs to be sympathetic and empathetic. This desire accounts for the need of those who have had terrible experiences to seek the company of those who have undergone similar ones. The aim of the therapy is to gradually desensitise people to the haunting memory of the trauma and to remove any habits that they may have adopted to avoid confronting the memories that interfere with their domestic or professional lives.

Meanwhile, the depressive component of the disorder is treated with antidepressants. The ones favoured are those that also have a strong anti-anxiety effect.

## Essential vocabulary

**nightmare** - кошмар, страшний сон

**flashback** - спогад

**transient** - тимчасовий

**empathetic** - співчуваючий

**deterioration** - погіршення

**numb** - оніміти; застигнути

**injury** - травма

**outcome** - наслідок

**account for** - пояснювати

**undergo** (underwent, undergone) - переживати; зазнавати

**desensitize** - зменшити сприйняття

**confront** - протистояння

**seek** (sought) – шукати

### After-reading assignments:

#### *1. Find in the text English equivalents of the following.*

тим часом -

депресія -

річниця трагедії -

гострий стресовий розлад -

емоційно не реагуючий -

відчуття неспокою та невпевненості -

медикаментозне лікування -

пояснювати -

#### *2. Put the words in the right order.*

1. A traumatic event, acute stress disorder, of, showed, people, signs, after.
2. Have, because of, people, transient amnesia, terrorist attack, the.
3. In their mood, psychological problems, of, a history, with, have, patients, a significant deterioration, noticed.
4. Treatment, of, have their place, the, in, both, post-traumatic, medication, stress disorder, psychotherapy, and.
5. Surviving, incident, after, horrific, the, recalled, is, image, it, the, constantly, of.

**3. Answer the questions.**

1. What are the signs of the acute stress disorder?
2. Are there any psychological defense mechanisms during the acute stress disorder?
3. Will it be a good treatment to talk repeatedly about your experience of suffering in traumatic event?
4. Who can be affected by post-traumatic stress disorder?
5. At what time did people feel themselves helpless?
6. When may the symptoms of post-traumatic stress disorder recur?
7. What kinds of therapy have their places in the treatment of post-traumatic stress disorder?
8. Is there any debate about the most efficient form of psychotherapy?
9. What are the risks of the traumatic stress?

**4. Match each word in the left-hand column with its definition from the right-hand one.**

attack	sleeping pills
witnesses	antidepressants
unresponsive	concern
insomnia	emotionally
traumatic stress	patients

treatment

incident

medications

terrorist

**5. Fill in the gaps in the text below with the words from the table missing words.**

Have their place; transient; limited; forgotten; offered by; treatment; treated.

1. They may have \_\_\_\_\_ amnesia, so that much of the detail of the horror is apparently \_\_\_\_\_.
2. Meanwhile, the depressive component of the disorder is \_\_\_\_\_ with antidepressants.
3. Both medication and psychotherapy \_\_\_\_\_ in the \_\_\_\_\_ of post-traumatic stress disorder.
4. Usually no other treatment is needed other than that \_\_\_\_\_ a good friend's concern and, for a \_\_\_\_\_ time, sleeping pills at night

**Text 2. Disability (Part I)**

At some time in our lives we've all been ill or had an accident. In that sense we all know how it feels to be "disabled" for a few days. What's it like to have a full - time disability, though? - To be deaf, blind or paralyzed, for example? How are people in that situation treated by society, and - perhaps even more importantly - how do they want to be treated?

The Disability Guide Disability comes in many different forms. Some conditions attack the muscles, for example. Others damage the nerves, brain, blood or bones. Here is a short alphabetical guide to just ten "mind and body" disabilities.

Autism:

Autism is caused by a problem in the brain. Autistic people find it difficult to:

- Mix with other people.
- Express their thoughts and feelings in words.

As a result of these problems they often become frustrated and angry.

### **Blindness:**

Some people lose their sight because of a specific eye disease. Others become blind (or partly blind) through accidents or old age. Help for blind people includes:

- Guide dogs.
- White sticks.
- Books written in a special language of raised dots called Braille.

### **Cerebral palsy:**

About one child in 500 suffers brain damage at birth. The cause is often lack of oxygen. The result is cerebral palsy - a condition that makes it difficult to control the muscles. People with cerebral palsy move in clumsy, jerky way and often cannot talk very clearly.

### **Cystic fibrosis:**

This condition (which is inherited) affects the lungs and digestion. People who suffer from it need to take medicine every day. This helps them to digest their food. They also need to do special exercises. In this way they're able to control their disability and lead largely normal lives.

### **Deafness:**

Like blindness, deafness can have several different causes. Also like blindness, it can be either total or partial. Hearing aids make life easier for the partially deaf. As for people who can't hear at all, they can still understand others by lip - reading and can communicate themselves by using sign - language.

### **Down's syndrome:**

About one child in 1,000 is born with an extra chromosome. These children have Down's syndrome. They're often very happy, friendly people but they also suffer from

mental and physical problems. These include:

- Learning difficulties.
- A high risk of heart disease.

### **Epilepsy:**

This condition affects one person in 200 and, like cystic fibrosis, it can largely be controlled by drugs. Largely, but not totally. When someone has an epileptic attack or fit, it's because their brain has suddenly produced more energy than usual. This makes the person fall down, shake violently and sometimes become unconscious. Epileptic fits look frightening, but are rarely dangerous.

### **After-reading assignments:**

#### **1. Give the English equivalents to the following phrases.**

значною мірою, не зрячі люди, хромосома, страждати від, мова жестів, бути паралізованим, наслідувати, контролювати недієздатність, судорожний, глухуватість, більш важливо, глухота, за абеткою, різні форми, кров або кістки

#### **2. Give the Ukrainian equivalents to the following phrases.**

to be deaf, damage the nerves, disability, guide dogs, raised dots, alphabetical, lack of oxygen, condition, special exercises, jerky, inherited, sign language, chromosome, to digest food, an epileptic attack, brain damage, mental and physical problems, be controlled by drugs, suffer from, become unconscious.

#### **3. Put the words in the right order.**

1. To, treated, how, do, want, be, they?
2. Conditions, attack, the, some, muscles.
3. Is, by, brain, caused, problem, a, in, autism, the.
4. A, become, result, angry, these, and, they, as, often, of, problems, frustrated.
5. Suffers, brain, about, child, 500, damage, in, birth, at, one.

#### ***4. Answer the question.***

1. Is autism caused by a problem in the brain?
2. Which way of help for blind people do you know?
3. The cause isn't often lack of oxygen, is it?
4. Do people who suffer from cystic fibrosis need to take medicine every day or every hour?
5. Can the blindness be total?
6. How much children are born with an extra chromosome?
7. How deaf people communicate?

### **Text 3. Disability (Part II)**

#### **Muscular dystrophy:**

Like cystic fibrosis, this disability is inherited. It slowly attacks the muscles, which become weak and finally useless. Many people with muscular dystrophy use:

- Electric wheelchairs.
- Computers.

These can both be controlled by small sticks, which are very easy to operate.

#### **Paraplegia:**

Serious accidents and illness often damage the spine. In many cases this leads to paraplegia - another name for paralysis. Paraplegias can't use their legs, but apart from that, many of them are fit active people with busy lives.

#### **Speech and learning difficulties:**

Damage to the brain can create a wide range of problems. What kind of problem depends on what part of the brain isn't working properly. Some people are unable to speak clearly. Others have difficulty learning to read or write. Young people with problems like these often go to 'special schools'. There, they can receive the extra help they need.

**Issues and attitudes** The world of disability is changing fast. Partly, this is thanks to advances in technology. A new generation of special

- Wheelchairs
- Computers
- Cars
- Lifts
- Household gadgets

have made life easier for thousands of disabled people. Then there have been medical advances, too. It's now possible to treat and sometimes even improved 30 years ago.

It's not just a question of technology and medicine, though. Some of the biggest changes have been changes of attitude. These days there are more TV programmes, books, films and articles about disability than ever before. This has helped disabled people to become more visible in society. It also means that information about disability is rapidly replacing ignorance, understanding is replacing fear and practical help is replacing pity. Then there's the attitude of the disabled themselves.

**Nowadays, many are actively involved in groups and associations, which campaign for:**

- Better access to public buildings like theatre, shops and museums.
- Equality in the job market.
- Better financial support from governments.

Perhaps the simplest way to sum up what's happening in a general way is this: 30 or 40 years ago, society looked at a disabled person and saw the disability before the person. Now, it's finally starting to see the person before the disability.

**After-reading assignments:**

**1. Give the English equivalents to the following words and word combinations.**

жалоба, наслідувати, хребетний стовп, параплегія (параліч), легко оперувати

частково, інвалідний візок, м'яз, підбивати підсумки, підсумовувати, суспільство, рівність, завдяки будь-чому, серйозні випадки, захворювання, багато з них, швидко змінюватись, ставлення, вдосконалюватись, додаткова допомога, невігластво, зайнятий стиль життя.

**2. Give the Ukrainian equivalents to the following phrases.**

leads to, apart from, speech difficulties, to speak clearly, wheelchair, new generation, possible to treat, inherited, a question of technology, spine, paraplegia, more TV programmes than before, to become more visible, muscle, look at, sum up, advances in technology, receive the extra help, changes of attitude, attacks the muscles, made life easier, serious accidents, damage the spine, change fast.

**3. Complete the dialogue.**

A: Is muscular dystrophy inherited?

B: \_\_\_\_\_

A: How does this disability attack the muscles?

B: \_\_\_\_\_

A: Which schools do often go young people?

B: \_\_\_\_\_

A: What do they can receive there?

B: \_\_\_\_\_

A: The world of disability is changing slowly, isn't it?

B: \_\_\_\_\_

A: Does it thank to advances in medicine?

B: \_\_\_\_\_

A: What does make life easier for thousands of disabled people?

B: \_\_\_\_\_

A: Are there more TV programmes, books, films, and articles about disability than ever before?

B: \_\_\_\_\_

**4. Put the words in the right order.**

1. The, attacks, muscles, slowly, it.
2. Use, can't, legs, paraplegias, their.
3. Are, people, to, some, speak, clearly, unable.
4. Disability, world, the, is, of, changing, fast.
5. Advances, have, medical, then, there, too, been.

**5. Answer the question.**

1. What has helped disabled people to become more visible in society?
2. What can you say about disabled people nowadays?
3. Is it finally starting to see the person before the disability?
4. Which things do help disabled people?
5. Which schools do disabled people often go?
6. Is muscular dystrophy inherited like cystic fibrosis?
7. Is it true that many people with muscular dystrophy use the computers?
8. What is another name of paraplegia?

**Text 4. Down syndrome - a closer look**

The most common autosomal aneuploid is trisomy 21, or Down syndrome. Sir John Langdon Haydon Down first described the syndrome in the 1880s. As the medical superintendent of a facility for the profoundly mentally retarded, Down noted that about

10% of his patients had characteristically slanted eyes and flat faces, superficially resembling people of the Mongolian race. This prompted him to coin the inaccurate term "mongolism" to describe the disorder. Characteristic facial features are associated with many inherited disorders. In actuality, males and females of all races can have Down syndrome.

Along with the distinctive facial features Down noted, a person with Down syndrome is generally short and has straight, sparse hair, a protruding tongue, and thick lips. The individual has an abnormal pattern of hand creases, loose joints, and poor reflex and muscle tone, creating a "floppy" appearance. Children with Down syndrome reach developmental milestones (such as sitting, standing, and walking) slowly, and toilet training may take several years.

Their intelligence varies greatly; some have profound mental impairment, while others can follow simple directions, read, and use a computer.

Although tests can determine that a fetus has trisomy 21, they cannot predict the severity of the syndrome before the child is born. However, nearly 50% of people with Down syndrome die before their first birthdays, often of heart or kidney defects, or a suppressed immune system that can make a bout of influenza deadly. Digestive system blockages are common and must be corrected surgically shortly after birth. A child with Down syndrome is 15 times more likely to develop leukemia (a white-blood-cell cancer) than a healthy child. Individuals with Down syndrome who live past age 40 develop Alzheimer disease, which greatly impairs memory and reasoning. The likelihood of giving birth to a child with Down syndrome increases dramatically as a woman ages. For women under 30, the chances of conceiving a child with the syndrome are 1 in 3,000. For a woman of 48, the probability jumps to 1 in 9. This increase may be related to the fact that an egg cell completes meiosis after fertilization. The older a woman is, the longer her oocytes have been arrested on the brink of completing meiosis. During this time, the oocytes may have been exposed to chromosome-damaging chemicals or

radiation. Other trisomies are more likely to occur among the offspring of older women too. As the experience indicates, after Down syndrome, the two most frequently seen autosomal aneuploids are trisomy 13 (Patau syndrome) and trisomy 18 (Edward syndrome).

**After-reading assignments:**

**1. Give the Ukrainian equivalents to the following phrases.**

superintendent, sparse, trisomy, floppy, fetus, digestive, meiosis, crease, protruding, to expose, disorder, meiosis, chromosome-damaging, to impair memory, likely to develop, heart or kidney defects, profound mental impairment, to give birth, to vary greatly.

**2. Give the English equivalents to the following phrases.**

зовнішній, суглоб, успадкований, суглоб, нирка, білокрів'я, зачаття, незграбний (недоладний), трисомія, млявий( безвольний), плід (зародок, ембріон), травний, мейоз (одна з форм непрямого поділу клітини), пошкоджена хромосома, погіршувати пам'ять, передбачити ступінь тяжкості, бути пов'язаним з, запліднення.

**Exercise 3. Complete the dialogue.**

A: What do you know about such diseases as Patau syndrome and Edward syndrome?

B: \_\_\_\_\_

A: Who studied (described) Down syndrome in Ukraine?

B: \_\_\_\_\_

A: Are there special schools for children with Down syndrome in Kiev?

B: \_\_\_\_\_

A: What new methods of training (teaching) children with Down syndrome do you know?

B: \_\_\_\_\_

A: To your mind, is it possible to prevent the appearance and development of this cruel diseases?

B: \_\_\_\_\_

**4. Put the words in the right order.**

1. Down, the syndrome, John Langdon Haydon, described, Sir, in the 1880s, first
2. Reach, Down syndrome, slowly, children, with, milestones, developmental
3. Completes, after, the egg, fertilization, cell, meioses
4. Memory, the Alzheimer disease, impairs, and, greatly, reasoning

**5. Match each word in the left-hand column with its Ukrainian equivalents from the right-hand column.**

muscle	тонус
tone	клітина
bout	мускул
cell	розумові здібності
offspring	припадок
likelihood	імовірність
intelligence	нащадок

**6. Answer the questions.**

1. Who and when described Down syndrome the first?
2. What facial features did his patients have?
3. What another features did Sir John Down note?
4. How does their intelligence vary?
5. How many people with Down syndrome die before their first birthdays? What are

these diseases?

6. Does the likelihood of giving birth to a child with Down syndrome increase as a woman ages?

7. What is a mechanism of the appearance of Down syndrome?

### **Text 5. Learning disabilities**

What do Tom Cruise, Whoopi Goldberg, General George Patton, Walt Disney, Winston Churchill, and Alexander Graham Bell all have in common? These famous people have all been successful despite the fact that they had or have learning disabilities (LD).

Having a learning disability doesn't mean you can't learn. Some of the most creative thinkers of all time were diagnosed with LD. People with LD aren't slow or stupid; they simply have trouble learning in certain areas, such as reading, writing, math, or communication. These difficulties are a result of the way their brains take in and process information.

In fact, some people prefer to use the term learning differences instead of learning disabilities. Just because people learn differently, it doesn't mean they are unable to learn, it just means they need to find the way they can learn best. What are learning disabilities?

Learning disabilities aren't contagious, but they can be genetic. That means they can be passed down in families through the genes, like many other traits we get from our parents and grandparents. Someone with a learning disability probably has other family members who have had some learning troubles, too - parents or siblings, for example.

Kids with learning problems are sometimes surprised to find out that one of

their parents had similar troubles when they were in school. These days, kids who have learning disabilities can learn much more successfully than in the days when their parents were young. That's because doctors, scientists, and teachers have learned much more about the brain and learning and about how to teach students who have different learning needs.

The most common type of learning disability is **dyslexia**, a learning disability in which someone has trouble understanding the written word. Dyslexia is sometimes called the "invisible disability" because no one knows a person has it unless that person is asked to read or write.

There are other learning disabilities, too. Kids who have trouble doing math problems in school may have **dyscalculia**, a learning disability in which the person has trouble understanding math. Someone who has trouble forming letters when they write may have **dysgraphia**. Some kids have trouble understanding language even though their hearing and vision are normal. These children are said to have language disabilities. Often children with language disabilities also have trouble understanding what they read. All of these conditions have something in common -they are all types of learning differences.

### **After-reading assignments:**

#### **1. Give the English equivalents to the following phrases**

бути здивованим, схожі неприємності, не зважаючи на, замість, інфекційний, більш вдало, передавати, бути молодим, риса, рідня, дислексія, загальний, діти, творчі мислителі, розуміння, видатні особи, іноді називати, це не має значення, труднощі, навчальні потреби, певні зони.

## 2. Give the Ukrainian equivalents to the following phrases

despite , creative thinkers, instead of, pass down, certain areas, a result of, in fact, trait, that's because, інфекційний, math problems, dyslexia, common, even though, vision, рідня, language disabilities, learning differences.

## 3. Put the words in the right order.

1. A, you, learning, doesn't, learn, having, disability, mean, can't, learn.
2. LD, stupid, people, with, aren't, slow, or.
3. It, are, they, unable, to, mean, doesn't, learn.
4. Learning, aren't, disabilities, contagious.
5. Successfully, kids, who, learning, much, disabilities, can, have, learn, more.
6. Common, disability, is, type, of, the, learning, most, dyslexia.
7. Dyslexia, called, invisible, the, “invisible, is, sometimes, disability”.

## GRAMMAR REVIEW

### The Past Tenses. The Future Tenses

#### The Past Tenses

#### Відмінювання дієслова *to work* (працювати)

Past Continuous	Past Simple
<i>I / He / She / It was (not) working.</i>	<i>I / He / She / It / We / You / They worked.</i>
<i>Was I / he / she / it working? –</i>	<i>I / He / She / It / We / You / They did not work.</i>
<i>– Yes, I was. No, I was not.</i>	<i>Did I / He / She / It / We / You / They work? –</i>
	<i>-Yes, I did. No, I did not.</i>
<i>We / You / They were (not) working.</i>	
<i>Were we / you / they working? –</i>	<i>I / He / She / It / We / You / They wrote.</i>

<p>– <b>Yes, we were. No, we were not.</b></p>	<p><i>I /He /She/ It/ We/ You / They <b>did not write.</b></i>  <i><b>Did I /He /She/ It/ We/ You / They write?</b> –</i>  <i><b>-Yes, I did. No, I did not.</b></i></p>
<p style="text-align: center;"><b>Past Perfect</b></p> <p><i>I /He /She/ It/ We/ You / They</i>  <i><b>had (not) worked.</b></i></p> <p><i><b>Had I/we/you/he/she/it/they worked?</b> –</i>  <i><b>- Yes, I had. No, I had not.</b></i></p>	<p style="text-align: center;"><b>Past Perfect Continuous</b></p> <p><i>I I /He /She/ It/ We/ You / They</i>  <i><b>had (not) been working.</b></i></p> <p><i><b>Had I/we/you/he/she/it/they been working?</b> –</i>  <i><b>- Yes, I had. No, I had not.</b></i></p>

**1. Open the brackets. Use past simple or past continuous:**

1. I \_\_\_\_\_ (open) the shutters and \_\_\_\_\_ (look) out. The car \_\_\_\_\_ (stand) where I had left it.
2. Suddenly I \_\_\_\_\_ (realize) that they \_\_\_\_\_ (not/pay) attention to me any longer. They \_\_\_\_\_ (mutter) something and all \_\_\_\_\_ (look) in the same direction. I \_\_\_\_\_ (turn) my head and \_\_\_\_\_ (look) where they all \_\_\_\_\_ (look). A man \_\_\_\_\_ (come) slowly down a steep little street that \_\_\_\_\_ (lead) uphill between the house on my right.
3. On my left I \_\_\_\_\_ (see) the lights of the first house of the village. And I \_\_\_\_\_ (hurry) towards it through the wood when a sudden flash of light \_\_\_\_\_ (make) me stop.
4. At that time I \_\_\_\_\_ (look) for the job.
5. Miss Nobs \_\_\_\_\_ (not/see) him leave the house. At half past four she \_\_\_\_\_ (make) herself a cup of tea in a small recess off the main corridor.
6. The idea first \_\_\_\_\_ (occur) to me that afternoon as I \_\_\_\_\_ (back) the car into the garage.
7. I probably \_\_\_\_\_ (drop) the key when I \_\_\_\_\_ (fish) for

small change in my bag at the news-stand.

8. All through the night I \_\_\_\_\_ (hear) them work, open drawers, drag cases over the floor. They \_\_\_\_\_ (pack).

**2. Complete the sentence with used to + the verb in brackets in positive, negative or question form:**

1. What things used to be (be) different in the past?
2. For a start, all the continents \_\_\_\_\_ (form) one large land mass.
3. Obviously, there \_\_\_\_\_ (be) cities and buildings, and forest covered a third of the Earth.
4. The climate was different, and animals such as the hippopotamus and rhinoceros \_\_\_\_\_ (exist) in northern Europe.
5. Many mountains in Europe \_\_\_\_\_ (be) active volcanoes.
6. Early people \_\_\_\_\_ (live) in complex societies, but in small groups in places where they could find food.
7. What \_\_\_\_\_ (eat) ? They \_\_\_\_\_ (eat) whatever they could find.
8. Early people \_\_\_\_\_ (stay) in the same place, but \_\_\_\_\_ (travel) long distances, following the animals they needed for food.
9. Jack \_\_\_\_\_ (have) a beard but he shaved it off.
10. My mother \_\_\_\_\_ (read) to me every night.
11. In the holidays we \_\_\_\_\_ (meet) at the beach every morning.
12. I \_\_\_\_\_ (not like) spinach, but now I do.

**3. Put the verbs into the Past Continuous, Past Perfect or Past Perfect Continuous:**

1. It was very noisy next door. Our neighbours were having (have) a party.
2. We were good friends. We \_\_\_\_\_ (know) each other for years.

3. John and I went for a walk. I has difficulty keeping up with him because he \_\_\_\_\_(walk) so fast.
4. Sue was sitting on the ground. She was out of breath. She \_\_\_\_\_(run).
5. When I arrived, everybody was sitting round the table with their mouths full. They \_\_\_\_\_(eat).
6. When I arrived, everybody was sitting round the table and talking. Their mouths were empty, but their stomachs were full. They \_\_\_\_\_(eat).
7. Jim was on his hands and knees on the floor. He \_\_\_\_\_(look) his contact lens.
8. When I arrived, Kate \_\_\_\_\_(wait) for me. She was annoyed with me because I was late and she \_\_\_\_\_(wait) for a long time.
9. I was sad when I sold my car. I \_\_\_\_\_(have) it for a very long time.
10. We were extremely tired at the end of the journey. We \_\_\_\_\_(travel) for more than 24 hours.

**4. Translate the sentences:**

1. Вчора я зустрів друга, якого не бачив цілу вічність. 2. Поки дідусь щось читав у своєму улюбленому кріслі бабуся в'язала, їх кіт забрався на стіл і з'їв всю сметану. 3. Перед тим як він почав читати цю книгу і виписувати нові слова, він подивився всі журнальні статті з цього питання. 4. Я почав шукати свою машину з поліцією, хоча до цього чотири дні намагався знайти її за допомогою своїх друзів. 5. Де ви вчора були о дев'ятій вечора? У цей час ми обговорювали план нашої роботи. 6. Він багато подорожував, перш ніж написати цю книгу. 7. Ви подякували йому за подарунок? Так. Ще вчора. 8. Ви жили тут три роки

тому? Тоді я жив у Лондоні. Ми переїхали сюди в 1995. 9. Я чекав на Вас з шостої години. Чому Ви не прийшли вчасно? Моя машина зламалася. 10. Вчора я прийшов додому о восьмій годині вечора. Коли я увійшов, Енн дивилася телевизор. Вона вже бачила цей фільм, але хотіла подивитися ще раз. 11. Коли Джо йшов по вулиці, він побачив дівчину, яка була його першим коханням. 12. Він навчився читати в п'ять років. До того як він пішов до школи, він прочитав багато книжок. 13. Я його бачив сьогодні в 6:00 вечора. Він ще працював. 14. Вони взяли таксі й поїхали в готель, в якому Том заздалегідь зарезервував два двомісних та один одномісний номер.

## **MUCH, MANY, (A) LITTLE, (A) FEW**

### **5. Insert much, many, little, few, a little, a few:**

1. He had ... English books at home, so he had to go to the library for more books. 2. She gave him ... water to wash his hands and face. 3. I'd like to say ... words about my journey. 4. After the play everybody felt ... tired. 5. Let's stay here ... longer: it is such a nice place. 6. There were ... new words in the text, and Peter spent ... time learning them. 7. There was ... hay in the barn, and the children could not play there. 8. There was ... water in the river, and they decided to cross it. 9. My mother knows German ... and she can help you with the translation of this letter. 10. When we walked ... farther down the road, we met another group of students. 11. Have you got I... ink in your pen? 12. At the conference we met I... people whom we knew well. 13. There are very ... old houses left in our street. Most of them have already been pulled down. 14. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting. 15. There are ... things here which I cannot understand. 16. Shall I bring ... more chalk? — No, thank you. There is... chalk on the desk. I hope that will be enough for our lesson.

**6. Translate into English:**

багато зошитів, багато молока, мало води, багато грошів, мало газет, трохи снігу, багато крейди, багато років, мало картин, багато музики, багато хлопців, кілька дівчаток, трохи чаю, кілька лимонів, мало м'яса, мало кімнат, кілька вчителів, багато роботи, мало повітря, багато птахів, мало автомобілів

**The Future Tenses**

**Відмінювання дієслова *to work* (працювати)**

<p><b>Future Continuous</b></p> <p><i>I / He / She/ It / We /You /They</i></p> <p><b><i>will (not) be working.</i></b></p> <p><b><i>Will I/ he/she/it be working? –</i></b></p> <p><b><i>– Yes, I will. No, I will not.</i></b></p>	<p><b>Future Simple</b></p> <p><i>I /He /She/ It/ We/ You / They</i> <b><i>will (not) work.</i></b></p> <p><b><i>Will I /He /She/ It/ We/ You / They work? –</i></b></p> <p><b><i>-Yes, I will. No, I will not.</i></b></p>
<p><b>Future Perfect</b></p> <p><i>I /He /She/ It/ We/ You / They</i></p> <p><b><i>will have (not) worked.</i></b></p> <p><b><i>Will I/we/you/he/she/it/they have worked?</i></b></p> <p><b><i>– Yes, I will. No, I will not.</i></b></p>	<p><b>Future Perfect Continuous</b></p> <p><i>I /He /She/ It/ We/ You / They</i></p> <p><b><i>will have (not) been working.</i></b></p> <p><b><i>Will I/we/you/he/she/it/they have been working?</i></b></p> <p><b><i>–Yes, I will. No, I will not.</i></b></p>

**1. Use the words in brackets to write sentences. All the sentences are future. Use the Present Continuous or the Present Simple.**

1. (I / not / go out / tonight) I'm not going out tonight.
2. (the concert / start / at 8.15) The concert starts at 8.15.
3. (I / meet / my friends this evening) \_\_\_\_\_
4. (Tom / not come / to the party on Thursday) \_\_\_\_\_
5. (The English course / finish / on 10 May) \_\_\_\_\_

6. (my sister / get married next December) \_\_\_\_\_
7. (I / not go / to London tomorrow) \_\_\_\_\_
8. (my train / leave / at 8.45) \_\_\_\_\_
9. (what time / the train / leave) \_\_\_\_\_ ?
10. (what time / you / leave / tomorrow?) \_\_\_\_\_ ?
11. (when / they / get marries?) \_\_\_\_\_ ?
12. (when / the next English course / begin?) \_\_\_\_\_ ?

**2. Put the verbs in brackets into the Present Simple or the Future Simple.**

1. A: I'm going to the gym tonight.

B: Well, while you \_\_\_\_\_(be) there, I will do the shopping.

2. A: \_\_\_\_\_(you/call) me when you \_\_\_\_\_(get) home?

B: Yes, of course.

3. A: As soon as John \_\_\_\_\_(come) in, tell him to come to my office.

B: Certainly, sir.

4. A: Are you going to visit Aunt Mabel this afternoon?

B: Yes, I \_\_\_\_\_(visit) her before I \_\_\_\_\_(do) the shopping.

5. A: Is George going to have dinner with us?

B: No, by the time he \_\_\_\_\_(get) home it \_\_\_\_\_(be) very late.

6. A: When \_\_\_\_\_(you/pay) the rent?

B: When I \_\_\_\_\_(get) my pay cheque.

7. A: What are your plans for the future?

B: I want to go to university after I \_\_\_\_\_(finish) school.

8. A: If you \_\_\_\_\_(pay) for dinner, I \_\_\_\_\_(pay) for the theatre.

B: Okay, that's a good idea.

9. Before you \_\_\_\_\_(leave), don't forget to shut the windows.

10. When you \_\_\_\_\_(see) Brian again, you won't recognize him.

11. We \_\_\_\_\_(not/start) dinner until Jack \_\_\_\_\_(arrive).
12. Please, don't touch anything before the police \_\_\_\_\_(come).
13. As soon as I \_\_\_\_\_(get up) in the morning, I \_\_\_\_\_(buy) the newspaper to look at the employment ads.
14. Before I \_\_\_\_\_(go) on an interview, I \_\_\_\_\_(improve) my computer skills.
15. I don't know when she \_\_\_\_\_(come back).

**3. Put the verbs in brackets into the Future Perfect or the Future Perfect Continuous.**

1. By 3 o'clock, she will have been studying (study) for six hours.
2. By the end of next month, Sam \_\_\_\_\_(finish) the project.
3. He \_\_\_\_\_(not/start) painting the kitchen before Tuesday.
4. By the time she arrives in Paris, she \_\_\_\_\_(travel) for four hours.
5. I hope I \_\_\_\_\_(buy) my own house by the time I'm thirty-five.
6. By Saturday, Lisa \_\_\_\_\_(diet) for two weeks.
7. Hopefully they \_\_\_\_\_(learn) everything by the time they sit the exam.
8. By four o'clock, I \_\_\_\_\_(sit) in the hairdresser's for three hours.
9. By Christmas, I \_\_\_\_\_(work) for this company for eighteen months.
10. By next weekend, Brian \_\_\_\_\_(move) house.

**4. Put the verbs in brackets into one of the future forms.**

1. This time next month I \_\_\_\_\_(bathe) in the Baltic sea.
2. By the 8<sup>th</sup> of April my mother \_\_\_\_\_(work) at school for twenty years.
3. I'm tired. I think, I \_\_\_\_\_(go) to bed.

4. I \_\_\_\_\_(work) in the library all day tomorrow.
5. At four o'clock on Tuesday afternoon we \_\_\_\_\_(fly) over Paris.
6. They \_\_\_\_\_(be) free in some minutes.
7. This time next week they \_\_\_\_\_(go) to the Crimea by train.
8. She \_\_\_\_\_(change) her books in the library tomorrow.
9. They \_\_\_\_\_(build) the road by the end of the year.
10. Ring me up at 4 o'clock. I \_\_\_\_\_(have) dinner by this time and we \_\_\_\_\_(go) to the concert.
11. It's too late to telephone Tom now.  
– OK. We \_\_\_\_\_(telephone) him in the morning.
12. When you come in the evening we \_\_\_\_\_(pack) our things.
13. I promise, I \_\_\_\_\_(meet) you at the station.
14. – We'll come at 5 o'clock.  
– OK, I \_\_\_\_\_(wait) for you.
15. It \_\_\_\_\_(stop) raining soon.
16. Susan \_\_\_\_\_(type) from 6 o'clock until 8 o'clock this evening.
17. Young Billy is growing up. By this time next year he \_\_\_\_\_(begin) school.
18. Don't phone me tomorrow morning. I \_\_\_\_\_(work) on my report.
19. We \_\_\_\_\_(fly) for twelve hours by the time the plane lands.
20. By this summer we \_\_\_\_\_(read) all the stories in the book.

**5. Correct the mistakes.**

1. This time tomorrow, John is lying on the beach.
2. Peter will help you when he will have finished his dinner.
3. Shall you do the shopping for me, please?
4. Sarah will finish decorating the Christmas tree by midnight.
5. Where do you spend your holidays this summer?
6. I was turning on the heating. It's cold in here.
7. The film has started at half past six.
8. Stop that noise or I'm going to take your toy away.
9. Moira can type these reports as soon as she will come back from her lunch break.
10. Perhaps the Jacksons have visited us tonight.
11. By the end of the year, Mrs. Evans will be teaching for thirty years.
12. Jennifer will move to her new flat on Saturday. She has already arranged it.

**6. Look at the example and complete the sentences. Pay attention to time and conditional clauses introduced by *if, when, as soon as, before, until*.**

*Example:* I 'll phone (phone) them when I get (get) to Paris.

1. We \_\_\_\_\_ (wait) here until the rain \_\_\_\_\_ (stop).
2. As soon as the match \_\_\_\_\_ (end) we \_\_\_\_\_ (complain) to the referee.
3. I \_\_\_\_\_ (stay) with you until your train \_\_\_\_\_ (leave).
4. She \_\_\_\_\_ (worry) about her exam until she \_\_\_\_\_ (get) the results.
5. As soon as Dad \_\_\_\_\_ (get) in tonight he \_\_\_\_\_ (want) his dinner.
6. We \_\_\_\_\_ (not start) lunch until you \_\_\_\_\_ (get) back.
7. When Peter \_\_\_\_\_ (arrive) we \_\_\_\_\_ (give) him his presents.
8. When the exam \_\_\_\_\_ (be) over we \_\_\_\_\_ (have) a party.

9. I \_\_\_\_\_(have) an ice-cream before the film \_\_\_\_\_(start).
10. I \_\_\_\_\_(finish) this book before I \_\_\_\_\_(go) to bed.
11. As soon as I \_\_\_\_\_(return) from school, I \_\_\_\_\_(ring) you up.

### **7. Translate into English.**

1. Я думаю, що в твоєму диктанті не буде багато помилок.
2. Заняття закінчаться до 2-х годин?
3. Коли ми прийдемо додому, вона буде готувати вечерю вже 1.5 години.
4. Як тільки мій ноутбук полагодять, я встановлю нове антивірусне ПЗ.
5. Скільки часу в тебе піде на дорогу?
6. Я впевнений, що успішно здам іспит.
7. Я повернуся додому до п'ятої.
8. Ви скоро забудете про ці неприємності.
9. Завтра в цей час я буду писати курсову з комп'ютерної графіки.
10. Ми вже підемо до того часу, коли ти подзвониш.
11. Будьте обережні, коли будете користуватися цими приладами.
12. У наступному семестрі у нас будуть заняття з англійської два рази на тиждень.
13. Завтра о третій він буде слухати свою улюблену поп-музику.
14. Ви закінчите роботу до п'ятої години, чи не так?
15. Що ти збираєшся робити, коли витратиш всі ці гроші?

## PART 2

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### ABOUT MYSELF

*Read and translate the text:*

#### My Family

Before I start talking about my family let me **introduce myself**. I am Sveta Petrenko. I am 17. I have left school this year. I was born in Kyiv, so I have been living in Kyiv since my childhood.

And now I am going to tell you about my family. We are a family of five. We think we are a large and friendly family. So we are happy to be living together and are getting on all right.

To begin with, I am going to talk first about my father. His name is Sergey Petrovich, he is 45. He works as a surgeon in a hospital. He is neither old, nor young. He is a good-looking man, **handsome**, rather thin with dark brown hair just beginning to go grey. He is a very-**sociable** person. What I don't like about my dad is that he is always busy. Very often he **works overtime**. He is a **bread-maker** in our family. He is fond of going to the country on week-ends, because he enjoys working in the garden.

My mother's name is Galina Nickolayevna. She is three years younger than my father. She works as a governess at a nursery school. My mother is rather **slim** and **pretty**, she is always **elegant** and **smart**. In short, she is a pleasant-looking woman of about 40. She always has a lot of work to do both at kindergarten and about the house. She is fond of her work and spends a lot of time there. But she has to cook the food for all the family at home. Shopping and cooking is nearly half a day's work for her. But my granny and I are in the habit of helping her about the house.

Boris is my elder brother. He is eight years **senior to me**. So he is 25 already. He has graduated from the University and he is an economist by profession now. Boris **is married**. His wife is a journalist. They are three in the family. They have got a child, my **nephew**. It is a lovely little boy of two with golden hair and dark brown eyes and a spirit that is always bright and happy, full of joy and **gaiety**.

And finally a few words about my granny. To tell you the truth, she is my best friend. She always listens to my endless stories about my friends and my school life. She is retired on pension now but in her youth and her older age she worked as a teacher in a school. I must admit, she is a very understanding person.

Put it into a few words, we are a close and friendly family.

*Read and translate the text:*

### **The Royal Family**

At present the British royal family is headed by Queen Elizabeth. When the Queen was born on the 21-st of April 1926, her grandfather, King George V, was on the throne and her uncle was his heir. The death of her grandfather and the abdication of her uncle brought her father to the throne as King George VI.

As a child she studied constitutional history and law as well as art and music. In addition, she learned to ride and acquired her enthusiasm for horses. As she grew older she began to take part in public life, making her first broadcast at the age of 14.

The marriage of the young Princess Elizabeth to Philip, Duke of Edinburgh took place in November 1947. She came to the throne after her father's death in 1952 and was crowned in Westminster Abbey in June 1953.

Among Queen Elizabeth's many duties are the regular visits she makes to foreign countries, and especially those of the Commonwealth, whose interests and welfare are very important to her. The Queen has done much to signify the formalities of the monarchy, including allowing the BBC to make a documentary film about

every day of the royal family. She also started the tradition of the “walkabout”, an informal feature of an otherwise formal royal visit, when she walks among the public crowds and stops to talk to some people.

The annual Christmas broadcast made by the Queen on radio and television has become a traditional and popular feature of the season, and there were widespread celebrations and special programmes of events in 1977 to mark her Silver Jubilee.

The Queen’s husband, Duke of Edinburgh, was born in 1926 and served in the Royal Navy. He takes a great deal of interest in industry, in the achievements of young people (he founded Duke of Edinburgh’s Award Scheme in 1956) and in saving rare wild animals from extinction.

The Queen’s heir is Charles, Prince of Wales, who was born in 1948, married Lady Diana Spencer and has two children, Prince William and Prince Harry. The Prince of Wales is well-known as a keen promoter of British interests.

In recent years he has become outspoken on such controversial topics as modern architecture, violence in films and on television, and standard of English teaching in schools. His wife Diana, Princess of Wales (often called in mass media Princess Di), won the affection of many people by her modesty, shyness and beauty. She was one of the most popular members of the Royal Family, widely admired for her commitment to helping children throughout the charities of which she was patron and her support for the aged and ill, particularly AIDS sufferers.

Prince William is second in the line of succession to the British throne, after his father. William married Catherine Middleton on 29 April 2011 at Westminster Abbey. Hours before the wedding, he was created Duke of Cambridge, Earl of Strathearn, and Baron Carrickfergus. The couple have two children, Prince George and Princess Charlotte, and are expecting their third.

Prince Henry of Wales, familiarly known as Prince Harry, is the younger son of Charles, Prince of Wales, and Diana, Princess of Wales. At the time of his birth, he

was third in line of succession to the British throne, after his father and elder brother, but is currently fifth in line after his father, his elder brother, and his nephew and niece, George and Charlotte.

The Queen's other children are Princess Anne (born in 1950), Prince Andrew (born in 1960) and Prince Edward (born in 1964). Anne, Princess Royal, has acquired a reputation for being arrogant, but in recent years has become quite popular with the general public.

She is widely known for her interest in horses and horse-racing. She is now the president of the Save the Children Fund, Chancellor of the University of London and carries out many public engagements.

Prince Andrew, Duke of York, served as a helicopter pilot in the Royal Navy. In 1986 he married Miss Sarah Ferguson (Fergie, for short) and has two daughters. Prince Edward is keen on the theatre. This interest began while he was at university.

## **DWELLING**

***Read and translate the text:***

### **My home**

I would like to tell you a few words about my home. To begin with, I want to tell you that I live in Kyiv, one of the largest and oldest cities of Europe. It is one of the most ancient cities located on the picturesque banks of the Dnieper River.

Our family live in a new flat in one of the largest newly built residential areas. We moved into our flat seven years ago. It is a three-room flat on the fifth floor of a nine-storeyed building. It consists of a living-room, a study, a bedroom, a kitchen, a bathroom, two closets and a lavatory. There are two balconies in our flat: the first one is in the living room, and the second — in the bedroom. Our flat has all modern

conveniences: central heating, running cold and hot water, electricity, telephone and gas. Besides, there is a lift and a garbage disposal in our building. The layout is very good, I must admit. The rooms are light, though not very large. In my opinion, it's quite a modern-looking flat. The windows face the park in front of the building and the view is really wonderful.

Our living-room is quite a big room of about 19 square metres. It is the largest room in our flat. As my parents don't like much furniture in the house, so in the living room there are two comfortable armchairs and a sofa, a coffee-table and a nice thick carpet on the floor. Opposite the window there is a wall unit, but it doesn't take much space in the room. Of course there is a colour TV set, a stereo cassette-recorder and a record-player in the living-room. A nice chandelier is hanging from the ceiling and there is a standard lamp to the left of the sofa. During the day, the light comes in through the window, but at night, when it gets dark, we switch on the light and draw the curtains across the windows. We like, to receive our guests in this room.

And now I would like to describe our study. At first it was my daddy's room, but as I grew older, it has become mine. To tell you the truth, I am very happy to have a room for myself, that's why I always try to keep it tidy and cosy. There is a sofa, a writing table, a bookcase, a wardrobe in my room. On the wall there are some shelves full of English, Ukrainian and Russian books. The dressing-table is next to the sofa. In the chest of drawers I keep clean linen and in the wardrobe I keep my clothes, which I hang on coat-hangers. I have two water-colours on the wall above the sofa. They are nice copies of my favourite paintings by Serov.

Our bedroom is the smallest room in our flat. At night when my parents feel tired and sleepy, they share this room. But the most popular and favourite place with all of us is the kitchen, as we spend most of our time there. We all are not big-eaters, but use the kitchen as a place where we can have a chat about our problems and life. In the kitchen there are some stools, a table, a cupboard, a sink with water taps, a

fridge and a gas cooker. Of course, we usually have our meals there.

We like our flat very much. It is important that our house is rather close to the underground station and we can easily get to any place we like.

***Read and translate the text:***

### **My Hostel**

My name is Peter. I'm from Kharkov. I live in the hostel of our technical College. I want to describe my hostel and my room to you.

Our hostel is a large six-storeyed house. It is a modern building with all conveniences. There are about 400 rooms in the hostel. Three or four students live in each room. There is a kitchen, two shower stalls and a reading room on each floor. On the ground floor there is a canteen where we have our meals and a library. On the third floor there is a special room where we can watch TV, play chess or read newspapers.

I live on the fourth floor in room 530. I have two roommates. They study in the same group, so they are my group-mates, too. We spend much time together. Our hostel is not far from our college. We often walk there. It takes us twenty minutes to get to the college. Sometimes when the weather is bad we go there by bus.

In our room there are three beds, each of them is covered with a coverlet. In the middle of the room there is a table. We have our tea and prepare our homework at this table. The ceiling is white and the walls are beige. The walls are papered with wallpaper. At the wall there is a wardrobe. Three bookshelves are on the wall. We keep our clothes in the wardrobe and we keep our books on the bookshelves. There are some photos on the walls, too.

There are some window-pots with plants on the window-sill. A mirror is on the wall on the left of the window. There is a brown carpet on the floor.

**1. Find out in the text English equivalents for the following words and word-combinations:**

*гуртожиток, сучасна будівля, зручності, душ, перший поверх, одногрупник, добиратися до, покривало (на ліжку), шпалери, горщик для квітів.*

**2. Express the following in one word:**

*a sheet of cloth hung up as a covering at window or door;*

*a pot used for boiling water; a covering of the pillow;*

*a piece of furniture, which we use for keeping the dishes; we cut our meals with it;*

*we keep all the food products in it in a hot and warm time of the year.*

## **MY NATIVE TOWN**

***Read and translate the text:***

### **The Town Where I live**

My native town is situated in the Donetsk region. It is about two hours ride from Donetsk. Some people cannot imagine their lives without theatres, multistoreyed houses and broad avenues; all that's typical of every big industrial city.

There are no theatres, many-storeyed houses and broad avenues in my town, but still I do like it because I was born here, my parents live here and I've spent here almost all my life. You may think that the life in provincial town is rather dull and far from being interesting. Perhaps, you are right. But I'll try to prove that this life has got a lot of advantages.

There is no much crowd and heavy traffic in the streets and you are not to get to your work by overpacked trolley-bus and the air is much more fresh than in large cities.

Slavyansk becomes especially beautiful in spring when everything is in

blossom. This time I like to tramp down the streets lined with chestnuts and limes. Those who want to have some entertainment can go to the Recreation Park. Those who prefer dancing may go to a disco. It's rather popular with young people especially teenagers.

It's a pity we have no concert halls or theatres, but you may go to the cinema and watch a film there. We have a lot of opportunities to go in for sports because there are some stadiums in the town. I quite forgot to tell you that there are some good cafes in my town, you can call at any of them. I'm sure you'll like it there if you want to have some ice-cream or coffee or just have a talk with your friend.

**1.. Find English equivalents to the following phrases in the text:**

*знаходиться у двох годинах їзди від, багатопверховий будинок, широкий проспект, доволі скучний, можливо, доволі багато, сильний дорожній рух, заповнений тролейбус, блукати вулицями, популярний серед, нажаль, зайти до кафе*

**2.. Answer the following questions:**

1. Where is Slavyansk situated?
2. Is the life in a provincial town dull?
3. Do you like living in Slavyansk?
4. Are there any places of interest in Slavyansk?
5. Where can people entertain themselves in Slavyansk?
6. What industries are developed in Slavyansk?
7. What is Slavyansk known for?

**3. Towns may be convenient to live in because of many facilities:**

Sports:                    *Swimming pool, sports center,  
golf course, tennis courts,*

*football pitch, skating rink.*

Cultural: *theatre, opera house, concert hall, radio station, local television, art gallery.*

Educational: *School, college, gymnasia, lyceum, institute, university, library, museum.*

Transport: *bus service, taxi rank, car hire agency, car park, parking meters.*

Catering and night-life: *restaurant, café, nightclub, take-away, hotel, B&B (bed and breakfast), youth hostel, dance-hall, disco.*

#### **4. Towns also have their own special problems:**

traffic jams: *every day, particularly in the rush hour the streets get so packed with traffic that travel is very slow or even comes to a standstill.*

slums: *certain parts of the city are poor and in a very bad condition.*

vandalism: *pointless destruction of other people's property.*

overcrowding: *too many people live in too small a place.*

pollution: *the air and the water are no longer pure as they used to be.*

**5. Here are some useful adjectives for describing towns:**

<i>picturesque</i>	<i>historic</i>	<i>spacious</i>
<i>atmospheric</i>	<i>quaint</i>	<i>lively</i>
<i>bustling</i>	<i>crowded</i>	<i>packed</i>
<i>elegant</i>	<i>hectic</i>	<i>filthy</i>
<i>magnificent</i>	<i>deserted (e.g. at night)</i>	<i>shabby</i>

**Write sentences about any town you know, using each of the adjectives.**

**6. Look at the list of facilities listed in the Ex.3.. Tick all those which your own town, or any town you know well, has.**

**7. What facilities would your ideal town have? Name the three most important facilities for you in each of the categories listed in Ex 3. You may choose other facilities if you wish.**

**8. Are any of the problems mentioned in Ex 4 to be found in your city or a city you know well? Could you suggest a solution for these problems?**

**9. What are the advantages and disadvantages of living in a**

- big city;
- provincial town;
- village.

**10. Speak about the city (town) where you live.**

**Read and translate the text:**

### **History of Slavyansk.**

Donbas is well-known as an industrial center of coal mining industry, of producing steel and metal, complicated machines and equipment. But in the country Donbas is also famous of its resorts – one of the oldest ones is the Slavyansk and the much younger one is the Svyatogorsk resort.

From the top of the Karachun you can see the panorama of the town which is situated in the Kaseny Torets valley. In the bottom of the valley there scattered blue lakes. The most famous of them – Repnoye, Slepnoye and Veysovo – are in the eastern suburb.

The first written mention of them is dated by the XVI-th century. But some historians think that the local salt deposits were known in the XII-th century.

In 1645 a fortress was built there to defend the state border from Tartar raids. Later on there was founded a town named Tor under the name of the river. But after extending the southern border the fortress lost its military significance and in 1784 Tor was renamed into Slavyansk.

It is supposed that the first salt producers were monks from the Svyatogorsk Monastery, the foundation of which is dated by the XI – XII centuries. And only in the XVII-th century there was built the state salt-producing plant.

The medicinal qualities of the local lakes were known long ago. The salt lakes medicinal mud, highly mineralized salt water known as “rapa” is used as mineral water which in its qualities doesn’t yield to that of the Truskavets resort, air which is wonderfully fresh, lavish gifts of leaf bearing and coniferous forests, freshness of the Seversky Donets river – all is done to serve one goal – to give the health back to people.

***1. Complete the sentences using the phrases given below:***

1. Slavyansk is situated in ...
2. It was founded in the XVII-th century...
3. It was well-known for its ...
4. Its first name was ...
5. Nowadays Slavyansk is a famous ...
6. The local salt lakes are famous for ...

*salt deposits, on the place of a fortress, the Donetsk Region, Tor under the name of*

*the river, their great medicinal qualities, health resort.*

**2. Answer the following questions:**

1. What are the famous resorts in Donbas Region?
2. On what lakes is Slavyansk situated?
3. When were these lakes first mentioned?
4. How and when was Slavyansk founded?
5. What was the first name of the town?
6. When was it renamed into Slavyansk?
7. When was the state salt-producing plant built?
8. Who were the first salt-producers?
9. What is the Slavyansk resort famous for?

**3. Make up a dialogue:**

1. One of you knows Slavyansk very well. The other is a stranger. № 1 tells № 2 about the town.
2. One of you lives in a big city. The other lives in a provincial town. Which is better? Talk about advantages and disadvantages you have.

**4. Speak about Slavyansk.**

## **MY STUDYING**

***Read and translate the text:***

### **My Working Day**

I am a first-year student of the Technical Academy. My parents live in Sochi and I study in Rostov-on-Don so I need some housing. There are two opportunities for me: I can live in a dormitory (a students' hostel), or to rent a flat (an apartment).

I decided to rent a flat. To make the rent smaller, I also decided to share my flat with another girl — Natasha Kozlova. She studies at the Academy, too, and she is my best friend now. I'll tell you more about her later.

Now, let me describe my usual working day. My classes begin at 8:30. So, on week-days I have to get up at 7:15. I don't have an alarm clock and usually my roommate wakes me up and my working day begins. I turn on music and do my morning exercises while Natasha takes a shower. I don't take a bath in the morning because I don't have enough time for it. I take a cool shower (that's when I completely wake up), brush my teeth. After that I go back to our room and get dressed. I brush my hair and put on a light make-up. Then we have breakfast. Natasha makes breakfast every Monday, Wednesday and Friday. I have to serve breakfast on Tuesdays, Thursdays and Saturdays. I love to listen to the latest news on the radio while I am eating and Natasha prefers light music.

We leave the house at ten minutes past eight and walk to the nearest bus-stop. We live rather far from the Academy and it usually takes us about a quarter of an hour to get there by bus. Sometimes when the weather is fine and we have enough time we walk to the Academy. It is very healthy to walk much.

The classes begin at 8:30 in the morning and they end at 2:00 p.m. We have lectures in different subjects. As a rule we have three or four classes a day. Sometimes it is very hard to wait till they end.

Usually I don't miss my classes because I want to pass my exams successfully. But sometimes I do, especially when the weather is fine and the classes are boring.

At 11:50 we have lunch. That's my favourite time. That is the time to share the latest news and to gossip. My friends and I prefer not to go to the canteen and we often have lunch in a small cafe not too far from the Academy. At 12:30 we have to be back to our classes. During the working day we also have several short breaks which last for ten minutes.

Occasionally, I have to stay at the Academy till 5 or even 6 o'clock in the evening because I go to the library to get ready for my practical classes or to write a report. As a rule, I have no free time on week-days. So by the end of the week I get very tired.

We come home at about 7 o'clock in the evening. We eat supper together and share the latest news.

After supper we wash dishes, drink coffee or tea and watch TV. I prefer old comedies and Natasha likes serials or films about travelling. Sometimes Natasha and I go for a walk in the park or visit our friends.

At about eleven at night I go to bed. I like to read something before going to bed and Natasha likes to listen to some music. Sometimes I fall asleep while I am reading and Natasha gets up and switches off the light and says - Good night!

***Read and translate the text:***

### **Our University**

I am a first-year student of the Donbas State Pedagogical University. Our university was established in 1939.

At present the university occupies 4 buildings. There are 9 departments in our university which provide day-time and extra-mural teaching for students who want to get a degree in the following specialities: Preschool Education, Primary Education, Physics and Mathematics, Manual Labour, Defectology, Physical Training, Philology, Psychology.

The university course lasts 4 years to get the bachelor's degree and a year and a half more to get the master's degree. The curriculum consists of core and optional subjects and each term ends with the examinations. Students with the best academic results get a scholarship. Out-of-town students live in comfortable hostels.

The university is staffed by highly lecturers: Full Professors, Associate

Professors, Assistant Professors, and teachers. All of them are always ready to give all sorts of help to the students.

The students have all the necessary conditions for their studies. There are many well-equipped laboratories with up-to-date devices in the university. There is also a good library with hundreds of books on all subject, dictionaries, books, newspapers, scholarly journals.

A lot of students take an active part in Students' Scientific Society. They learn to work on their own and carry out research work under the guidance of their tutors and supervisors. Every year the university holds the Scientific Conference for students where they read their reports.

The university has amateur groups and societies, where the students can develop their abilities and talents. Many of them take part in social work.

## **UKRAINE**

***Read and translate the text:***

### **Geographical Position**

Ukraine is a state in Eastern Europe, bounded on the north by Belarus, on the north and east by the Russian Federation, on the west by Poland, Slovakia, on the southwest by Hungary, Rumania and Moldova, and on the south by the Black Sea and the Sea of Azov.

The total area of Ukraine is 603,700 sq. km. Ukraine's state border extends for a total of 7698 km: with Russia - 2484 km; Belarus - 952 km; Poland — 542 km; Slovakia — 93 km; Hungary — 135 km; Rumania - 608 km; Moldova — 1194 km. The total length of Ukraine's sea coast is 1758 km (Black Sea - 1533 km; Sea of Azov — 225 km).

The largest river of Ukraine is the Dnipro, which is 2201 km in length, of which 981 km flow through Ukraine. The largest mountain system in Ukraine is the Carpathian Mountains which extend for more than 270 km and are 100-110 km wide. The highest peak is the Hoverla (2061 m). The geographical position of Ukraine is favourable to the development of its relations with the countries of Europe and of the Mediterranean Sea and the Atlantic Ocean Basins. Among the biggest Ukrainian rivers are the Dnipro, the Southern Buh and the Dniester. From the lower Danube one can travel by water to seven European countries. Plains and the excellent “chernozem” territories occupy the largest part of Ukraine. They are rich wheat fields. The western border lands, however, are mountainous.

The climate in Ukraine is subjected to alterations ranging from continental to mild, humid. While summer is dry and hot in the south-east part of the country, it is humid and rainy in the western regions. The fertile soils and generally good climate are favourable for agriculture.

Ukraine has rich deposits of iron, manganese and rare metals, coal, natural gas, oil, graphite and other mineral resources - a good base for the development of industry. Recently rich deposits of gold have been found. Ukraine operates powerful metallurgy, multibranch machine building, large-scale shipbuilding, a developed chemical industry.

The population of Ukraine numbers over 50 million: three-fourths of them are Ukrainians. The rest is made up of Russians, Jews, Poles, Byelorussians, Moldavians, Hungarians and dozens of other nationalities. Over 55 percent of the population are urban dwellers.

There are 400 towns and cities in Ukraine. Five of them have a population exceeding a million: Kyiv, Kharkiv, Donetsk, Odesa, Dnipropetrovsk.

### Notes

border—кордон

to extend — простягати(ся)

to subject - піддавати, впливати

humid — вологий

fertile - родючий

deposits - поклади, родовище

manganese - марганець

metallurgy - металургія

to exceed — перевищувати

***Read and translate the text:***

**From the history of Ukraine**

Ukraine is one of the largest countries of Eastern Europe. Its territory is larger than that of France. It is also one of the member-states who founded the United Nations Organization and signed its Charter at the San Francisco Conference in 1945.

The history of Ukraine dates centuries back. In ancient times the territory of present-day Ukraine was inhabited by Slavs tribes. In the ninth century they established the mighty state of Kyiv Rus. Gradually Ukrainian community developed into a full-fledged nation with its own language, traditions, culture and mode of life. The struggle of the Ukrainian people for liberty and independence has been long and hard.

In 1846-1847 a secret political organization, the Cyril and Methodius Brotherhood, was active. Its members were representatives of the Ukrainian intelligentsia. Among them were M.Kostomarov, P.Kulich, T.Shevchenko, V.Bilozersky, M.Hulak and O.Markovych, An important role in the civic-political movement of Kyiv in 1863—1879 was played by the Hromada' (M.Drahomanov, M.Lysenko, V.Antonovyc M.Starytsky).

At the beginning of the 20th century publishing activities intensified and several Ukrainian political parties were established. Encouraged by the collapse of the Tsarist Empire on 4 March 1917 the Central Rada, headed by M.Hrushevsky S.Yefremov, V.Vynnychenko, and S.Petlyura, was created. On 5-7 April 1917 the All-Ukrainian National Congress took place, during which the goal of Ukrainian autonomy was proclaimed and power officially transferred to the Central Rada. On 22 January 1918 the independence of the Ukrainian National Republic was proclaimed. During this period highly unstable situation emerged in Ukraine, caused

***Read and translate the text:***

### **Ukrainian Anthem**

The Ukrainian **anthem**, "*Shche ne vmerla Ukraina*" ("*Ukraine Has Not Yet Perished*"), **is of quite recent origin**. In Western Ukraine after 1848 there were two songs which **enjoyed popularity** at national celebrations and patriotic demonstrations. One was by the Basilian Father Julian Dobrylovsky (1760—1825) — "*Grant, O. Lord, in Good Time*" — and the other, the **verse** of Ivan Hushalevych (1825—1903) — "*We Bring You Peace, Brothers*» 'In 1848 the latter was recognized by the Supreme Ruthenian Council in Lviv as the national anthem of the Halychian Ukrainians. The Carpatho-Ukrainians, on occasions of popular celebration, sang the song by Alexander Dukhnovych (1803-1865) - "*I Was, Am and Will be a Rusyn*" (Ruthenian). In the central and eastern Ukrainian lands the "Testament" of Taras Shevchenko was used for many years as a national anthem at manifestations and demonstrations. It was called, not **inappropriately**, the Ukrainian "*Marseillaize*,"

In 1863 the Lviv journal "*Meta*" ("*The Goal*") published the poem of Paul Chubynsky (1839—1884), "*Shche ne vmerla Ukraina*," which **was mistakenly ascribed** to Taras Shevchenko. In the same year it was set to music by Halychian composer Michael Verbytsky (1815—1870), first for solo and later **choral** perform-

ance.

This song, as a result of its catchy melody and patriotic text, rapidly became **popular** and **gained broad acceptance** among the Halychian population as well as among the Ukrainians within the Russian empire. In 1917 it was officially adopted as the anthem of the Ukrainian state.

**anthem** — ГИМН • *гімн*

**to be of quite recent origin** — иметь недавнее происхождение • *мати недавне походження*

**testament** — завещание • *заповіт*

**inappropriately** — здесь: необоснованно, без оснований • *тут: необгрунтовано, безпідставно*

**to ascribe** — приписывать • *приписувати*

**choral** — хоровой • *хоровий*

**to gain broad acceptance** — получать широкое признание • *одержувати широке визнання*

*Read and translate the text:*

### **National Flag of Ukraine. National Emblem of Ukraine**



The combination of the blue and yellow colours — "Ukrainian colours" — reaches far back into pre-Christian times. These colours predominated on the flags of the medieval Kyivan State and were prominent during the Cossack age.

First accepted as the National flag by the Supreme Ukrainian Council in Lviv in 1848, the blue-and-yellow flag met with popular approval in all parts of Ukraine at the beginning of the 20 th century.

On 22 March, 1918, the blue-and-yellow flag was ratified as the national flag of the independent Ukrainian National Republic, and with the unification of all Ukrainian lands in 1919 it became the only Ukrainian flag. With the trident, the blue-and-yellow flag for many years symbolized the aspirations of the Ukrainian people for independence.

Following the Declaration of Independence, the blue-and-yellow flag was adapted as the national flag of Ukraine by the Act of Parliament on 28 January, 1992.

The trident is an ancient symbol of the Ukrainian people, dating back more than 3000 years. In the 10th century it became the dynastic coat of arms of the Kyivan princes, including Volodymyr the Great and Yaroslav the Wise.

With the restoration of Ukrainian independence, the trident was adopted as the official emblem of the Ukrainian National Republic in 1918.

The trident together with the blue-and-yellow flag have served for many generations as the symbol of the Ukrainian struggle for independence.

By the Act of Parliament on February 19, 1992, the trident once again became the national emblem of Ukraine, symbolizing the united historical development of the Ukrainian people.

**the Supreme Ukrainian Council** — Верховная Рада України • *Верховна Рада України*

**approval** — одобрение, благоприятное мнение • *схвалення*

**unification** — воссоединение • *возз'єднання*

**trident** — трезубец • *тризуб*

**aspiration** — стремление, сильное желание • *прагнення*

**the Declaration of Independence** — Декларация о независимости • *Декларація про незалежність*

**restoration** — реставрация, восстановление, реконструкция • *реставрація,*

*вгдновлення, реконструкція*

**to adopt** — приймати • *приймає*

**generation** — покоління • *генерація*

***Read and translate the text:***

### **Political system of Ukraine**

The Ukrainian political system has a popularly-elected President, a single chamber national parliament (Verkhovna Rada), and a Prime Minister, nominated by the President and subjected to approval by Verkhovna Rada. The new Constitution was adopted by Verkhovna Rada on June 28, 1996.

Politically, Ukraine has made tremendous strides toward establishing a stable, tolerant and open democratic society in its years of independence. Ukraine achieved independent statehood when its citizens approved on December 1, 1991, independence referendum and the Soviet Union ceased to exist on December 31, 1991.

Ukraine today has a largely free press, freedom of religion, and elections that led to the first peaceful, democratic change of leaders in Ukrainian history.

Ukraine held its first presidential election as an independent country in June and July, 1994.

The President is a commander-in-chief of the military forces and can issue orders called edicts without the approval of Verkhovna Rada in some matters. The people of Ukraine elect the president for a five-year term. 18 years old or older Ukrainians may vote.

The President is assisted by the Cabinet of Ministers. Ministers have responsibility for such areas as foreign affairs and the economy. Verkhovna Rada advises the President, regarding science and technology, law, humanitarian matters,

and the economy.

Ukraine's Verkhovna Rada is the nation's lawmaking body. It has 450 members, who are elected by the voters for 5-year term.

Ukraine – including the Crimea – is divided into 24 regions. The Crimea has special status as an autonomous (self-governing) republic.

### **Questions:**

1. Who is a prime minister nominated by?
2. What society has Ukraine established?
3. When did the Soviet Union ceased to exist?
4. When did Ukraine hold its first presidential elections?
5. Who is a commander-in-chief of the military forces of Ukraine?
6. How many regions is Ukraine divided into?
7. What are ministers of the Cabinet of Ministers responsible for?
8. What is Ukraine's Verkhovna Rada?
9. What does the status of the autonomous republic mean?
10. How many chambers are there in Ukraine's parliament- Verkhovna Rada?

### ***Read and translate the text:***

#### **Relations between Ukraine and English – speaking countries**

Ukraine has wide relations with English-speaking countries. Our country has diplomatic relations with many countries, including the United Kingdom of Great Britain and Northern Ireland, the United States of America and Canada. There are embassies of these countries in Ukraine and our state has diplomatic missions in them.

The relations of Ukraine with English-speaking countries include political, economical and cultural spheres.

The visits of the diplomats of different ranks became frequent among our

countries. Many different commissions were organized, the main aim of which is discussing and solving different problems of common interests. The visits of the ministers of foreign affairs of Ukraine and these countries become more and more regular.

Ukraine and English-speaking countries are interested in the mutual collaboration. Many joint ventures exist where the partners are from different states. The goods produced in these joint ventures are sold in Ukraine and some of them are sold in these countries.

Our countries are also interested in scientific cooperation. Ukraine has many highly developed up-to-date technologies and scientific investigations which are of great importance for our foreign partners. Joint projects in different branches of science can favor further development of science in general.

Ukraine also has very intensive exchange in culture and education.

Besides it the tourist exchange is also very popular and wide. Such intensive exchange between Ukraine and English - speaking countries exists due to learning English in the majority of schools, colleges and universities of our country.

Very many people of Ukrainian origin live in different countries, including English- speaking states. We do our best to establish special relations with them. There is a Ministry of Diaspora of Ukraine. Some members of Ukrainian Diaspora hold important posts and are active in political life of other states. The Diaspora is not a single whole. There are various trends and groupings in it.

In 1991, well-organized community of Canadian Ukrainians together with numerous guests and the citizens of the maple leaf country celebrated the 100<sup>th</sup> anniversary of the first Ukrainian settlement in Canada. Nowadays more than 1 million of Ukrainians live in Canada. They do everything in their power in order to preserve their native culture and language. Diaspora helps Ukraine to create a new

democratic state and to develop its economy. Ukraine, in its turn, takes pains in order to consolidate the links of Diaspora with its Motherland.

**Questions:**

1. What do the relations of Ukraine with English-speaking countries include?
2. Our countries are interested in scientific cooperation, aren't they?
3. When was the anniversary of the first Ukrainian settlement in Canada celebrated?
4. Has our country diplomatic relations with Canada?
5. What role does Ukrainian Diaspora play in our country?
6. Where is English taught in Ukraine?
7. How many Ukrainians live in Canada at present?
8. Where are goods produced in joint ventures sold?
9. What can joint projects in different branches of science do?
10. Many people of Ukrainian origin live abroad, don't they?

**Find English equivalents:**

*Страна кленового листа;*

*Делают все, что в их силах;*

*Англо-говорящие страны;*

*Министр иностранных дел;*

*Взаимное сотрудничество;*

*Совместные проекты (предприятия);*

*Интенсивный обмен;*

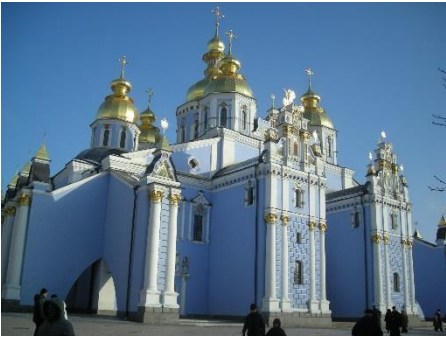
*Люди украинского происхождения;*

*Первое украинское поселение;*

*В свою очередь – in its turn;*

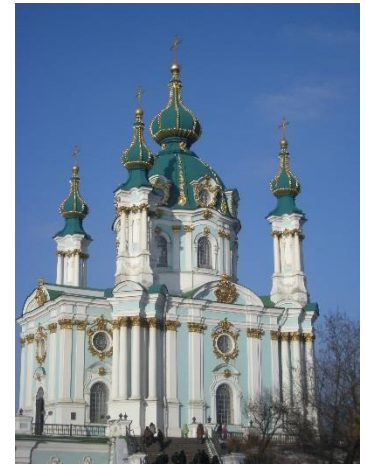
*Сохранить национальную культуру и язык.*

## Kyiv – the capital of Ukraine



### 1. Listen to the text about Kyiv and fill in the gaps.

Kyiv (population about 2 600 000), \_\_\_\_ Ukraine, capital of Ukraine, is \_\_\_\_ on the Dnipro river, and is Ukraine's largest city, as well as a \_\_\_\_ port. Industries include food \_\_\_\_, metallurgy \_\_\_\_ and chemicals. Kyiv is one of the oldest cities in \_\_\_\_ Europe. It existed as a \_\_\_\_ center as early as the 5th century A.D. Kyiv's landmarks are and include, among other things unique Christian (Orthodox and Catholic) churches and cathedrals: the Sophia \_\_\_\_ (11<sup>th</sup> century); Kyiv-Pechersk \_\_\_\_, a \_\_\_\_ complex having been developed for 900 years, and \_\_\_\_ over a hundred historical buildings, among them the Assumption \_\_\_\_ (11<sup>th</sup> c.), the Gate Church of the \_\_\_\_, the All Saints' Church, the Church of the \_\_\_\_ of the Holy Cross, St.NickoIas' Church. Other famous sights include Zoloti Vorola (Golden \_\_\_\_ ) (11<sup>th</sup> c), the main ceremonial \_\_\_\_ to ancient Kyiv, St.Michael 's Cathedral of Golden \_\_\_\_ (12<sup>th</sup> c), Church of the \_\_\_\_ of Our Lady (Pyrogoshcha) (12<sup>th</sup> c), St.\_\_\_\_'s Church \_\_\_\_ (18<sup>th</sup> c.), St.\_\_\_\_'s Church (19<sup>th</sup> c.), St.NickoIas' Roman \_\_\_\_ Church (19<sup>th</sup> c.), Khreshchatyk (Kyiv's \_\_\_\_ street), Maidan Nezalezhnosti (\_\_\_\_ Square) and many others. Kyiv is home to many universities and \_\_\_\_ institutes, among them the Kyiv-Mohyla university, one of the oldest in Ukraine, and Shevchenko National university, which is 175 years old. Kyiv has a great \_\_\_\_ potential: museums, theatres, art \_\_\_\_ . The best known museums are the National Museum of History of Ukraine, the Museum of Ukrainian \_\_\_\_ Arts, the Museum of Western and \_\_\_\_ Art and some others.



**2. Arrange the words according to the categories under the box.**

*cathedral metallurgy research landmark magnificent*

*Orthodox contemporary diverse Lavra Christian comprising Saint*

*fine arts Oriental art exhibition Roman Catholic machinery Assumption*

*dome food processing Trinity Exaltation of the Holy Cross chemicals*

**Industries:** \_\_\_\_\_

**Art and Culture:** \_\_\_\_\_

**Religion:** \_\_\_\_\_

**Descriptive words:** \_\_\_\_\_