

**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 II)**

навчально-методичний посібник  
з дисципліни “Іноземна мова за професійним спрямуванням” для  
підготовки студентів 2 року навчання першого (бакалаврського) рівня  
вищої освіти. Спеціальність: 016 Спеціальна освіта

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на засіданні кафедри іноземних мов  
Державного вищого навчального закладу  
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Представлений посібник призначений для використання на практичних заняттях з дисципліни «Іноземна мова за професійним спрямуванням» студентами 2 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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Сучасні вимоги до підготовки кваліфікованого спеціаліста перш за все потребують від нього бути активним учасником всіх глобалізаційних процесів, тобто бути плідним учасником міжкультурної комунікації та мати необхідні комунікативні спроможності в сферах професійного та ситуативного спілкування в усній та письмовій формах, навички практичного володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, що обумовлена професійними потребами; та бути спроможними оволодіти новітньою фаховою інформацією через іноземні джерела. Все це підвищує попит на кваліфікованих фахівців, що вільно володіють іноземною мовою, зокрема мовою міжнародного спілкування.

Навчально-методичний посібник підготовлено відповідно до програми навчальної дисципліни “Іноземна мова за професійним спрямуванням” для студентів вищих навчальних закладів, які навчаються за освітньо-кваліфікаційним рівнем бакалавра за спеціальністю 016 “Спеціальна освіта” Навчально-методичний посібник “English for students majoring in special education” призначений допомогти у вивченні дисципліни, оволодіти знаннями, уміннями та навичками спілкування англійською мовою у професійній сфері.

Матеріали посібника систематизовано у два розділи: перший розділ складають тексти, пов’язані з мовними та мовленнєвими порушеннями: розлади комунікативної сфери, затримка мовлення, афазія, заїкання, робота логопеда. Лексичні та граматичні післятекстові вправи спрямовані на розвиток навичок усного та писемного мовлення, утворення особистого професійного вокабуляру та вміння висловлювати власну думку під час професійного спілкування.

Другий розділ містить тексти, в яких знаходиться інформацію про фізичні стани, такі як глухота, параліч, розлади нервової системи, а також переваги та недоліки різних моделей навчання дітей з обмеженими можливостями. Доступність наведеного матеріалу та велика кількість післятекстових вправ дозволить активізувати пізнавальну діяльність під час вивчення дисципліни.

# PART I

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## **Text 1. CHILDREN WITH COMMUNICATION DISORDERS**

Communication that calls attention to itself, and/or interferes with relaying a message, and/or distresses either the speaker or the listener is considered disordered. Communication is defined as the transmission of information. Language is the set of symbols used to represent the message being transmitted. Speech, a subsystem of language, is the physical process involved in producing the sound symbols of the language. Both communication and language can be nonverbal. Speech is oral.

Communication disorders can take two forms: delays and disorders. Delays are quite common and are usually resolved easily with proper treatment. Delays are often due to lack of language stimulation, bilingual or multilingual stimulation, or hearing impairments.

A disordered form of language is less common than a language delay and usually requires more treatment. Many language disorders are complicated by other areas of exceptionality (e.g., disorders of behavior, mentation, audition). Language disorders may involve aphasia (no language) or dysphasia (difficulty with language). Language disorders may be due to disordered mentation or to anatomical defects such as cleft lip and/or palate, damaged vocal cords, defects of the lips, teeth, or tongue, or may be acquired after injuries - including brain injuries. Language disorders may involve receptive disorders (difficulty in understanding language) and/or expressive disorders (difficulty in expressing oneself through language).

Speech, the subsystem of language involving oral production of sound, may be disordered in one or more of three forms: articulation, voice, or fluency.

Articulation involves the functioning of muscles and nerves, of the tongue, lips, teeth, and mouth to produce recognizable speech sounds. Four possible ways in which articulation can be disordered are substitution of sounds, distortion of sounds, omission of sounds, or the addition of extra sounds.

Voice involves respiration by the lungs, phonation by the larynx and vocal cords, and resonance through the air passages of the nose to control sound quality. Two possible ways in which voice can be disordered are phonation (breathy, strained, husky, hoarse, no sounds) and resonance (hyponasality, hypernasality).

Fluency involves appropriate pauses and hesitations to keep speech natural smooth, and understandable. Two possible ways in which fluency can be disordered are by cluttering (very rapid speech with extra sounds) and by stuttering (verbal blocks, and/or repetitions of sounds, especially at the beginning of words)

Each child can be expected to have his or her own unique differences in language reception and production and speech coordination. In addition, each child will communicate differently, depending on personality factors, information processing factors, and motivational factors. Assessment of when language and/or speech is delayed or disordered is, therefore, very difficult.

Speech-language pathologists are therapists who are prepared to help alleviate all the problems of language and speech. The earlier each child begins therapy, the better the prognosis.

Whenever a child receives special services for a communication, the therapy is more successful and shorter when there is parental involvement and transdisciplinary cooperation.

### **Essential vocabulary**

**communication disorder** - розлад комунікативної сфери

**disordered** - розладний, порушений

**delay** затримка, уповільнення

**disorder** - розлад

**treatment** - лікування

**bilingual** - двомовний

**stimulation** - стимулювання, спонукання, заохочування

**impairment** - пошкодження, порушення

**mentation** - розумовий процес, процес мислення

**audition** - слух, слухання

**aphasia** - втрата мови

**cleft palate** - “вовча паща”, розщеплене піднебіння

**substitution** - заміна

**distortion** - перекручення, спотворення

**omission** - пропуск

**phonation** - утворення дзвінких звуків

**larynx** - гортань, глотка

**cluttering** - невизначене говоріння

**stuttering** - заїкання

**speech-language pathologist** - логопед

**Exercise 1. Transcribe and translate into Ukrainian the following words and word-combinations.**

multilingual \_\_\_\_\_

hearing impairment \_\_\_\_\_

physical coordination \_\_\_\_\_

audition \_\_\_\_\_

dysphasia \_\_\_\_\_

disordered mentation \_\_\_\_\_

anatomical defects \_\_\_\_\_

speech-language pathologist \_\_\_\_\_

therapy \_\_\_\_\_

phonation \_\_\_\_\_

**Exercise 2. Write Ukrainian equivalents for the following word-combinations.**

set of symbols \_\_\_\_\_

subsystem of language \_\_\_\_\_

bilingual stimulation \_\_\_\_\_

language stimulation \_\_\_\_\_

language delay\_\_\_\_\_

language disorders\_\_\_\_\_

receptive disorders \_\_\_\_\_

expressive disorders\_\_\_\_\_

substitution of sounds\_\_\_\_\_

distortion of sounds\_\_\_\_\_

**Exercise 3. Find in the text English equivalents of the following words, word combinations and phrases listed below.**

невербальний\_\_\_\_\_

затримка\_\_\_\_\_

розлад\_\_\_\_\_

вербальна блокада\_\_\_\_\_

порушення слуху\_\_\_\_\_

залежати від мотиваційних факторів\_\_\_\_\_

бути підготовленим, щоб допомогти\_\_\_\_\_

заїкання\_\_\_\_\_

розлади комунікативної сфери\_\_\_\_\_

порушений процес мислення\_\_\_\_\_

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

communication disorders      утворення дзвінких звуків

cure      плавність

aphasia      лікування

vocal cords      втрата мови

phonation      розлади комунікативної сфери

fluency      голосові зв'язки

**Exercise 5. Use the words listed below and match the definition with the term.**

(communication, language, speech, dysphasia, cluttering)

1. The transmission of information is called \_\_\_\_\_
2. \_\_\_\_\_ is the set of symbols used to represent the message transmitted.
3. \_\_\_\_\_ is the physical process involved in producing the sound of the language.
4. Difficulty with language we may call \_\_\_\_\_
5. Very rapid speech with extra sounds is called \_\_\_\_\_

**Exercise 6. Fill in prepositions**

1. Communication that calls attention \_\_\_\_\_ itself, and/or interferes \_\_\_\_\_ relaying a message, and/or distresses either the speaker or the listener is considered disordered.
2. Delays are usually resolved easily \_\_\_\_\_ proper treatment.
3. Language disorders may be due to \_\_\_\_\_ disordered mentation or \_\_\_\_\_ anatomical defects.
4. Two possible ways \_\_\_\_\_ which fluency can be disordered are \_\_\_\_\_ cluttering and stuttering.
5. \_\_\_\_\_ addition, each child will communicate differently, depending \_\_\_\_\_ personality factors, information-processing factors, and motivational factors.

**Exercise 7. Translate the following into English.**

1. Чим раніше дитина розпочинає лікування, тим кращий прогноз.
2. Порушений процес мислення може бути причиною мовних розладів.
3. Вербальні блокади та повторення звуків є ознакою заїкання.
4. Артикуляція вимагає роботи м'язів та нервів язика, губ, зубів та рота для вироблення членороздільних мовленнєвих звуків.
5. Він мав порушення слуху, що призвело до затримки розвитку мови.

**Exercise 8. Find Ukrainian equivalents for the following proverbs and sayings and explain their meaning.**

1. Live and learn!
2. Silence is golden.
3. A word is enough to the wise.
4. No sooner said than done.
5. Without pains no gains.

**Exercise 9. Make up a dialogue based on the text. Use in your dialogue the suggested phrases.**

to consult a speech-language pathologist – звернутися до логопеда

to follow the specialist's directions (instructions) – виконувати інструкції спеціаліста

to help to resolve the problem of language – допомогти вирішити проблему мови

to begin therapy – почати лікування

**Exercise 10. Answer the questions.**

1. What communication is considered disordered?
2. What forms can communication disorders take?
3. What may language disorders involve?
4. What may cause language disorders?
5. In what forms may speech be disordered?
6. In which ways can articulation be disordered?
7. In which ways can voice be disordered?
8. In which ways can fluency be disordered?
9. Who helps to alleviate all the problems of language and speech?
10. What is your opinion about the statement that parental involvement makes the therapy more successful and shorter?

## Exercise 11. Read and retell the text.

### Development of reading skills

Reading content has a structure in which the student first constructs simple relationships (such as grapheme-phoneme) and then progresses to more complex tasks (such as critical reading). Many authorities feel that growth in reading skills occurs in several stages. Knowing the stages helps the teacher in selecting assessment tasks, developing instructional goals, and choosing instructional approaches. In addition, when student progress is carefully monitored, the teacher can determine when the student progresses from one level to the next. Harris and Sipay (1980) divide reading development into five stages:

a) Development of reading readiness. *Readiness* refers to the level of development needed for efficient learning. Many factors contribute to reading readiness, including mental maturity, visual abilities, speech and language development, thinking and attention skills, motor development, interest and motivation. The readiness period spans a period from birth until formal reading instruction begins. For many children, the period continues through the kindergarten year.

b) Initial stage in learning how to read. The initial learning usually begins in first grade, but with some children it may begin in kindergarten or earlier, or in the second grade or later. In the initial stage, reading is difficult. Often the student reads slowly, word by word, as she tries to break a detailed, complicated code. In this stage, tools are acquired to make the child an independent and fluent reader.

There is a three-phase model for learning to read: a) reading wholes, b) learning details, and c) reading without awareness of details. Reading wholes and learning details occur in this initial stage. The term *reading wholes* refers to providing the child with some initial words and sentences to *learn by sight*. To learn these words, children rely on memory and configuration clues. *Learning details* involves discriminating between words and acquiring the associations between sound and symbol.

c) Stage of rapid development of reading skills. In the second and third grades,

the child refines reading skills acquired earlier. The third phase, reading without awareness of details, applies to this stage. The child automatically begins to use the tools acquired previously. She attains fluent reading and is able to read grade-level material in the range of 100 to 140 words per minute with two or fewer errors. Once the child reaches this stage, instruction focuses mainly on developing vocabulary, improving comprehension skills, and maintaining interest. However, few children or adolescents with severe reading disabilities (in word recognition) ever reach this stage of development during their school years.

d) Stage of wide reading. Normally, during the intermediate grades the child realizes the pleasure of reading. It becomes a very meaning-oriented task. Children voluntarily read magazines and books. Their teachers encourage independent recreational reading and help them in their functional reading to expand vocabulary, build further comprehension skills, and review phonics and structural analysis. Students of all ages with reading problems seldom reach this level.

e) Stage of refinement of reading skills. In the junior and senior high school years, reading increases both in amount and difficulty. The students develop more advanced comprehension skills (critical reading), as well as improve their study skills and reading rate. Continuing into adulthood, this stage principally demands practice in reading skills.

f)

**Exercise 12. Determine the factors which influence the progress in reading development.**

## **Text 2. THE ROLE OF THE SPEECH-LANGUAGE PATHOLOGISTS IN WHOLE LANGUAGE**

The speech-language pathologist should take a leadership role in whole language. Speech-language pathologists are the professionals who receive specific training in language structure, its development, disorders, and intervention procedures. The speech-language pathologist has information about all aspects of

language and their interrelation. An increasing amount of literature is becoming available about whole language and its specific applications to language assessment and intervention. An enormous body of literature already exists about the relationship of whole language to reading, writing, spelling, and learning across the curriculum. By reading and acquiring a thorough understanding of whole language and its principles, the speech-language pathologist can not only provide better services to the children for whom direct intervention is provided, but can also work with other professionals through common curriculum and beliefs. This common ground will be increasingly important as service delivery models move toward collaborative consultation and the education for all children within regular education classrooms.

**Exercise 1. Get ready to interpret the article along the following lines:**

1. The role of a speech-language pathologist in whole language.
2. His place in the work of professionals through common curricula.
3. The relationship of whole language to reading, writing, spelling and learning across the curriculum.

**Text 3. SPEECH AND LANGUAGE DISORDERS  
(CONCRETE CASE) LISA**

**Read about Lisa and get ready to characterise the girl's problem of behaviour.**

Lisa, now 9, was never enrolled in preschool but entered kindergarten at age 5, when she was said to be unintelligible and language delayed. In the course of the year, she kicked her teacher and other students, threw books, and frequently ran out of the classroom when she was asked to complete tasks. The girl was retained in first grade because she could not label common objects; describe spatial, causal, or temporal relationships; or follow directions for small- group or independent work. During her second year in first grade, her refusals increased to the point that an

evaluation team recommended half-day placement in a learning center where management systems brought her behavior under classroom control. By the end of second grade, Lisa had made virtually no progress in the district's adopted phonics-based reading series, but she began to follow directions and complete some tasks.

With a supplementary series based on a word-family approach instead of phonics, Lisa has recently developed a basic sight vocabulary of more than 100 words, and she can now read connected text and join a reading group. Peers in the reading group constitute her first successful social contacts. With intensive articulation therapy, she has reduced her consonant omissions and substitutions, but she still needs both individual and group sessions twice a week. Language therapy focused on concept building also continues in both individual weekly sessions with the SLP and group sessions delivered three times a week in her regular, third-grade classroom. The team monitoring her IEP has tied improvements in her speech intelligibility and language comprehension directly to gains in her classroom task behavior. As she begins to demonstrate academic progress, Lisa's status is 3 years behind expectations based on her nonverbal intellectual functioning.

**Exercise 1. Give your reasons:**

1. What might be the relationship between Lisa's acting-out behavior in class and her unintelligibility and language delay?
2. Why would the type of reading series adopted in her classroom affect Lisa's ability to profit from reading instruction?
3. What are some nonverbal ways to provide directions behavior cues to a student like Lisa who cannot follow verbal instructions?
4. How could teacher offer incidental information to Lisa throughout the day to improve her grasp of common concepts about the world?
5. Do you think she'll demonstrate academic progress in future?

**Exercise 2. Give a sketch of Lisa, fill in the scheme in your copy-books.**

Lisa	How the author characterizes her
Age now	
The level of	
intelligence at	
the age of 5.	
Her behavior:	
1 st grade	
2 nd grade	
3 d grade	
The result of	
Language	
therapy.	

**Read and translate the text. Do after reading exercises.**

#### **Text 4. LANGUAGE DEVELOPMENT AND THE HOME**

**Read the text and make up a plan of it. Discuss it.**

The early childhood years for children with exceptionalities are crucial to their long-term development. It is at this stage of development that young children begin to develop the motor, social, cognitive, and speech and language skills they will use the rest of their lives. Children (and adults) spend less time at home with family than ever before. For example, in 1985 parents spend 40 percent less time with their children than they did in 1965 and that was only 17 hours per week. Some evidence hints that today's parents spend even less time with their children: About 7 million children of working parents, as early as 11 weeks old, spend thirty hours per week in child care. Regardless, the child's parents and the home environment provide the

foundation for these skills. Even for those children who spend most of their days away from home those whose home environment is rich in language - where parents talk to their children, where children are given the opportunity to explore the use of language, and where experiences are broad - usually develop fine speech and language skills. When children do not have appropriate language models - when they do not hear language used often, when they do not have experiences to share or a reason to talk - it is not uncommon for their language to be delayed and can even become impaired. Children are individuals; so too are parents and the language environments they provide at home. It is important for educator not to make generalizations about either parents or students. For example, it is unfair and incorrect to assume that parents are responsible for their child's stuttering. Research has shown that parents of stutterers are not different in any characteristics and speech qualities from parents of nonstutterers. Generalizations about families from diverse backgrounds are inappropriate. Diversity is heterogeneous, where no assumptions are accurate.

Language is normally acquired in a rather orderly fashion. During the first year of life, infants hear language spoken around them and organize what they hear so that they can gain meaning from it. Toward the end of their first year, infants are able to respond to some of the language they hear. For example, they know their names, respond to greetings, respond to simple verbal commands, and use objects in their immediate environment. At this time; infants also seem to copy the voice patterns they hear by babbling, regardless of the language they hear. Babies begin to talk by first using one- and two-word utterances that are easy to say and have meaning to them (mama, cookie, doggie). Throughout their second year of life, children use a growing vocabulary longer sentences, and more complexity. They are learning the form (the rules of language and how to apply language rules to give meaning to their oral communications. Regardless of the language heard, children seem to develop language in much the same way across cultures - by interacting with their environment.

To make sense of the language they hear and, ultimately, to learn how to use that language, children employ various strategies. All do not use the same ones but children who develop language normally apply some structure to make sense of what they hear. For example, some young children, who do not yet understand oral language, might come to understand an adult's intentions by watching nonverbal clues and comprehending the context of the situation. Through such repeated experiences, they come to learn language as well. Other children attend more selectively and learn more vocabulary for objects they can action or interact with (ball, key, sock) or objects that change or move (clock, car). Still others focus on specific characteristics of objects (size, shape, sound). All these children are learning to categorize and organize objects and their thoughts, skills that are necessary for learning academic tasks later.

When children do not develop language at the expected rate, intervention is needed. In almost every community, speech and language specialists are available to provide therapy and instruction to children and to assist parents in helping their children acquire language. With training and guidance from SLPs, parents can be excellent language teachers for children with language impairments. In fact, when home-based intervention is provided by parents, children's language scores improve more than when only clinic-based instruction is provided by professionals. Specialists suggest that family members specifically label or name objects in the home. They also suggest that simple words be used more often to describe the objects the child is playing with: "This ball is red. It is round. It is soft". They can encourage repetitions of correct productions of sounds and repeat the child's end to help make a comparison. They can play a game of "fill in the blank" sentence. They can ask the child questions that require expanded answers. The family should include the child in activities outside of the home, too, such as visits to the zoo, the market, or a shopping centre, so that the child has more to talk about. Practicing good language skills can be incorporated into everyday events. Family members should model language and have the child imitate good language models. For example, a parent might say, "This pencil is blue. What colour is this pencil?" and the child

should be encouraged to respond that the pencil is blue. It is also suggested that parents encourage children to engage in the act of "storytelling". Through these stories, children should describe, explain, and interpret their experiences or the stories they have read. Children need a reason to talk, and the home environment can foster children's oral expression by providing many rich and diverse experiences for children to talk about and by providing good language models for children to imitate.

**Exercise 1. Give a summary of the article according to the patterns and enrich your variants with facts from the text.**

	Summary
1. What kind of text is it?	1. It's an article from...
2. Who is the author of it?	2. The author is...
3. What is the author's idea about the child's parents and the home environment?	3. They provide the foundation for the development of vitally important skills children use the rest of their lives:...
4. What do we learn about the way language is normally acquired?	4. It is normally acquired in a rather orderly fashion...
5. How do they make sense of the language they hear?	5. To make sense of the language they hear and to learn how to use it children employ various strategies.
6. When is intervention needed and why?	6. Intervention is needed when children do not develop language at the expected rate.
7. How can intervention be provided?	7. It can be provided by parents, so it is home-based intervention.
8. What is the role of parents in home-based intervention?	8. The parents should (give your variants).

## **Text 5. EARNING 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.

### **Essential vocabulary**

**despite** – незважаючи на

**instead of** – замість

**contagious** – інфекційний

**pass down** – передавати

**trait** – риса

**siblings** – рідня

**dyslexia** – дислексія

**common** – загальний

### **Exercise 1. Transcribe and translate the following.**

successful \_\_\_\_\_

trouble \_\_\_\_\_

communication \_\_\_\_\_

differently \_\_\_\_\_

through \_\_\_\_\_

scientist \_\_\_\_\_

invisible \_\_\_\_\_

language \_\_\_\_\_

condition \_\_\_\_\_

type \_\_\_\_\_

**Exercise 2. Transcribe from Ukrainian into English.**

бути здивованим \_\_\_\_\_

схожі неприємності \_\_\_\_\_

більш вдало \_\_\_\_\_

бути молодим \_\_\_\_\_

діти \_\_\_\_\_

розуміння \_\_\_\_\_

видатні особи \_\_\_\_\_

іноді називати \_\_\_\_\_

це не має значення, що \_\_\_\_\_

труднощі \_\_\_\_\_

**Exercise 3. Transcribe from English into Ukrainian.**

creative thinkers \_\_\_\_\_

certain areas \_\_\_\_\_

a result of \_\_\_\_\_

in fact \_\_\_\_\_

that's because \_\_\_\_\_

maths problems \_\_\_\_\_

even though \_\_\_\_\_

vision \_\_\_\_\_

language disabilities \_\_\_\_\_

learning differences \_\_\_\_\_

**Exercise 4. Complete the dialogue.**

A: What do Tom Cruise and Winston Churchill have in common?

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

A: Who was diagnosed with learning disabilities?

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

A: Who was diagnosed with learning disabilities?

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

A: Do they have trouble learning in certain areas?

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

A: Please, give examples.

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

A: What term do people use instead of “learning disabilities”?

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

A: Are learning disabilities contagious?

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

A: Do learning disabilities pass down in families through the genes?

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

**Exercise 5. 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, is, sometimes, disability.
8. Are, there, learning, other, disabilities.
9. Kids, understanding, have, some, trouble, language.
10. To, language, children, are, these, said, have, disabilities.

**Exercise 6. Answer the questions.**

1. Do learning disabilities pass down in families through the genes like many other traits?
2. What do Whoopi Goldberg and Walt Disney have in common?
3. Describe people with learning disabilities.
4. Can learning disabilities be genetic?

5. What is the most common type of learning disabilities?
6. What is another name of dyslexia?
7. Which other learning disabilities do you know?

**Exercise 7. Read and retell the text.**

**The Brain Team**

The largest player on the brain team is the **cerebrum**. The cerebrum makes up 85% of the brain's weight, and it's easy to see why. This is the thinking part of the brain. It lets you solve math problems, play video games, feed your fish, dance, remember your sister's birthday, and draw pictures. The cerebrum makes humans more intelligent than animals because it's the part that lets us reason. Imagine if your dog tried to read the paper after he fetched it. It wouldn't work out too well for him, because compared with your brain, the thinking part of his brain is very small!

The cerebrum is made up of two halves, with one on either side of the head. Some scientists think that the right half helps you think about abstract things, like music, colors, and shapes. The left half is said to be more analytical, helping you with math, logic, and speech. Scientists do know for sure that the right half of the cerebrum controls the left side of your body, and the left half controls the right side

One part of the cerebrum is called the motor area. It runs across the two halves of the cerebrum like headphones, from ear to ear. The motor area controls your **voluntary muscles** - the muscles in your body that move when you want them to. Next time you're playing soccer and take a shot on goal, thank your motor area!

**Text 6. 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 speaker's 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 speaker's tongue<sup>1</sup> 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 stutters.

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 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.

### **Essential vocabulary**

**to stutter** – заїкатися;

**stuttering** – заїкання;

**emotional disturbance** – емоційна нестабільність;

**stutterer** – заїка, людина, яка заїкається;

**muscular incoordination** - відсутність координації; м'язів

**reference** – посилення;

**central nervous system** - центральна нервова система;

**thoroughly** - цілком, старанно, як слід;

**investigation** – дослідження;

**metabolism** – метаболізм, обмін речовин;

**blood pressure** – кров'яний тиск;

**psychologist** – психолог;

**speech pathologist** – логопед.

### **Exercise 1. Transcribe and translate into Ukrainian the following words and word-combinations.**

point of view \_\_\_\_\_

to be due to \_\_\_\_\_

physical defect \_\_\_\_\_

flaw \_\_\_\_\_

persist \_\_\_\_\_

organs of speech \_\_\_\_\_

tongue \_\_\_\_\_  
leading surgeon \_\_\_\_\_  
muscular coordination \_\_\_\_\_  
physiological and neurological investigation \_\_\_\_\_

**Exercise 2. Write Ukrainian equivalents for the following words, word-combinations and phrases listed below.**

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 \_\_\_\_\_  
rigorous scientific test \_\_\_\_\_

**Exercise 3. 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 \_\_\_\_\_

**Exercise 4. 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 \_\_\_\_\_

**Exercise 5. 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

**Exercise 6. Fill in the gaps in the sentences below with the prepositions from the table.**

Of, about, of, in, of, by, of, about, of, in, with, of, in, of, about, of, in, to, of

1. Since the time \_\_\_\_ the Greeks there have been two main points \_\_\_\_\_ view \_\_\_\_ stuttering.

2. Many ancient theories \_\_\_\_ stuttering persist today as part \_\_\_\_ what we may call our “folk thinking” \_ the problem.

3. \_\_\_\_\_ the Middle Ages this notion was expressed as the intriguing theory that stutterers were possessed \_\_\_\_\_ the devil.
4. Aristotle's authority was so great that as recently as a hundred years ago some \_\_\_\_\_ the leading surgeons \_\_\_\_\_ Europe were still trying to treat stuttering \_\_\_\_\_ cutting away portions \_\_\_\_\_ the speaker's tongue.
5. This was stated \_\_\_\_\_ technical terms \_\_\_\_\_ many ways, especially \_\_\_\_\_ reference \_\_\_\_\_ the two-sided arrangements \_\_\_\_\_ the brain and central nervous system and \_\_\_\_\_ the body structure \_\_\_\_\_ general.

**Exercise 7. Complete the following sentences developing the idea given in the text.**

1. Since the time of the Greeks there have been \_
2. According to one the problem is due to some physical defect and according to the other \_\_\_\_\_
3. Both points of view are alike in \_\_\_\_\_
4. One of the older views about stuttering was \_\_\_\_
5. A specific form of this notion was advanced more than two thousand years ago by \_\_\_\_\_
6. In the first quarter of the present century great popularity was gained by \_\_\_\_\_
7. Some investigations have indicated is \_\_\_\_\_
8. What all these findings mean is \_\_\_\_\_

**Exercise 8. Write the past forms of these irregular and regular verbs.**

be	make	declare
come	do	cause
know	give	regard
say	show	gain

**Exercise 9. 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 \_\_\_\_\_.

**Exercise 10. 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?

**Exercise 11. Head and retell the text as if:**

- a) you were a speech pathologist and making some comments;
- b) you were a parent and making some conclusions for yourself.

## Organization of reading skills

To assess or teach reading skills effectively, it is helpful to understand the general organization of reading content and related subskills. Reading content is divided into word recognition skills and comprehension skills.

There are seven commonly used strategies of word recognition. **Configuration** refers to the outline or general shape of a word. Word length, capital letters, and letter height may provide some visual cues to the unskilled reader. **Context analysis** is “the skill of using the words and meanings surrounding an unknown word or phrase to determine the unknown element. Semantic and syntactic (grammatical) cues help the reader predict word possibilities according to context. **Sight words** are those the reader recognizes without applying phonetic analysis. Sight words include frequently used words, as well as words the reader knows instantly from repeated exposure. In reading approaches that focus on meaning, the whole-word method is predominantly used to introduce printed words. **Phonics analysis** refers to decoding words by symbol-sound associations. It involves the learning of phonemes and rules concerning the various sounds. **Syllabication** is the process of dividing a word into its component parts. Each syllable contains a vowel sound. In **structural analysis** the reader perceives meaningful units such as root words, prefixes, suffixes, possessives, plurals, word families, and compound words. **Dictionary analysis** is seldom used for word recognition; however, it does provide the reader with an independent means of pronouncing unknown words. Basically, it involves the use of the pronunciation key symbols included in a glossary or dictionary.

Five major areas are included in reading comprehension. **Vocabulary development** is essential for the reader to understand the words used by the writer. A background of meaningful experience (exposure to books, people, and places) and learning words from context (through a variety of reading material) aid in developing vocabulary. **Literal comprehension** refers to recognition and recall of explicitly stated information. Some of the skills involved in literal reading include the ability to read for the central thought and main ideas, note the order or sequence of events, and find answers to specific questions. **Inferential (or interpretative) comprehension**

requires the reader to make conjectures or hypotheses based on stated information, her intuition, and her personal experience. *Evaluation* or critical reading deals with judgments based on the reader's experiences, knowledge, or values. Evaluation focuses on qualities of accuracy, acceptability, worth, or probability of occurrence. It includes making judgments of reality or fantasy, fact or opinion, and validity, as well as making value (moral) judgments and analyzing the intent of the author. *Appreciation* deals with the student's emotional and aesthetic sensitivity to the written selection. To function at this level, the student identifies with characters and incidents and is able to verbally express emotional feelings about the word (e.g., excitement, fear, boredom)

In functional reading the student reads to obtain information. Whereas developmental reading (word recognition and comprehension) involves learning to read, functional reading involves reading to learn.

#### **Exercise 12. Make an organisational framework of developmental**

### **Text 7. SIGN LANGUAGE RULING CHEERS DEAF PEOPLE**

British Sign Language gained government recognition as an official language of Britain in a move of profound symbolic and practical significance for the nation's deaf community.

The announcement marks the culmination of 20 years of campaigning by organizations representing deaf people and will put British Sign Language (BSL) on an equal footing with Britain's other indigenous languages - English, Welsh, Scottish Gaelic, Irish Gaelic and Cornish.

For the 70000 deaf people in Britain who use BSL as their first language, the move will bring better access to sign language interpreters and to information. It will also give a major boost to sign language teaching and could eventually result in the inclusion of BSL in the National Curriculum and the creation of GCSE (General Certificate of Secondary Education), A-Level and degree-level qualifications in BSL

Andrew Smith, the Secretary of State for Work and Pensions, said that he hoped it

would also increase the number of hearing people using BSL to enable deaf people to become better integrated into British life. “BSL is more than simply a means of communication. We are talking about a culture as well,” he said. Mr. Smith said that the Government would invest 1 million pounds on initiatives to support teaching BSL and its recognition as an official language.

He also urged those who set school exams to pay urgent attention to creating GCSEs and A-Levels in BSL. He said that the Government would work to find ways of including sign language in the Council of Europe’s Charter for Regional and Minority Languages, which protects and promotes regional languages in Europe

Organizations representing deaf people said that the move represented a great historical, cultural and emotional landmark.

In giving official recognition to a language now used by more people than use Welsh or Gaelic, the Government was laying the foundations for greater participation of deaf people in the nation’s economic and cultural life, they said.

Jeff McWhinney, chief executive of the British Deaf Association, said:

There is still a long way to go before equality is achieved, but this is a milestone achievement for the sign language community.”

Susan Daniels, chief executive of the National Deaf Children’s Society, said if many local education authorities did not offer sign language teaching. “Hopefully this will put an end to the current situation that can see parents moving around the country or having to send their child away to find a school that will meet the needs of their child,” she said

Brian Lamb of the Royal National Institute for Deaf people said that the move would also make it easier for people using other public services, such as hospitals and local authorities, to gain access to a sign language interpreter.

### **Essential vocabulary**

**gain** – римувати, здобувати

**profound** – глибокий

**ruling** – постанова

**move** – резолюція

**on an equal footing** – у рівні умови

**give a boost** – підтримувати

**set** – призначати

**landmark** – віха

**Exercise 1. Transcribe and translate the following.**

indigenous \_\_\_\_\_

cuniculum \_\_\_\_\_

urge \_\_\_\_\_

hopefully \_\_\_\_\_

minority \_\_\_\_\_

executive \_\_\_\_\_

**Exercise 2. Translate from English into Ukrainian.**

recognition \_\_\_\_\_

access \_\_\_\_\_

to cheer \_\_\_\_\_

degree-level \_\_\_\_\_

to promote \_\_\_\_\_

current \_\_\_\_\_

**Exercise 3. Translate from Ukrainian into English.**

слух \_\_\_\_\_

глухих \_\_\_\_\_

виражати жестом \_\_\_\_\_

вміння \_\_\_\_\_

давати можливість \_\_\_\_\_

перекладач \_\_\_\_\_

**Exercise 4. Complete the dialogue.**

A: Why did you choose this occupation?

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

A: What subjects is it necessary to add for study in order to be a good specialist?

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

A: Have you ever worked with disabled children?

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

A: What would you do if you were the Chief Center for children with learning disabilities?

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

A: In what way does the Ukrainian Government help and support people with learning disabilities?

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

**Exercise 5. Put the words in the right order.**

1. As, government, official, gained, of, language, BSL, Britain, recognition.

\_\_\_\_\_

2. Local, didn't, sign, teaching, authorities, many, language, offer.

---

3. A, than, of, more, BSL, means, communication, is, simply.

---

4. Use, as, deaf, first, people, language, their, BSL.

**Exercise 6. Answer the questions**

1. What did BSL gain?

2. How long did the campaign by organizations representing deaf people last?

3. With what indigenous language will be BSL put on an equal footing?

4. What will the move bring for deaf people in Britain?

5. What do you think about the inclusion of BSL in the National Curriculum and the creation of GCSE?

6. What did Andrew Smith say?

7. In what way does the number of hearing people increase?

8. For what would the Government invest money?
9. What organization protects and promotes regional languages in Europe?
10. The Government lays the foundations for greater participation of deaf people in the nation's economic and cultural life, doesn't it?
11. What does the move make easier for deaf people?
12. How will the sign language teaching help the deaf children?

### **Exercise 7. Read and translate.**

#### **DISABILITY**

- a) the state of being disabled: people who cannot work because of illness or disability;
- b) a thing that disables, a lack of something necessary: disabilities of sight, hearing and speech; people with learning disabilities, disability benefits.

Note.

A **disabled** person has a permanent illness or injury that makes it difficult for her or him to move about easily: *The Dolphin Centre has a top class pool and excellent facilities for disabled swimmers.* The condition is called (a) **disability**. It may exist from birth, or be caused by an accident or illness: *Services the State can provide depend on the degree of disability.* A **disability** may not be physical: *More than a million people in Britain have some sort of learning disability.*

A **handicapped** person has severe difficulty in using a part of the body or mind normally. The condition is called a **handicap**. **Handicap** and **handicapped** (especially in the phrases **physically / mentally handicapped**) were used a lot in the past but many people now feel these words are offensive and prefer to use expressions with disabled and disability. The term disabled people rather than the disabled is also often preferred, because it is more personal.

If somebody's ability to hear, speak or see has been damaged but not destroyed completely, they have impaired hearing / speech / sight (or vision). People can also be described as visually / hearing impaired or partially sighted: *Books in large print are available for the partially sighted.*

**Exercise 8. Translate from English into Ukrainian.**

1. Deafness can be a serious handicap.
2. He strives hard to overcome his handicap.
3. She was born completely deaf.
4. He's getting deafer in his old age.
5. The soldier was blinded in the explosion.

**Exercise 9. Make up your own sentences.**

1. a school for the physically handicapped
2. to go deaf
3. to be deaf in one ear
4. television subtitles for the deaf
5. to have / wear a hearing-aid
6. a school for the blind
7. a progressively disabling disease

**Exercise 10. Match each word in the left-hand column with its definitions from the right-hand column.**

deaf 1	to make smb. Deaf
deaf-aid (hearing-aid)	unable to distinguish accurately between different musical notes
deaf-mute	a person who is deaf and dumb (unable to speak)
to deafen	unable to hear at all
deafness	completely deaf
stone-deaf	an absence or a defect of hearing
tone-deaf	a small device that makes sounds louder and helps a de, person to hear

**Exercise 11 Read this information. Complete the list of your own interesting facts.**

- BSL was first recorded in 1575 and it has since evolved its own syntax and grammar as well as regional variations, including Geordie, Mancunian and London "accents".
- Twenty years ago, sign language was regarded as an inferior system of communication - not a language. Parents were advised not to allow children to use signs, as this would spoil their chances of developing speech and lip-reading skills.
- The view now is that deaf children should, if possible, become bilingual in both sign language and speech.
- Each country has its own version of sign language. The version used in the United States is based on French, not British Sign Language.

**Text 8. AN OVERVIEW OF ABNORMAL LANGUAGE  
DISABILITIES: APHASIA**

Aphasia has interested many kinds of professional workers since the middle of the last century, and it is surprising how much of the early work has never been contradicted. Of course, it has been modified and amplified, and many new details have been written between the lines, so to speak.

The symptoms and disabilities exhibited by the aphasic child are many and varied. They may have problems of auditory discrimination, a poor recognition of speech sounds; they also may have auditory figure-ground problems, an inadequate processing of auditory perceptions, an inability to relate information to its context, poor articulation or other speech problems and all manner of complex behavioral manifestations of cerebral impairment. The way in which these symptoms tend to cluster into various types of aphasia will be dealt with later in the book.

**A definition of Aphasia**

As is so often the case with neuropsychological disorders, it is easier to say what aphasia is not rather than what it is. Thus, most definitions run roughly as

follows: Aphasia is impairment in language function probably caused by some form of neurological dysfunction which does not come under the categories of mental deficiency, deafness, dyslexia, peripheral speech deficits, emotional disturbance or social, cultural or educational deprivation. Aphasia has been traditionally divided into two categories, receptive (sensory) and expressive (motor), and as will be seen, much of the literature is devoted to a discussion of this oversimplified point of view. Another way of looking at aphasia is to consider the original causes of the disorder and here again there are two schools of thought which are not mutually exclusive. Some people have laid the blame on a developmental or maturational lag in language and have even suggested links with childhood schizophrenia. The second group holds that lesions in the brain are the most important cause of childhood aphasia. (Of course, there is little doubt that lesions are the most frequent cause of aphasia in adult patients.) There is every possibility that many aphasic children can be classified in each category and not a few probably in both. There are not very many younger children who have lesions after the onset of language development; nearly all the children coming into clinics and centers have suffered from language impairment from the earliest weeks of their life.

### **FINGER SIGNS**

Helen was almost seven years old. But Helen couldn't do most of the things that other seven-year-old children could. She had been blind and deaf for five years. She lived in complete darkness and silence. She made signs with her hands and arms when she wanted or needed something. She would push for "go" and pull for "come" or she would pretend to cut bread if she were hungry. But she was often misunderstood.

As Helen grew, so did her desire to communicate with others. The few signs she made were not enough anymore. Helen was growing up lonely and wild because no one knew how to teach her.

Captain and Mrs. Keller tried many times to find help for their daughter, but the answer was always the same. "Helen will always be blind and deaf. There's nothing we can do." Then one day the Kellers heard about a special school that could

send a teacher to Helen.

Miss Sullivan gave Helen a doll. While Helen was playing with the doll, Miss Sullivan made strange

finger signs into Helen's palm. Miss Sullivan was teaching Helen how to spell the word *d-o-l-l* in the finger alphabet of the deaf. Helen was curious about what this stranger was doing, so she sat very still. After Miss

Sullivan made the signs a few more times, Helen was able to repeat them back to her. She had no idea that she had just learned to spell her first word. Helen did not yet understand what a word was, or that words were the way people spoke with one another.

Helen also did not know that Miss Sullivan had come to teach her. She only knew that a stranger had entered her house and took control of her life. At first, Helen was angry. Her family had always let her do what she wanted for fear of hurting her.

But this stranger wasn't giving Helen her own way. She didn't understand why Miss Sullivan was there, so Helen fought her. Miss Sullivan and Helen did many things together in the following weeks. They took walks through the garden and forest. Helen learned how to knit and bead. For everything Helen did, felt, or smelled, Miss Sullivan made finger sign in Helen's hand. Helen learned to spell quite a few short words in this way. But still she did not understand that these finger signs were words.

One day, Miss Sullivan and Helen strolled through the garden and stopped at the water pump. Miss Sullivan put Helen's hand under the running water from the pump and formed the signs for water into Helen's other hand. She repeated the word *w-a-t-e-r* over and over. Helen stood as still as a statue. She felt the finger signs being repeated on her hand, and slowly became aware that those signs meant 'the cool something that was running over other hand. She understood her first word!

Helen was so excited. She ran everywhere touching things — the ground, the porch, mother, teacher, and demanded to know the words. She learned how to spell them all. Helen wasn't just repeating meaningless signs anymore. She was learning words. She was understanding language. Helen felt her world come alive.

## Essential vocabulary

**push** - штовхати

**pull** - тягнути

**pretend** - робити вигляд

**palm** - долоня

**spell** - писати або вимовляти (слова) по літерах

**fear** - страх

**knit** - плести

**bead** - вишивати бісером

**stroll** - прогулюватися

**pump** - колонка

## Exercise 1. Transcribe and translate the following.

curious \_\_\_\_\_

together \_\_\_\_\_

through \_\_\_\_\_

quite \_\_\_\_\_

something \_\_\_\_\_

touching \_\_\_\_\_

meaningless \_\_\_\_\_

enough \_\_\_\_\_

language \_\_\_\_\_

while \_\_\_\_\_

## Exercise 2. Translate from Ukrainian into English.

семирічні діти \_\_\_\_\_

сліпий \_\_\_\_\_

глухий \_\_\_\_\_

рости \_\_\_\_\_

багато разів \_\_\_\_\_  
зайти до будинку \_\_\_\_\_  
взяти контроль \_\_\_\_\_  
вода, що біжить \_\_\_\_\_  
живий \_\_\_\_\_

### **Exercise 3. Translate from English into Ukrainian**

darkness \_\_\_\_\_  
be hungry \_\_\_\_\_  
have no idea \_\_\_\_\_  
one's own way \_\_\_\_\_  
stroll through \_\_\_\_\_  
run over \_\_\_\_\_  
be excited \_\_\_\_\_  
porch \_\_\_\_\_  
meaningless \_\_\_\_\_

### **Exercise 4. Complete the dialogue.**

A: How do the blind people read the books?

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

A: In what way do the deaf-mutes talk with each other?

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

A: What's the main problem to teach both blind and deaf people?

B; \_\_\_\_\_

A: What methods does the teacher use?

B: — \_\_\_\_\_

A: What're the principal difficulties of the development special education for disabled persons in our country?

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

**Exercise 5. Put the words in the right order.**

1. Around, the, felt, she, excitement, her.
2. Different, the, she, can, parents, let, her, not, think, is.
3. Her, Miss, came, to, Sullivan, teach.
4. Blind, her, devoted, to, people, teach, Helen, life.
5. The, was, of this, excitement, cause, the.
6. Day, Helen's, will, today, the, teacher, is, arrive.
7. Into, eyes, space, started, her.

pupil \_\_\_\_\_

forbid \_\_\_\_\_

long \_\_\_\_\_

quickly \_\_\_\_\_

hot \_\_\_\_\_

nowhere \_\_\_\_\_

**Exercise 8. Answer the questions.**

1. Helen lived in complete darkness and silent, didn't she?
2. What did Helen make when she wanted something?
3. Why was Helen growing up lonely and wild?
4. What did the doctors answer as to Helen's disease?
5. What the first word did she understand?
6. What was Helen's reaction after having understood the first word?
7. How many years was Helen when she began to understand language?
8. In what way did Miss Sullivan teacher Helen?
9. Where did they have the lessons?
10. What the first word did the teacher spell into Helen's palm?

## **Test 9. THE BABY DOE DILEMA**

Thirty years ago, it a woman went into labor after only 24 weeks of pregnancy, the result was almost always a spontaneous abortion or an infant that that died within a few hours after birth. Today, nearly half of such pregnancies produce extremely small live infants. Thanks to the modem medical technology of neonatology (study of the newborn), many of these infants survive. Some of them, however, are born with severe and sometimes multiple medical problems. Often new parents and physicians must make difficult decisions over whether it is kinder to subject a severely ill newborn to corrective surgery and drug treatments or to leave the child alone, letting nature take its course.

Consider the case of Andrew. Because the placenta detached early, Andrew was born only 24 weeks after lie was conceived. The doctors pronounced the 1-pound, 12-ounce (794 grams) baby "marginally viable," giving him less than a 5 % chance of survival. After several months of medical intervention, Andrew died. In his brief life, Andrew suffered from dehydration, broken bones, collapsed lungs, seizures,

and diseases of the blood, eyes, urinary tract, liver, and heart. Before his death his mother summed up her confusion: "I'm afraid my baby is going to die. I'm afraid my baby is going to live."

The anguish parents of severely ill newborns feel is called the "Baby Doe dilemma," after a baby whose situation was widely reported but who was publicly known only as Baby Doe. Baby Doe was born with a blocked esophagus and Down syndrome in Bloomington, Indiana, in 1982. Unlike Andrew's parents, who elected to intervene medically, Baby Doe's parents chose to withhold food, water, and medical help, because even though doctors could surgically unblock the esophagus, the baby would still have Down syndrome. The baby died at a few months of age. In the years that followed, other Baby Does came to national attention, but the troubling questions of how or whether to treat them are still handled on a case by case basis. A presidential commission established in 1979 to develop ethics guidelines concerning

the denial of medical treatment concluded that the effects associated with Down syndrome are not severe enough to justify withholding medical treatment.

### **KEY CONCEPTS**

Neonatology is the branch of medicine that deals with the extremely premature or ill newborn. The degree of medical intervention appropriate in such cases is a matter of controversy. A few medical procedures can be performed on fetuses to prevent or alleviate problems at birth.

### **STRAIGHT EDGE KIDS**

Straight edge teenagers are a growing group of youths who are unhappy with the corrupt society in which they are growing up. They don't want to follow the usual routes of teenage rebellion. Instead they have chosen a clean, healthy alternative approach to life to better themselves and the world in which they live. Originally, being a "straight edge" meant that you didn't drink, smoke or do drugs. These days straight edgers are additionally participating in animal rights protests, following a vegetarian or vegan diet and are

increasingly involved in environmental and political issues and protest. Music also plays an important role in the straight edge scene. Straight edge bands originally grew out of the punk rock/hardcore scene in the 1980s as a reaction against the infamous excesses of punk rock.

Over the years straight edge's popularity has increased, but attention has also been focused on the narrow-minded aspects of the straight edge way of life. The problem today is, that while some see the straight edge philosophy as positive, many others see it as being intolerant of others. The tension between the two groups has led (particularly in America) to violent incidents. The main problem seems to be that straight edge teenagers take their beliefs to different extremes. There seems to be a big disagreement between "ordinary" straight edgers who follow the basic principles of having a clean, healthy and positive lifestyle, and extreme straight edgers, who are aggressive towards different beliefs and lifestyles.

In the US, there is one area notorious for extreme or hardline straight edge behavior - Salt Lake City in the state of Utah. Many of the straight edgers like to

classify themselves as a “crew”, which other people, and the police in particular tend to translate as “gang”. A minority of radicals have no patience with anyone, teenagers or adults, who drink and smoke or do not fit to their strict philosophy in some way.

Straight edge crews are also known for fighting rival straight edge crews when there is no one else to fight. As a result, some hardcore bands refuse to tour in Salt Lake City, where there have been several serious incidents including beatings and stabbings. Some teenagers, such as Bret Walton, even end up in jail. Bret is on 3 years’ probation after serving time in jail for planning to burn down a business that sells fur traps. Bret is a vegan, who according to the straight edge Hardline Manifesto, should aim for purity in everyday life by not taking an innocent animal's life. Most people would say that he has taken his beliefs in the freedom of animals too far.

Straight edge kids make a statement with their fashion as well as with their philosophy. A tidy appearance is popular, with baggy trousers and T-shirts. Tattoos are a popular statement of straight edge membership, as are pierced earlobes with large holes. Backpacks confiscated from students at a high school in Utah contained chains and heavy chain necklaces. There is also a straight edge symbol “sXe”, in which the “X” is the universal symbol of the straight edgers. Unfortunately, some young people end up displaying the symbol, whether they want to or not. One young man was scarred with an “X”, cut into his back by a group of straight edge kids who found him smoking pot. Whilst many people are anti-drugs, most people do not take the law into their own hands, and certainly not in such a violent and dangerous way.

Perhaps it is the lack of any other way to express themselves that attracts teenagers to the straight edge philosophy. Maybe it is the need to be able to show your solidarity with a group of like-minded friends. Many young people these days are taking a greater interest in the world in which they live. They are looking at how they can contribute to its future, but many “ordinary” straight edge teenagers and the public are shocked at the ways in which the more extreme followers of straight edge are trying to get their message across.

## Essential vocabulary

**corrupt** - ЯКИЙ загниває, розпусний

**vegan** - суворий вегетаріанець

**hardcore** - безкомпромісний, твердий

**infamous** – ганебний

**narrow-minded** – обмежений, недалекий

**intolerant** – нетерпимий

**extreme** – крайній ступінь

**notorious** – (загально) відомий

**crew** – компанія, ватага

**rival** – який суперничає

**stab** – ранити (гострою зброєю)

**probation** – - випробний строк

**serve time** – відбувати строк

**trap** – пастка, капкан

**make a statement** – встановлювати, визначати;

**pierce** – проколювати

**backpack** – рюкзак

**be scarred** – бути в шрамах

**pot** – розм. маріхуана

**take the law into one's own hands** – розправлятися без суду

## Exercise 1. Transcribe and translate the following words

Straight \_\_\_\_\_

vegetarian philosophy \_\_\_\_\_

principles aggressive classify \_\_\_\_\_

police \_\_\_\_\_

gang \_\_\_\_\_

teenagers \_\_\_\_\_

appearance \_\_\_\_\_

**Exercise 2. Write Ukrainian equivalents of the following**

growing group of youths \_\_\_\_\_

corrupt society \_\_\_\_\_

teenage rebellion \_\_\_\_\_

violent incidents \_\_\_\_\_

basic principles \_\_\_\_\_

lifestyle \_\_\_\_\_

to have no patience \_\_\_\_\_

tidy appearance \_\_\_\_\_

heavy chain necklace \_\_\_\_\_

like-minded \_\_\_\_\_

**Exercise 3. Find in text English equivalents of the following.**

навколишнє середовище \_\_\_\_\_

важлива роль \_\_\_\_\_

здоровий стиль життя \_\_\_\_\_

штат Юта \_\_\_\_\_

відмовлятися \_\_\_\_\_

серйозні сутички \_\_\_\_\_

в'язниця \_\_\_\_\_

підпалювати \_\_\_\_\_

мода \_\_\_\_\_

**Exercise 4. Complete the dialogue**

A: Who do we call “straight edge teenagers”?

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

A: What do straight edgers participate in?

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

A: Does music play an important role in the straight edge scene?

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

A: How do the straight edgers like to classify themselves?

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

A: What do the straight edge kids wear?

B; \_\_\_\_\_

**Exercise 5.** Put the right order of the words.

1. Do, they, rebellion, not, teenage, want, of, follow, routes, to, usual, the.

---

2. Also, music, scene, plays, edge, an, straight, important, the, role, in.

---

3. Incidents, has, the, violent, tension, to, between, led, the, groups, two.

---

4. Like, a, as, many, “crew”, of, themselves, she, classify, straight, to, edgers.

---

5. Salt Lake City, some, tour, hardcore, in refuse, to, bands.

---

**Exercise 6. Answer the questions.**

1. What does it mean to be a “straight edge kid”?

2. When did the straight edge bands grow out of the punk rock?

3. Who do we call “ordinary straight edgers”?

4. Who do we call “extreme straight edgers”?

5. Is Sit Lake City notorious for extreme straight edge behaviuor?

6. Straight edge crews are known for fighting rival straight edge crews when there is no one else to fight, aren't they?

7. Did some teenagers end up in jail?

8. What is a popular statement of straight edge membership?

9. What did the confiscated backpacks contain?

10. How can you contribute to the future of the world?

**Exercise 7. Match the titles with the paragraphs in the text.**

- a) Being a “straight edge”
- b) Agree to disagree
- c) Hard-time
- d) Over the edge
- e) Fashion statement
- f) Solidarity and self-expression

**Exercise 9. Write antonyms of the following.**

happy \_\_\_\_\_ usual \_\_\_\_\_  
famous \_\_\_\_\_ like \_\_\_\_\_  
tolerant \_\_\_\_\_ tidy \_\_\_\_\_  
positive \_\_\_\_\_ violent \_\_\_\_\_  
agreement \_\_\_\_\_ clean \_\_\_\_\_

**Exercise 10. Write synonyms of the following.**

rebellion \_\_\_\_\_ basic \_\_\_\_\_  
to participate \_\_\_\_\_ crew \_\_\_\_\_  
increase \_\_\_\_\_ clean \_\_\_\_\_  
notorious \_\_\_\_\_ to refuse \_\_\_\_\_  
attractive \_\_\_\_\_ jail \_\_\_\_\_

**Exercise 11. Give the main idea of the text.**

Semantics. Semantics refers to meanings attached to words and word relationship. For example, the word cup has a meaning of a container from which to drink and refers to an object in the child's world. An example of meaning attached to word relationships is the phrase “Daddy’s cup.” These words add the meaning of possessiveness in relationship to each other: The cup belongs to Daddy.

Clark (1973) and Nelson (1974) express different views concerning the child's development of meaningful words. Clark asserts that children use perceptual cues to

acquire word meaning. For example, the word dog appears in a child's early vocabulary as the child notes the physical characteristics of a dog (four legs, tail, long ears, fur and so on). Clark reports that a child relies on perceptual cues when she uses one word to refer to several things. For example, the child may use the word dog to refer to all four-legged, furry animals. Nelson, in contrast, proposes that the meanings first expressed by young children are based on dynamic properties of people and objects that are movable, moving, or changeable. For example, Mommy is a word that is observed in early vocabularies and refers to a movable, moving, changeable person in the child's world. Words that refer to food, clothing, and toys also appear in early vocabularies because of their dynamic characteristics. Children experience food as they eat it; articles of clothing as they put them on and take them off; and toys as they bounce, roll, and spin them. Nelson also states that children categorize words according to a shared function. Children observe that objects are similar in the way they move and act or in the way they are acted upon; thus, words that refer to food are categorized by the common function of things to eat.

Bloom and Lahey (1978) believe that the child uses both functional and perceptual cues in the development of word meaning. They note that the child observes objects that involve movement such as Mommy and bottles (Mommy and bottles come and go). The child also perceives that objects in a class look alike (bottles are cylinder-shaped and have nipples).

The acquisition of meaning extends beyond acquisition of the child's first words. It is a slow, complicated process that continues into adulthood. Wood (1976) outlines several stages of semantic acquisition. In Stage 1, a child develops meanings as she acquires her first words. Wood refers to these first words as one-word sentences. The meanings of these sentences are determined by the context in which they were spoken. An 18-month-old child may use the word doggie quite frequently, but the contexts in which she says the word may differ and imply different meanings (for example, "There is a doggie," "That is my doggie." "Doggie is barking," "Doggie is chasing a kitty"). Bloom (1970) is often credited with first suggesting that the context in which something is said determines its meaning.

In about 2 years the child begins to produce two-word utterances with meanings related to concrete actions (such as "Doggie bark" or "My doggie"). In Stage 2, the child conveys more specific information verbally and continues to expand vocabulary and utterance length. However, until around the age of 7, the child defines words merely in terms of visible actions. To a 6-year-old, then, a fish is "a thing that swims in a lake" and a plate is "a thing you can eat dinner on." Also, during this stage, the child typically responds to a prompt word (such as pretty) with a word that could follow it in a sentence (such as flower). Older children, around 8 years of age, frequently respond with a verbal opposite (such as ugly)

In Stage 3, at 8 years of age the child's word meanings relate directly to experiences, operations, and processes. If a child's neighbor owns a horse, the child may include this attribute in her word meaning of horse in addition to the attributes of animal, four-legged, and a thing that can be ridden. When asked where horses live, the child may respond, "At the Kahns'." By an adult definition, this answer is not correct. The child's vocabulary is defined by her own experiences, not those of adults. At 12 years of age the child begins to give dictionary-like definitions for words (Wood, 1976). When asked to define bear, she might respond, "a large, warm-blooded animal that hibernates in the winter." At this time the child's word definitions approach the semantic level of adults.

Developmental delay in word meaning (semantics) is observed in children who use or understand a limited number of words. The limited vocabulary may be in specific areas, such as adjectives, adverbs, prepositions, or pronouns. Semantics and delay is also evident when children assign a very narrow set of attributes to each word so that each word has limited meaning. In addition, students may have figurative language problems and tend to interpret idioms, metaphors, and proverbs literally.

## PART II

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### **Text 10. BRUTAL KILLER (I part)**

It is said that old doctors in their prayers don't thank God for their continuing survival, but rather recite a litany of the diseases they wish to be spared. Progressive supranuclear palsy (PSP) would be near the top of every praying doctor's list. It is the neuro-degenerative disease responsible for the death of Dudley Moore and is a truly dreadful and brutally relentless complaint.

Progressive supranuclear palsy may, in its early stages, so closely mimic Parkinson's disease as to be mistaken for it. However, pathologically it is quite different. It responds only poorly, if at all, to drugs used to treat Parkinson's, although with symptomatic treatment the average sufferer survives for five to seven years. A recent survey suggests that PSP affects about five people in 100.00 but research has provided evidence that up to 30 per cent of cases are misdiagnosed as Parkinson's disease or other neuro-degenerative conditions, and are therefore missed. So the disease may be more common than motor neurone disease, and no longer deserving its usual description as a rare neurological condition.

It usually affects people in late middle age or early old age. Research is continuing into its genetic background. A suspect gene has been located on chromosome 17, but so far there is no proven recorded case of a child inheriting it from a parent.

In progressive supranuclear palsy there is a muscular rigidity that particularly affects the neck and trunk but produces a quite different stance and gait from that found in Parkinson's disease. The muscles needed for speech are affected early; this was seriously troubling Dudley Moore two years ago. There is an unsteadiness of gait, and falls are common, but it is the eye symptoms which are prominent early feature of PSP. The first sign is often an inability to move the eyes upwards and to converge (go cross-eyed) As this sign is a not uncommon feature of old age it should

arouse only suspicions, but not undue anxiety, until there are other confirmatory symptoms.

### **Essential vocabulary**

**progressive supranuclear palsy** – прогресувальний супраядерний параліч

**neuro-degenerative** – невроперероджувальний

**spare** – звільняти від чогось

**relentless** – безжалісний

**complaint** – хвороба

**affect** - уражати

### **Exercise 1. Transcribe and translate the following.**

Anxiety \_\_\_\_\_

Disease \_\_\_\_\_

research \_\_\_\_\_

pathologically \_\_\_\_\_

chromosome \_\_\_\_\_

treat \_\_\_\_\_

### **Exercise 2. Translate from English into Ukrainian**

rigidity \_\_\_\_\_

undue \_\_\_\_\_

unsteadiness \_\_\_\_\_

to converge \_\_\_\_\_

to mimic \_\_\_\_\_

brutal \_\_\_\_\_

dreadful \_\_\_\_\_

**Exercise 3. Translate from Ukrainian into English.**

ГЕН \_\_\_\_\_

м'язовий \_\_\_\_\_

успадковувати \_\_\_\_\_

хвороба Паркінсона \_\_\_\_\_

моторний (руховий) \_\_\_\_\_

пропустити \_\_\_\_\_

**Exercise 4. Complete the dialogue.**

A: When was the Parkinson's disease described at first?

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

A: Who was Parkinson?

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

A: What special literature about this disease did you read?

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

A: What do you think: is it possible to treat this illness now?

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

A: What modern methods of treatment do you know?

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

**Exercise 5. Put the words in the right order.**

1. Gene, located, has, suspect, been, chromosome, a, on

\_\_\_\_\_

2. Speech, muscles, early, are, needed, for, affected, the

\_\_\_\_\_

3. Age, in early, late, is, or age, middle, usually, people, old, it.

\_\_\_\_\_

4. Inability, first, is, to move, an, the, sign, eyes, the.

\_\_\_\_\_

**Exercise 6. Match each word in the left-hand column with its Ukrainian equivalents from the right-hand column.**

neck	натяк
trunk	хода
stance	обстеження
gait	нейрон
survey	тулуб
neuron	шия
suspicion	поза

**Exercise 7. Answer the questions**

1. What do the doctors say about some diseases?
2. What diseases are responsible for the death of Dudley Moor?
3. What does the recent survey suggest?
4. In what age does it usually affect people?
5. What parts of human body are affected?
6. What are the first symptoms of this complaint?

**Text 11. BRUTAL KILLER  
(II part)**

The loss of voluntary eye movements, so that the patient is unable to look downwards, is also highly suggestive of PSP, voluntary lateral movements usually persist after the up and down actions of the eye have gone, and the instinctive eye movements, such as occur when someone is following a moving object, may be retained for a long time. Eventually, all may be lost; the eyes may be staring and the blink rate is reduced. The inability to look up and down without moving the head makes it difficult to climb stairs safely; this, coupled with the unsteadiness found in PSP, often makes it necessary to live on the ground floor. Dudley Moore, for instance, eventually moved to a bungalow near the Kessler Institute in New Jersey, a medical centre with particular interest in neuro-degenerative diseases. There are other

particularly distressing aspects of progressive supranuclear palsy. It is associated with pseudo bulbo palsy - a weakness of the muscles of the mouth and throat that causes difficulty in speaking and swallowing, as well as dribbling and emotional lability, so that the patient cries and laughs too readily and at inappropriate times. PSP is also accompanied by a varying degree of loss of cortical and sub-cortical brain function. As the patient's powers of communication are grossly disturbed it is hard to assess how much, if any, intellectual blunting this causes and the degree of personality change for which this is responsible.

The Sara Koe PSP Research Centre has been established at the Institute of Neurology in Queen Square, London, to investigate progressive supranuclear palsy. Half of the 200000 pounds a year needed to run it is being subscribed by the PSP Association, and the rest comes from the Institute.

It is a distressing thought that a man of Dudley Moore's intellect and musical talent should be reduced to someone who could not talk, walk, sing, play the piano or even blink.

### **Essential vocabulary**

**bulbo** – бульбарний

**cortical** – корковий

**blunting** – притуплення, ослаблення

**disturbed** – порушений

**inappropriate** – невідповідний

**lability** – нестійкість; лабільність

### **Exercise 1. Transcribe and translate the following.**

voluntary \_\_\_\_\_

patient \_\_\_\_\_

eventually \_\_\_\_\_

climb \_\_\_\_\_

pseudo \_\_\_\_\_

treat \_\_\_\_\_

piano \_\_\_\_\_

**Exercise 2. Translate from English into Ukrainian.**

staring \_\_\_\_\_

distressing \_\_\_\_\_

personality \_\_\_\_\_

to occur \_\_\_\_\_

readily \_\_\_\_\_

to assess \_\_\_\_\_

**Exercise 3. Translate from Ukrainian into English.**

боковий \_\_\_\_\_

ковтання \_\_\_\_\_

слинотеча \_\_\_\_\_

досліджувати \_\_\_\_\_

відновлювати, знижувати \_\_\_\_\_

**Exercise 4. Complete the dialogue.**

A: What Research Centres of PSP do you know in Ukraine?

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

A: Are there special programs of treatment of PSP?

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

A: What kind of work can these patients do?

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

A: To your mind, how can we help the disabled people to be good in our society?

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

A: How many special schools or colleges are there in Kiev?

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

**Exercise 5. Put the words in the right order.**

1. Is, downwards, unable, patient, to look, the.
2. Blink, is, the, rate, reduced.
3. Accompanied, loss, PSP, by, is, cortical, function, of, brain.
4. Eye, the, may, instinctive, retained, movements, be.

**Exercise 6. Match each word in the left-hand column with its Ukrainian equivalents from the right-hand column.**

unsteadiness	сугестивний
weakness	інтелект
suggestive	нестійкість
blink	кволість
intellect	частота
rate	втрачений
lost	кліпання

**Exercise 7. Translate from Ukrainian into English.**

Паркінсонізм - клінічний синдром, зумовлений ураженням підкоркових ядер головного мозку при атеросклерозі, енцефаліті, травмах, паралічі дрижальному. Проявляється акінезією, заляклістю, амімією, тремтінням рук і ніг порушенням ходи та мовлення тощо. Описаний англійським лікарем Паркінсоном (J. Parkinson) у 1817 року.

**Exercise 8. Answer the questions.**

1. What are the symptoms of PSP?
2. Why do the patients live on the ground floor?
3. With what is PSP associated?
4. Is PSP accompanied by a varying degree of loss of cortical and sub-cortical brain functions?
5. Where is the Research Center situated?
6. What disease has killed the intellect and musical talent of Dudley Moor

## **Exercise 9. Read and translate the text.**

### **Advantages and disadvantages of service models for students with learning problems**

**Model:** Regular classroom (Student remains in regular class all day)

*Advantages:* Provides for interaction of handicapped and nonhandicapped peers in least restrictive setting.

Prevents needless labeling.

*Disadvantages:* May compound learning disabilities with instructional factors

Includes large number in class population.

Uses a teacher not specifically trained.

May not provide small group or individual instruction.

**Model.** (Consultant teacher works with regular teacher)

*Advantages:* Can reach more teachers.

Can supply specific instructional methods, programs, and materials.

Can serve more children.

Influences environmental learning variables.

Coordinates comprehensive services for the children.

*Disadvantages:* May not foster inclusion in teaching staff.

Does not provide firsthand knowledge of students that comes from teaching them.

Can separate assessment and instruction.

**Model:** Itinerant (Itinerant teacher travels to various schools consulting with regular teacher)

*Advantages:* Aids in screening and diagnosis.

Provides some help in area of consulting.

Offers part-time services.

Covers needs of children in different schools or areas.

Is an economical way to address mild problems.

*Disadvantages:* Does not provide consistent support for more involved students.

Does not promote identification with staff.

Presents difficulty in transporting materials.

Lacks continuity of program.

Lacks regular follow-up.

**Model:** Resource room (child spends portion of school day – 45- 60 minutes – with resource room teacher; most widely used model)

*Advantages:* Reduces stigmatization.

Emphasizes instructional remediation.

Supplements regular classroom instruction.

Separates handicapped learner from non-handicapped peers for limited periods of school day.

Provides individualized instruction in problem areas through specially trained teacher.

May provide consulting services to regular teachers.

Prevent needless labeling.

Focuses on mainstreaming students.

*Disadvantages:* Is not well suited to serve severely learning disabled students.

Presents scheduling problems.

Tends toward over-enrollment.

Can create misunderstanding of teacher role.

May inspire conflicts in teacher role.

Provides no time to observe or consult.

Provides little time to assess and plan.

## **Text 12. KIM'S TWO LIVES**

Kim Torbitt calls it his “first life”. It ended September 8, 1922, the night he and his buddies downed a few beers at a bar before climbing into their cars for a midnight drag race down Main Street in Ilion, a small town in upstate New York. Kim remembers the speedometer topping 100 and the car going into a spin. He can still picture being thrown from the passenger seat and flying through the air. He

remembers his neck breaking, though he felt no pain, he says, only the wet grass touching his face. He was 18 years old.

Kim is 41 now, and his second life – the one in which he is a *quadriplegic* has lasted longer than his first. It took him years to accept his paralysis, to *believe* that life could be even worse. But no matter how resigned a man is to *his fate*, it is frustrating and depressing to be as physically needy as a small *child* – *fully* dependent on others to turn on a light or get a snack

To lose hope is a tragedy. To regain it is a marvelous *gift*. *Gift* came to Kim in a newspaper article about Helping Hands Boston-based organization that trains capuchin monkeys to quadriplegics. The monkeys, the story explained, are able to do the routine things that quadriplegics cannot do for themselves pick up a fallen TV remote or scratch an itch.

When Mymu arrived, she stayed close to her cage unsure of Kim and her surroundings. He kept back, careful not to frighten her. Man and monkey watched each other for several days before their formal training began.

If the capuchin didn't accept Kim, he wouldn't be allowed to keep her. Judi (Helping Hand's director) left the room, and he tried the command again. With her trainer out of sight, the monkey did as told. "Good girl, Mymu," said Kim. "You're such a good girl. I'm so proud of you." He was embarrassed about murmuring sweet nothings to a monkey, but monkeys are social creatures that thrive on sound. *The* endearments continued. He was so gentle and patient with Mymu that when she had an accident (the monkeys are trained to use their cage rather than wear a diaper) he cooed, "Oh, Mymu, you doo-dooed on my kitchen floor."

Kim's eyes filled the first time the nine-pound monkey nestled into his lap. As she climbed to his shoulder, licked his ear, touched her rubbery fingertips to his face and picked through his hair ("for cooties that aren't there," explains Kim), he whispered, "This is so wonderful. This is so wonderful. «He spoke softly, fearful he would scare her away.

Kim delighted in Mymu's every move. At the command "Mymu, stick," the monkey placed a slender rod in Kim's mouth so he could push buttons or pop

cassettes into the tape deck. At "Mymu, itch," the monkey rubbed a small towel across Kim's face.

For her ninth birthday, Kim Bev gave Mymu a party, complete with cake and wrapped gifts (keys on a key chain and an activity box). At her bath times Mymu licked a lollipop while she was being sudsed. And then the monkey and Bev would play a round of chase — with the squealing capuchin tearing around the living room. "You fly like a bird," Kim happily told the monkey.

### **Essential vocabulary**

**buddy** - *розм.* приятель

**down** - випити

**drag race** - швидкісна гонка на коротку відстань

**spin** - вертіння

**quadriplegic** - хворий на параліч рук і ніг

**capuchin** - капуцин

**itch** - сверблячка

**endearment** - ніжність

**diaper** - пелюшка

**coo** - говорити ніжним голосом

**cootie** - *сленг* воша

**slender rob** - тонкий прутик

**rub** - терти

**lollipop** - льодяник

**suds** – мити

### **Exercise 1. Transcribe and translate the following.**

climbing \_\_\_\_\_

touching \_\_\_\_\_

paralysis \_\_\_\_\_

quadriplegic \_\_\_\_\_

routine \_\_\_\_\_  
surrounding \_\_\_\_\_  
patient \_\_\_\_\_  
shoulder \_\_\_\_\_  
squealing \_\_\_\_\_  
wrapped \_\_\_\_\_

**Exercise 2. Translate from Ukrainian into English.**

той, хто скорився своїй долі \_\_\_\_\_  
телеуправління \_\_\_\_\_  
прикро вражати; розбивати надії \_\_\_\_\_  
пригнічувати \_\_\_\_\_  
ніяковіти \_\_\_\_\_  
ніжності \_\_\_\_\_  
до вподоби звуки \_\_\_\_\_  
лизати вухо \_\_\_\_\_  
боятися \_\_\_\_\_  
гасати \_\_\_\_\_

**Exercise 3. Translate from English into Ukrainian.**

Speedometer \_\_\_\_\_  
flying trough \_\_\_\_\_  
no matter \_\_\_\_\_  
pick up \_\_\_\_\_  
pick through \_\_\_\_\_  
scratch an itch \_\_\_\_\_  
formal training \_\_\_\_\_  
out of sight \_\_\_\_\_  
lap \_\_\_\_\_  
push buttons \_\_\_\_\_

**Exercise 4. Complete the dialogue.**

A: What is it quadriplegic disease?

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

A: Is it possible to recover?

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

A: What is the only way out to continue to live?

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

A: Can paralysis people receive education?

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

A: How does our government take care of quadriplegic people?

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

**Exercise 5. Put the words in the right order.**

1. His, breaking, remember, neck, he.

\_\_\_\_\_

2. Things, are, monkeys, to routine, the, able, do, the.

\_\_\_\_\_

3. A, like, fly, you, bird.

\_\_\_\_\_

4. Several, watched, other, for, days, they, each.

\_\_\_\_\_

5. Is, marvelous, it, regain, a, to, gift.

\_\_\_\_\_

6. Slender, the, monkey, placed, a, month, rob, Kim's, in.

**Exercise 6. Answer the questions.**

1. How many lives does Kim have?

2. What happened in 1972?

3. What was Kim diagnosed?

4. What organization did Kim read in a newspaper article about?

5. What's the main idea of using capuchins?
6. In what way did Kim train the monkey at first?
7. What problems did Kim collide in taming the monkey?
8. What tacticts did he choose to work with the capuchin then?
9. What command can Mymu do?
10. What holiday did Kim and Mymu celebrate?

**Exercise 7. Put all types of questions to each sentence.**

1. He remembers his neck breaking.
2. He felt no pain.
3. He was 18 years old.
4. It is marvelous gift.
5. Kim spoke softly.

**Exercise 8. Translate into English the following sentences.**

1. Він хворий на параліч рук і ніг.
2. Вони випили кілька пляшок пива.
3. Він відчув мокру траву, яка торкнулася його обличчя
4. Йому знадобились роки, щоб прийняти параліч і повірити, що життя могло б бути і гіршим
5. Він боявся, щоб мавпа не пішла геть.
6. Кім був дуже терплячим.
7. Кім отримав чудовий дарунок.
8. Капуцини вміють виконувати різні щоденні речі для паралізованих людей.
9. Кім зробив вечірку для мавпи.
10. Кім порівнює дії своєї мавпи з пташкою.

### **Text 13. GOOD VIBRATIONS**

When percussionist Evelyn Glennie was eight, she was invited to give a short piano performance along with several other local children at Aberdeen's Cowdray Hall. This was her first public performance in a large hall and no doubt she was feeling nervous. All the same, she was surprised when the man behind her tapped her on the shoulder and indicated that it was her turn to go on stage. She simply had not

heard her name being called. This was one of the early signs of a deafness which, over the next few years, was to become almost total. She refused even to think of going to a school for the deaf. Even as a child she was determined that she would find a way of managing Deafness has never been an excuse.

She decided she wanted to play percussion. Her teacher showed her how to compensate for a loss of hearing. His great gift to her was in opening her mind and body, if not her ears, to all the various additional ways we "hear" sounds and experience vibrations. As she says in her autobiography, "I can tell the quality of a note by what I feel, I can sense musical sound through my feet and lower body, and also through my hands."

She explained her method of working "When I get a new piece, I look at it for quite a long time, maybe a week or ten days, trying to work out my own interpretation. Then I memorize large parts of it, so that I can look at the instrument while I play and see that I'm playing the right notes."

At only 24, Evelyn Glennie was voted the outstanding solo performer of 1990. She has made an album and plays recitals on average two days a week. Soon she is going to Poland, then Scandinavia, Japan and Australia. She visits America regularly. From her silence she performs remarkable music.

### **THE LAST SAD VIGIL**

For 1,400 days, they have kept a vigil by the bedside of their beloved son Tony. But today will be different for Allan and Barbara Bland as they return to the hospital which has become their second home.

Following historic ruling in the House of Lords yesterday, now they know Tony's living death is almost at the end.

Within the month, 23-year-old Tony will become the 96th victim of the Hillsborough stadium disaster: the agonizing will be over. The grieving can begin "It is a great relief", said Mr Bland, a 57-year-old warehouseman. "It is in the best interests of everyone".

The process of allowing his son to die with dignity will begin in the next few

days.

The final decision to stop feeding Tony will be taken by his parents together with Dr Jun Howe, the consultant who has been keeping their only son alive but in a mental void from which he can never emerge.

The 46-year-old doctor said last night:” I am not playing God and neither is anyone else. That happened when Tony was crushed nearly four years ago” To claims from anti-euthanasia groups that assisting Tony to die was inhuman, Dr Howe replied: “It would be barbaric to let him go on like this. Tony to unable to value his existence or experience anything.

“It is not life as we know it and as doctors we are not in the business of producing immortality”

The consultant said Tony would begin to “slip away quietly” in his room on ward three at Airedale General Hospital near Keighley, West Yorkshire, once bottles of his liquid food were not replaced.

The removal of his food supply would lead to kidney failure, and possibly an infection and he would be expected to die without suffering within ten days. Tony’s emotionally-exhausted parents will be at his bedside when the end comes His name will then be added to the roll of 96 victims of the Hillsborough disaster engraved on the “eternal flame” memorial outside Liverpool's Anfield ground.

But for the court's ruling, the Blands could have endured their son's living death for years. In a similar case in the USA a patient survived for 37 years.

One of Tony's best friends joined his parents in welcoming the ruling.

Ian Grew, 30, turned up with at Hillsborough for the fateful Cup semi-final in April 1988 with two tickets – one for the terraces. Tony opted for the terraces because he wanted to stand with other Liverpool fans.

“I am so lucky – it could have been me on the terrace that day,' said Ian “If it had been me instead of him, I would have wanted to die on the first day and I know Tony would have wanted that too once there was no hope of recovery.”

## Essential vocabulary

**keep a vigil** - не спати

**grieving**- горювання

**mental void** - кома

**emerge** - виникати, з'являться, тут виходити

**immortality** - безсмертя

**kidney** - нирка

**emotionally-exhausted** - емоційно виснажений

**court's ruling** - судова постанова **endure** - терпіти, виносити

**Cup semi-final** - полуфінал кубка

**opt for** – вибирати

## Exercise 1. Transcribe and translate the following.

agonizing \_\_\_\_\_

warehouseman \_\_\_\_\_

value \_\_\_\_\_

experience \_\_\_\_\_

failure \_\_\_\_\_

euthanasia \_\_\_\_\_

liquid \_\_\_\_\_

inhuman \_\_\_\_\_

producing \_\_\_\_\_

quietly \_\_\_\_\_

## Exercise 2. Translate from Ukrainian into English.

закінчуватись \_\_\_\_\_

остаточне рішення \_\_\_\_\_

бути неспроможним \_\_\_\_\_

давати безсмертя \_\_\_\_\_

помирати \_\_\_\_\_

палата (в лікарні) \_\_\_\_\_

замінити \_\_\_\_\_

зараження \_\_\_\_\_

гравіювати \_\_\_\_\_

**Exercise 3. Translate from English into Ukrainian.**

beloved \_\_\_\_\_

living death \_\_\_\_\_

be crushed \_\_\_\_\_

barbaric \_\_\_\_\_

without suffering \_\_\_\_\_

“eternal flame” \_\_\_\_\_

turn up \_\_\_\_\_

survive \_\_\_\_\_

instead of \_\_\_\_\_

**Exercise 4. Complete the dialogue.**

A: What is it euthanasia?

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

A: What the first country became to legalize euthanasia?

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

A: What countries let apply euthanasia?

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

A: What's position of Ukrainian government as to euthanasia?

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

A: If you loved someone who was terminally ill, would you consider euthanasia?

Why (not)

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

**Exercise 5. Put the words in the right order.**

1. Their, become, home, the, second, has, hospital.

---

2. Unable, existence, his, to, he, value, is.

---

3. At, Tony's, they, death, end, is, the, living, know.

---

4. Everyone, is, best, the, in, of, interest, it.

---

5. Begin, few, euthanasia, the, will, days, in, next.

---

6. Tony's, the, parents, Jam, decision, supported, of.

---

**Exercise 6. Answer the questions.**

1. When did Hillsborough disaster happen?
2. What caused Tony Bland to go into a permanent?
3. How many years had Tony been spending in the hospital?
4. What was Dr Howe's view of his patient?
5. What form of euthanasia has been decided upon?
6. Where will Tony's parents be when the end comes?
7. What match did Tony and his friend visit?
8. How many victims were there ultimately?
9. What country was the same case in?
10. What are the risks of euthanasia?

**Exercise 7. Match each word in the left-hand column with its definitions from the right-hand one.**

beloved

comfort

slip away

return to good health

grieving	legal decision
memorial	doctor
recovery	chose
inhuman	die
consult	monument
ruling	cruel
opted	deep sadness
relief	much loved

**Exercise 8. Find in the text equivalents to the definitions.**

technically alive but mentally dead \_\_\_\_\_

standing section at a football ground \_\_\_\_\_

respect and honour \_\_\_\_\_

room in a hospital \_\_\_\_\_

tired at heart \_\_\_\_\_

never-ending life \_\_\_\_\_

list of \_\_\_\_\_

watch \_\_\_\_\_

over \_\_\_\_\_

agony \_\_\_\_\_

demands \_\_\_\_\_

**Exercise 9. Read the text and discuss the one in pairs**

**The Fetus as a Patient**

A partial solution to the Baby Doe dilemma is to treat the fetus before the baby is born. Some prenatal medical problems can be treated by administering drugs to the mother or by altering her diet. An abnormally small fetus can receive a nutritional boost if the mother eats a high-protein diet. A fetus that cannot produce adequate amounts of a specific vitamin can sometimes overcome the deficiency if the mother takes large doses of the vitamin. It is also possible to treat some prenatal medical

problems directly: A tube inserted into the uterus can drain the dangerously swollen bladder of a fetus with a blocked urinary tract, providing relief until the problem can be surgically corrected at birth. A similar procedure can remove excess fluid from the brain of a hydro-cephalic (fluid trapped in the brain) fetus. Drugs can reach the fetus, bypassing the mother, through a tube placed in the umbilical cord.

Little Blake Schultz made medical history when he underwent major surgery seven weeks before his birth. Ultrasound had revealed that his stomach, spleen, and intestines protruded through a hole in his diaphragm, the muscle sheet separating the abdomen from the chest. The defect would have suffocated him shortly after birth were it not for pioneering surgery by Michael Harrison at the University of California at San Francisco. Harrison's surgical team made an incision in the mother, exposed Blake's left side, gently tucked his organs into place and patched the hole with a synthetic material used in clothing.

### **KEY CONCEPTS**

The critical period is the time when a structure is sensitive to damage caused by a faulty gene or environmental insult. Most birth defects develop during the embryonic period, and these defects are generally more severe than problems that arise later in pregnancy. Agents that cause birth defects are called teratogens. Teratogens include viruses, recreational and therapeutic drugs, cigarettes, certain nutrients, occupational hazards, and malnutrition.

### **Text 14. WHY DO WE BECOME ILL?**

In general, human beings are healthier than ever before. We are taller, stronger, and have a better diet than in the past. We live longer, too. But that's only one side of the story. Modern life isn't all good for us. In fact some of it can be very healthy indeed.

**Pollution** - Human beings have two environments. One is the outside world and the other one is their own bodies. Pollution is bad for both. Acid rain - the hole in the ozone layer - traffic in big cities - chemicals in rivers and seas... they can all

make us seriously ill.

**Drugs** - Many people pollute themselves. Some do it with legal drugs like alcohol and tobacco. Others do it with illegal drugs like cocaine and heroin. Drugs kill thousands every year. But that's not all. They make millions seriously ill.

**Disease** - Why do we get diseases? Well - there are three main reasons.

1. We can catch them from other people (for example AIDS)
2. Our own bodies develop them (for example cancer)
3. We inherit them from our parents and grandparents... (for example, some kinds of heart disease)

**Diet** - For many people, bad health begins with a bad diet. Some eat the wrong kind of food. Others eat too much or too little. It's not surprising that people like this often become ill. After all, the human body is a machine - it needs the right kind of fuel to work properly.

**Stress** - Modern life is full of pressure and problems. Some people can control these. They sleep well, enjoy life and don't worry very much. Others are the opposite. They sleep badly, don't enjoy life and worry all the time. People like this are suffering from stress. Stress is a kind of illness itself and it can lead to many others.

**Accidents** - Homes, offices and factories much safer today than 50 years ago. Even so, thousands of accidents still happen at work every day. As a result, some people die and many more become seriously ill.

**Too little exercise** - Exercise is very important for good health. Without it the body becomes slow and fat. It also becomes weak and less able to fight illness. Unfortunately, modern life makes it very easy to be lazy.

### **Essential vocabulary**

human being - людина

pollution - забруднення

diet - харчування

environment - довкілля

acid rain - кислотний дощ

ozone layer - озоновий шар

drugs - наркотики

disease - хвороба

accident - нещасний випадок, аварія

**Exercise 1 Translate and transcribe the following words**

Safe \_\_\_\_\_

Cocaine \_\_\_\_\_

Heroin \_\_\_\_\_

Chemicals \_\_\_\_\_

To suffer \_\_\_\_\_

To pollute \_\_\_\_\_

Illegal \_\_\_\_\_

Hole \_\_\_\_\_

Pressure \_\_\_\_\_

Stress \_\_\_\_\_

**Exercise 2. Write Ukrainian equivalents of the following**

To kill \_\_\_\_\_

To die \_\_\_\_\_

To worry \_\_\_\_\_

Reason \_\_\_\_\_

Stress \_\_\_\_\_

To catch \_\_\_\_\_

Fuel \_\_\_\_\_

Weak \_\_\_\_\_

Properly \_\_\_\_\_

In general \_\_\_\_\_

**Exercise 3. Find in the text English equivalents of the following.**

Ледачий \_\_\_\_\_

Дірка \_\_\_\_\_

Серцеві хвороби \_\_\_\_\_

Розвиватись \_\_\_\_\_

Вбивати \_\_\_\_\_

Страждати \_\_\_\_\_

Протилежність \_\_\_\_\_

Вмирати \_\_\_\_\_

Слабкий \_\_\_\_\_

Товстий \_\_\_\_\_

**Exercise 4 Make up sentences from the following words.**

1. Good, health, is, exercise, important, for, very.

\_\_\_\_\_

2. Can, it to, worry, lead, stress, a, kind, illness, others, at

\_\_\_\_\_

3. We, why, get, diseases, do?

\_\_\_\_\_

4. Full, problems, modern, is, at, pressure, life

\_\_\_\_\_

5. Eat, or, little, too, others, much

\_\_\_\_\_

6. Every, drugs, kill, year, thousand

\_\_\_\_\_

**Exercise 5. Answer the questions below.**

1. What are the reasons of our illnesses?

2. What are three main ways of getting diseases?

3. What do you know about drugs?

4. What is very important for our health? Why?
5. Bad health begins with a bad diet, doesn't it?
6. Why does modern life make us very lazy?
7. Is stress a kind of illness? Prove it.
8. Why do people become ill?
9. How many environments do people have? What are they?
10. What period diseases develop in our body?

**Exercise 6. Complete the dialogue**

A: Why do we get diseases?

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

A: Do you eat wrong kind of food?

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

A: Do you do morning exercises?

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

A: Do you suffer from stress?

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

A: What should people do to avoid stress?

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

**Exercise 7. Go over the text again and find the synonyms of the following words**

Disease \_\_\_\_\_

Diet \_\_\_\_\_

Ill \_\_\_\_\_

To be able \_\_\_\_\_

Many \_\_\_\_\_

Work \_\_\_\_\_

Like \_\_\_\_\_

Make \_\_\_\_\_

Unfortunately \_\_\_\_\_

Fat \_\_\_\_\_

**Exercise 8. Find in the text the antonyms of the following words.**

- Catch \_\_\_\_\_
- To pollute \_\_\_\_\_
- Outside \_\_\_\_\_
- To worry \_\_\_\_\_
- To die \_\_\_\_\_
- To inherit \_\_\_\_\_
- Enjoy \_\_\_\_\_
- Well \_\_\_\_\_
- Lazy \_\_\_\_\_
- Safe \_\_\_\_\_

**Exercise 9. Fill in the gaps in the text below with the correct prepositions.**

*For, with, without, at, to, in, of, from*

1. \_\_\_\_\_ many people, bad health begins \_\_\_\_\_ a bad diet.
2. \_\_\_\_\_ it the baby becomes slow and fat.
3. Some eat the wrong kind \_\_\_\_\_ food.
4. We catch them \_\_\_\_\_ other people.
5. It needs the right kind of fuel \_\_\_\_\_ work properly.
6. Even so, thousands \_\_\_\_\_ accidents still happen.
7. We are taller, stronger and have a better diet than \_\_\_\_\_ the past.

**Exercise 10. Do you know if you suffer from stress? Do the Stress Test and find out!**

**STRESS TEST**

**Yes**

**No**

Do you:

- often sleep badly?
- get headaches a lot?
- find it difficult to relax?
- need alcohol or cigarettes to calm

your nerves?

- usually hide your feelings?
- find it difficult to concentrate?
- take tranquillizers or sleeping pills?
- get angry when things go wrong?

If you answer “Yes” to more than two of these questions, you are one of many people who suffer from stress. What can you do about it?

Doing yoga or relaxation exercises, chewing gum and playing with worry beads are all common ways of relieving stress. But doctors now say that there are simpler ways. Their advice is that people should laugh and smile more often. When you laugh and smile, your body relaxes. They also say that people – and especially men – ought to cry more frequently. Crying is a natural way of relieving stress.

## **Text 15. GERM WARFARE**

They are all around, all the time, causing complaints such as food poisoning, skin infections and colds. So how do we keep the bugs at bay?

When my mother uses a public lavatory, she meticulously lines the toilet seat with paper to avoid germs. As she leaves the room (after earnestly scrubbing her hands) she covers the door handle with paper, props the door open with her foot and in a neat sidestep, escapes without ever touching anything. You might call her phobic but the brisk sales of antibiotic soaps, cleaners and now even toys and kitchen utensils suggest that many of us are thinking along the same lines.

Scientists are not as enamored with antibacterial products as the general public. Most germ experts believe that diligent handwashing is the most effective way to fight germs and that any soap will do. Any soap, antibacterial or not, helps eliminate germs by suspending them in water so they can be washed away.

Careful washing will eliminate harmful bacteria we're most likely to come in contact with, like staphylococcus, streptococcus, E-coli, and salmonella, which

cause skin infections, sore throat and food poisoning, respectively.

Many people don't realize that antibacterial soaps only work on a clean surface. Organic matter, like food, deactivates a disinfectant. There is a danger that consumers might be lulled into a false sense of complacency by thinking that these products serve as a substitute to traditional cleaning.

There is also the possibility that routine use of antibacterial spray could encourage the build-up of more resistant bacteria. If you destroy the natural bacterial population, you reduce competition for incoming pathogens and enable them to gain a foothold.

Scientists point out that trying to eradicate all bacteria from your environment is unnecessary and possibly harmful. We have a nice coexistence with a lot of germs. "Your gastrointestinal tract has germs most of which do no harm and some of which are beneficial. They help with digestion and produce B-complex vitamins. Your skin contains bacteria that colonise to protect you from pathogenic bugs".

### **Essential vocabulary**

Warfare – війна, боротьба

Germ – мікроб

Bug – *сл. вірус*

Eliminate – знищувати

Suspend – утримувати

Digestion – травлення

Spit – слина

Ingest – *спец.* ковтати

Rinse – полоскати

With good reason – не без підстав

Toddler – дитина, яка починає ходити

Set up house – *тут* поселитися

**Exercise 1. Translate and transcribe from English into Ukrainian.**

To suspend \_\_\_\_\_

About \_\_\_\_\_

Beneficial \_\_\_\_\_

A consumer \_\_\_\_\_

A disinfectant \_\_\_\_\_

A contamination \_\_\_\_\_

To drool \_\_\_\_\_

To suck \_\_\_\_\_

To eradicate \_\_\_\_\_

Viable \_\_\_\_\_

**Exercise 2. Write Ukrainian equivalents of the following**

Careful \_\_\_\_\_

Moisture \_\_\_\_\_

Phobia \_\_\_\_\_

Intact \_\_\_\_\_

Germ-riddled \_\_\_\_\_

Intestinal \_\_\_\_\_

To survive \_\_\_\_\_

Harmful \_\_\_\_\_

A cold \_\_\_\_\_

Skin infections \_\_\_\_\_

**Exercise .3 Find in the text English equivalents of the following**

Старанно \_\_\_\_\_

Створювати ризик \_\_\_\_\_

Захоплений \_\_\_\_\_

Збудник захворювання \_\_\_\_\_

Закріпитися \_\_\_\_\_

Пристрасть \_\_\_\_\_

Чистити щіткою \_\_\_\_\_

Чхати \_\_\_\_\_

Навколишнє середовище \_\_\_\_\_

Шлунково-шлунковий тракт \_\_\_\_\_

Захищати \_\_\_\_\_

**Exercise 4. Make up sentences from the following words.**

1. Have, a coexistence, we, nice, germ, a lot, with, of.

\_\_\_\_\_

2. With, scientist, not, as, with, enamoured, as, the, public, general, products, antibacterial

\_\_\_\_\_

3. Won't, transfer, back, but, away, millimeters, germs, lurk, will, a few.

\_\_\_\_\_

4. Long, rinse, enough, germs, to wash, away.

\_\_\_\_\_

5. How, so, we, do, keep, at, the, bugs, bay?

\_\_\_\_\_

6. Like, organic, food, matter, a, disinfectant, deactivates.

\_\_\_\_\_

**Exercise 5. Complete a dialogue**

A: What do you know about germs?

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

A: Are all of them harmful for our health?

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

A: Do you have a germ phobia?

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

A: In what way do people coexist with a lot of beneficial germs?

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

A: What should we do to avoid a cross contamination?

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

**Exercise 6. Answer the questions.**

1. What do most germ experts think about germs?
2. Why do some people have a germ phobia?
3. Why should we wash our hands carefully?
4. The kitchen is the most likely place for germs and bacteria, isn't it?
5. Why do some kinds of germs help us to live? Prove it.
6. What common rules should we observe at a public lavatory?
7. What does a cold's rule of transmission like? Describe it.
8. How do we keep the bugs at bay?
9. What are the most important rules of washing hands?
10. What do you think about the germ warfare? Will people able to eliminate all harmful bugs and germs? Why (not)?

**Exercise 7. Put questions to the underlined words.**

1. But under dry conditions they die pretty quickly.
2. We have a nice coexistence with a lot of germs.
3. Any soap helps eliminate germs.
4. Germs will lurk a few millimeters away, but won't transfer back?
5. They help with digestion and produce B-complex vitamins.
6. Organic matter deactivates a disinfectant.
7. Diligent hand washing is the most effective way to fight germs.
8. Your skin also contains bacteria.

**Exercise 8. Give the equivalents English for the words in brackets.**

1. If someone (чхати) into their hand, which you then shake and then (торкаться) your eyes, nose, mouth, the (вирус) may well (поселяться) house in your body.

2. Antibacterial soaps only work on a clean (поверхня)
3. We have a nice (співіснування ) with a lot of (мікроби)
4. But under dry (умови) they (вмирають) pretty quickly.
5. Meat products (заражені збудниками захворювання) like E-coli and salmonella.
6. Scientists point out that trying to (знищувати) all bacteria from your (навколишнє середовище) is unnecessary and (шкідливий)

**Exercise 9. Go over the text again to find the synonyms of the following words**

- Lavatory \_\_\_\_\_
- Expert \_\_\_\_\_
- False \_\_\_\_\_
- Cleaning \_\_\_\_\_
- To produce \_\_\_\_\_
- Illness \_\_\_\_\_
- Can \_\_\_\_\_
- Viable \_\_\_\_\_
- Must \_\_\_\_\_
- Beneficial \_\_\_\_\_

**Exercise 10. Find in the text the antonyms of the following words.**

- Harmful \_\_\_\_\_
- Many \_\_\_\_\_
- To die \_\_\_\_\_
- Health \_\_\_\_\_
- Rarely \_\_\_\_\_
- Brisk \_\_\_\_\_
- Draught \_\_\_\_\_
- Nobody \_\_\_\_\_
- Bad \_\_\_\_\_
- To find \_\_\_\_\_

**Exercise 11 Go over the text again to find the synonyms of the following words**

- a) to avoid the germs in the public toilets;
- b) to avoid contamination when you cook meat;
- c) Want your child will not get sick from toys that have dropped on the floor.

**Text 16. LEARN HOW TO BOOST YOUR ENERGY**

There are some ways to make you feel better and gently relieve the effects of stress.

**EAT, EAT, EAT ALL DAY LONG**

When you do not eat, your brain assumes that you are in a time of famine and sends a red alert to your adrenals to release adrenaline and cortisol.

Adrenaline releases energy from sugar stored in your liver and muscles, and cortisol breaks down your muscle mass to turn it into sugar. So excess sugar damages brain and body cells.

As long as you do not eat, your brain will continue to send alerts to your adrenals. Restricting food and eating only junk, processed or fake food is disastrous. The chemicals, food additives and preservatives in such foods have been linked to behavioural disorders, hyperactivity, headaches, fatigue, irritability and even cancer. The result of eating these products is fat around your middle, a flabby body mid accelerated aging.

So what can you do?

- **KEEP** a food journal for a week. You may surprise yourself when you honestly write down what you eat each day.
- **ACCEPT** that eating is one factor that is in your control. Aim never to diet and always to eat regular balanced meals of real, whole foods to help your blood MI gar remain balanced.

Real food is anything that you could theoretically pick, gather, milk, hunt or fish - foods that are close to a natural state.

- **IF YOU** are in the driven or dragging stages, three meals a day will keep

your blood sugar levels balanced and will fire up your metabolism. If you are in the losing it, hitting the wall or the burned-out stages, you need to eat five times a day.

If you suffer from insomnia, add a bedtime snack.

Begin each day with a balanced breakfast as soon as possible after awakening. If you can't face food, have a powerful drink instead.

- EAT every two to three hours. Grazing will keep your blood sugar levels balanced and will allow your adrenals to rest, repair and rejuvenate.
- DO NOT go on an all-protein, no-carbohydrate diet. Going without a basic food group is another way to imbalance your blood sugar.
- Good sources are whole grains, brown rice and whole meal bread.
- HEALTHY fats and oils, such as butter, olive oil and essential fatty acids will provide your body with the raw materials to make new cells.

#### EXERCISE LESS

There are a number of misconceptions about exercise. Perhaps the greatest is that exercise has to be hard to be beneficial. The 'no pain, no gain' approach has caused some people to bum out.

Over-exercising tears your body down faster than it can repair and replenish itself. If you want to lose weight, live longer and exchange your powers of endurance, aim for regular moderate exercise.

- WHEN you are recovering from adrenal burnout, exercise only to the point of exhilaration and never to exhaustion.
- IF YOU are exhausted or sick, your health would benefit much more from a few extra hours of sleep than any exercise.
- VERY little exercise is needed to generate muscle repair. Five minutes of exercise is a good start. For weight training, begin with 1 lb or 21b and work your way up gently.
- People who have trouble sleeping benefit most from exercising before 2 pm.
- IF YOU'RE in the driven stage, try one hour of vigorous exercise three to five times a week.

- IF YOU'RE in the dragging stage, you need a maximum of one hour of vigorous exercise three times. Try yoga, tai chi, dancing or walking - not jogging.
- IF YOU'RE in the losing it stage, try an hour's stretching with deep breathing, walking, yoga, or tai chi two or three hours a week.
- IF YOU'RE hitting the wall, try five to 30 minutes of gentle stretching or leisurely strolling one to three times per week.
- IF YOU'RE in the burned-out stage, conserve your energy at all costs.
- Have a leisurely stroll or stretch for one to two minutes.

### PAYING OFF YOUR SLEEP DEBT

DO YOU have nightmares or fall asleep while watching TV?

Do you wake up tired every day and drag yourself out of bed?

Maybe you eat sugar for energy and have heavy dark circles under your eyes.

If you can say yes to two or all of these questions, you are showing signs of a sleep problem.

Everyone knows how much better they feel physically and mentally after a deep sleep. Paying off your sleep debt is one important step to avoiding burnout. The healthier you get, the better you will sleep. And adequate sleep reduces the risk of heart attack, immune disorders, diabetes, depression and fatigue. These solutions can help:

- TAKE two ten to 15-minute quiet retreat periods each day. Go for a walk or close your eyes. Rest or meditate in the loo if you can't find another private place. If you are at home, listen to peaceful music.
- MAKE sure you get eight hours of sleep a night - increase to eight to ten hours if you feel burned out.

### Essential vocabulary

No pain no gain – без труда нема плода

Alkaline – *хім.* лужний

Loo – *розм.* туалет

Deplete – вичерпувати (запас)

Lb= libra – лат. фунт = 373, 2 грама

Boost – підвищити, підняти

Carbohydrate – хім. вуглерод

Stroll – прогулюватись

Opt – вибирати

Stamina – витривалість

Fix – сл. доза

Cranny – роздратований

Gain one's edge – поступово просуватися

**Exercise 1. Translate and transcribe the following words**

Alert \_\_\_\_\_

Nourish \_\_\_\_\_

Issue \_\_\_\_\_

Retreat \_\_\_\_\_

Moderate \_\_\_\_\_

Exhilaration \_\_\_\_\_

Exhaustion \_\_\_\_\_

Fatigue \_\_\_\_\_

Vigorous \_\_\_\_\_

Consumption \_\_\_\_\_

**Exercise 2. Write Ukrainian equivalents of the following**

Generate \_\_\_\_\_

Beneficial \_\_\_\_\_

Flabby \_\_\_\_\_

Preservative \_\_\_\_\_

Disorder \_\_\_\_\_

Fake food \_\_\_\_\_

Whole food \_\_\_\_\_

Metabolism \_\_\_\_\_

Cell \_\_\_\_\_

Protein \_\_\_\_\_

**Exercise 3. Find in the text the English equivalents of the following**

Цільне зерно \_\_\_\_\_

Хліб з висівками \_\_\_\_\_

Підгодовуватися \_\_\_\_\_

Харчові добавки \_\_\_\_\_

Відновлювати сили \_\_\_\_\_

Берегти \_\_\_\_\_

Врешті-решт \_\_\_\_\_

Дієта \_\_\_\_\_

Безсоння \_\_\_\_\_

Кров \_\_\_\_\_

**Exercise 4. Make up sentences from the following words**

1. About, number, these are, a, of, exercise, misconceptions.

\_\_\_\_\_

2. Can, so, what, you, do?

\_\_\_\_\_

3. Excess, so, damages, sugar, cells, body, and, brain.

\_\_\_\_\_

4. Is, most, the, commonly, used, sugar, simulant

\_\_\_\_\_

5. You, wake up, do, tired, every, and, drag, day, yourself, of, bed, out?

\_\_\_\_\_

6. Sleep, your, playing off, debt, one, is, to, burnout, step, avoiding, important

\_\_\_\_\_

**Exercise 5. Answer the following questions.**

1. What does your brain do when you do not eat?
2. In what way does excess sugar damage your brain?
3. What kind of food should you avoid?
4. What can you do to keep your health?
5. Do you do morning exercise every day or time by time?
6. Physical exercises are very beneficial for our body, aren't they?
7. Do you have a sleep problem?
8. What type of exercises do you prefer?
9. How many hours do you sleep?
10. Is it easy for you to say sugar goodbye?

**Exercise 6. Complete the dialogue.**

A: What food do you prefer to eat?

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

A: Do you eat a lot of sugar?

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

A: What rules of eating do you keep?

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

A: What physical exercises do you do with pleasure?

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

A: Do you have a rest at your place of employment?

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

A: Are you always in a good mood?

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

A: Why should we take care of our health?

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

**Exercise 7. Go over the text again and find the synonyms of the following words.**

Useful \_\_\_\_\_

To keep \_\_\_\_\_

To feed \_\_\_\_\_

To choose \_\_\_\_\_

Rule \_\_\_\_\_

To be hungry \_\_\_\_\_

Problem \_\_\_\_\_

To be tired \_\_\_\_\_

A lot of \_\_\_\_\_

Energy \_\_\_\_\_

**Exercise 8. Find in the text the antonyms of the following words.**

Less \_\_\_\_\_

Begin \_\_\_\_\_

To damage \_\_\_\_\_

Crazy \_\_\_\_\_

Question \_\_\_\_\_

Eating \_\_\_\_\_

Vigorous \_\_\_\_\_

To keep \_\_\_\_\_

Sick \_\_\_\_\_

At last \_\_\_\_\_

**Exercise 9 Put questions to the underlined words.**

1. Every meal should be multicoloured with plenty of vegetables.
2. There are a number of misconceptions about exercise.
3. Sugar makes your brain irritable and hyperactive.
4. Excess sugar damages brain and body cells.

5. Sugar is the most commonly used simulant.
6. It affects your mood and behavior.

**Exercise 10 Imagine that you are a doctor. Tell your patients how:**

- a) to choose the right and beneficial food;
- b) to choose suitable exercises;
- c) to pay off your sleep debt;
- d) to boost your energy.

## **Text 17. THE SURGEON WHO RESTORED FACIAL PROPORTIONS**

Leonardo da Vinci was fascinated by unusual faces. If he noticed a passerby with, say, a particularly long nose or a protuberant chin, he would, it is claimed, follow him around before picking up a crayon and committing his impression to paper. His interest was partly scientific, for these unusual faces all represented variations on the geometrical rules of facial proportion, which he was among the first to identify.

Thus, when looked at in profile, the length of the ear approximates to that of the nose, which in turn occupies one third of the face. This is aesthetically very pleasing — as, indeed, is the perfect square in the middle of the profile, created by drawing a line from the top of the ear to the eyebrows, down to the chin, across to the angle of the jaw, and back up to the top of the ear again. There are numerous other such regularities, relating the width of the eyes to the gap that separates them which, in turn, is located directly in the middle of the face — and so on.

The origins of facial -plastic surgery go back, to the First World War and the terrible injuries sustained by soldiers who peered over the top of their trenches only to have half their faces blown away by a passing projectile,

Luckily, they ended up in the care of a young New Zealand surgeon, Harold Gillies, at St Marys Hospital, Sidcup - a collection of sheds in the back garden of a

private home. Gillies showed extraordinary ingenuity and, ably assisted by a small band of heroic nurses, performed unimaginable feats of restoration, which can only be appreciated by comparing the before and after photographs of soldiers whose missing jaws and cheeks he somehow managed to replace. Come the end-of the war, when Gillies' skills in this field were, thankfully, no longer required, he turned his attention to congenital facial deformities, of which much the commonest are children born with a cleft lip and palate. These defects were almost trivial compared with what he had been used to, but turned out to be curiously intractable. The initial operation of sewing the two sides of the cleft together was simple enough, but as a child's face grew, so a variety of other deformities became apparent: the center of the face failed to develop, the nasal profile became distorted and the lower jaw protuberant. These secondary problems themselves required a whole series of further operations to be corrected. It was not until the mid- 1970s that the explanation became clear. There is a very small slip of muscle involved in the flaring of the nostril, which passes through its undersurface into the base of the cartilage or septum of the nose. The disruption of just this one muscle in children with a cleft palate accounts for virtually all the subsequent abnormalities of facial development, which quite simply do not occur if it is correctly identified and repaired. The implications of this are extraordinary, for it means that nothing "controls" facial regularities and proportions; rather, they arise from within the face itself. More specifically, the tensions created by the facial muscles where they are inserted into the bones of the skull beneath this one nasal muscle exert traction on the septum of the nose; this affects the growth of the upper jaw, whose countervailing pressure on the lower jaw influences its growth and development and so on.

### **Essential vocabulary**

Passer-by – перехожий

Chin – підборіддя

Angle – кут

Jaw – щелепа

Cleft – роздвоєний  
Palate – піднебіння  
Cartilage – хрящ  
Flaring – випуклість  
Projective – снаряд, куля  
Tension – натягнення, розтягнення  
Congenitl – природжений

**Exercise 1. Translate and transcribe from English into Ukrainian.**

Approximates \_\_\_\_\_  
Protuberant \_\_\_\_\_  
Aesthetically \_\_\_\_\_  
Profile \_\_\_\_\_  
Projectile \_\_\_\_\_  
Require \_\_\_\_\_  
Virtually \_\_\_\_\_  
Pressure \_\_\_\_\_  
Initial \_\_\_\_\_  
Appreciate \_\_\_\_\_  
Further \_\_\_\_\_

**Exrercise 2. Translate from English into Ukrainian**

Jaws and cheeks \_\_\_\_\_  
A child's face grew \_\_\_\_\_  
Facial plastic surgery \_\_\_\_\_  
In the middle of the face \_\_\_\_\_  
Curiously intractable \_\_\_\_\_  
Facial development \_\_\_\_\_  
Seprum of the nose \_\_\_\_\_  
All the subsequent abnormalities \_\_\_\_\_

Come the end of the war \_\_\_\_\_

By a passing projective \_\_\_\_\_

### Exercise 3. Translate from Ukrainian into English

Зафіксувати враження \_\_\_\_\_

Пастель \_\_\_\_\_

Науковий \_\_\_\_\_

Охоплювати \_\_\_\_\_

Траплятися \_\_\_\_\_

Розуміння \_\_\_\_\_

Пояснювати \_\_\_\_\_

М'яз \_\_\_\_\_

Каліцтво \_\_\_\_\_

Сарай, намет \_\_\_\_\_

Майстерність \_\_\_\_\_

Фактично \_\_\_\_\_

### Exercise 4. Put the words into the right order

1. By, Leonardo da Vinci, faces, unusual, fascinated, was.

\_\_\_\_\_

2. Scientific, for these unusual faces, interest, was, his, of, facial variations, all, geometric rules, represented, the, on.

\_\_\_\_\_

3. Turned his attention, facial deformities, with a deft lip, to congenital, palate, and of, which, the commonest, much, children, born, are, with.

\_\_\_\_\_

4. Used to, to be curiously intractable, these defects, turned out, almost, had been, compared with, what, he, were, trivial, but.

\_\_\_\_\_

**Exercise 5. Answer the questions**

1. Who was fascinated by unusual faces?
2. What was his interest for these unusual faces?
3. Could Leonardo explain all geometrical rules of facial proportions?
4. When were the first facial operations?
5. Who was the famous plastic surgeon?
6. At what time did people get the terrible facial injuries?
7. Where did Gillies turn his attention to?
8. What kinds of deformalities have their face after the initial operation?
9. What was in the 1970's?

**Exercise 6. Complete the dialogue**

A: What is it unusual face?

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

A: Are there any regularities relating in unusual face?

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

A: Who sustained injuries during the First World War?

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

A: Do you know someone who was performed unimaginable feats of restoration?

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

A: Who were born with a cleft lip and palate?

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

A: Is it possible to avoid subsequent abnormalities of facial development?

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

**Exercise 7. Make sentences using the following expressions**

Committing his impression \_\_\_\_\_

His interest was partly scientific \_\_\_\_\_

When look at in profile \_\_\_\_\_

In the middle of the face \_\_\_\_\_

Facial plastic surgery \_\_\_\_\_

Terrible injuries \_\_\_\_\_

Congenital facial deformations \_\_\_\_\_

Facial regularities and proportions \_\_\_\_\_

Hair-cut \_\_\_\_\_

Beard \_\_\_\_\_

Square (strong) jaw \_\_\_\_\_

Round (pointed) chin \_\_\_\_\_

Slim (fat, plump, graceful) figure \_\_\_\_\_

Tall (short) height \_\_\_\_\_

## **Text 18. FITNESS REVOLUTION**

For millions of people around the world, regular exercise is now part of their daily lives. Some jog, cycle or swim, while others prefer to work-out in gyms, do aerobics or play team sports. They're part of the worldwide fitness revolution which has taken place over the last twenty years. The question is, why has revolution happened? Well, there are several major factors.

Fit people have longer, healthier lives than unfit people - especially unfit people who also smoke, drink or take drugs. People now accept that taking regular exercise is a great way to become and stay healthy. In today's world there's enormous pressure on both men and women to look as young and attractive as possible. It's also another reason for the fitness boom. Fit people not only feel good - they look good too. More sport appears on our TV screens today than ever before. Work-out videos have made it easier to exercise at home. Dozens of new magazines devoted to sport and fitness have been published in recent years.

The simplest way to measure your own fitness level is to take your pulse. Here is how. (a) Put five fingers across your right wrist (b) Relax. (c) Count the number of beats you can feel in the next fifteen seconds. (d) Multiply the number of beats by four to get your pulse rate per minute. (e) Check your answer on the chart

below.

## PULSE RATE WHEN RELAXED LEVEL OF FITNESS

(beats per minute)

80 or more .....	Poor
70-79 .....	Fair
60-69 .....	Good
50-59 .....	Very good
Under 50 .....	Excellent

People talk about “aerobic exercise”. What is aerobic exercise? It’s any activity during which your pulse goes up to a minimum of 140 beats per minute for at least twenty minutes. Jogging, swimming, cycling and football are all aerobic. It’s not enough to jog, swim or cycle only once or twice a month. To improve your heart and lung capacity you need to do an aerobic activity three times per week.

What’s the best way to prepare for exercise if you are not used to it? If you are a beginner, it’s very important to make sure that: (a) the activity you’ve chosen suits your level of fitness (e.g., don’t play squash for an hour if you are totally unfit); (b) you’re wearing sensible clothes and shoes; (c) you warm up slowly and gradually before you start the activity itself.

During exercise your heartbeat goes up from an average of 60/70 beats per minute to an average of 160/170. The amount of blood being pumped by your heart triples. You breathe deeper and three times more often than usual. Extra blood is sent to your muscles. You lose water due to sweating. You feel good because your body releases chemicals called endorphins. But too much exercise can be just as bad for you as too little. Exhaustion and muscle injuries are just two of the possible problems.

There are lots of advantages of being fit. Fitness ...

- reduces the risk of heart attacks.
- increases strength, stamina and suppleness.
- means that you sleep better and don’t get tired so easily.

- helps you to lose weight.
- increases the size and tone of your muscles.
- makes you feel healthier, happier and more positive.

### **Essential vocabulary**

Fitness – добрий стан здоров'я

Jog – бігати підтюпцем

Work-out – тренуватися, тренування

Accept – визнавати

Measure – вимірювати

Wrist – зап'ясток

Beat – удар

Multiply – множити

Fair – посередній

Suit – відповідати вимогам

Sensible – практичний (про одяг)

Triple – потроюватися

Sweat – потіти

Exhaustion – виснаження

Stamina – витривалість

Suppleness – гнучкість

### **Exercise 1. Translate and transcribe the following words**

Revolution \_\_\_\_\_

Several \_\_\_\_\_

Major \_\_\_\_\_

Regular \_\_\_\_\_

Pressure \_\_\_\_\_

Attractive \_\_\_\_\_

Wrist \_\_\_\_\_

Cycling \_\_\_\_\_

Aerobic \_\_\_\_\_

Gradually \_\_\_\_\_

**Exercise 2. Write Ukrainian equivalents of the following**

To take regular exercise \_\_\_\_\_

Daily lives \_\_\_\_\_

To work-out in gym \_\_\_\_\_

Reason \_\_\_\_\_

To count the number of beats \_\_\_\_\_

Excellent \_\_\_\_\_

To warm-up slowly \_\_\_\_\_

Average \_\_\_\_\_

Amount of blood \_\_\_\_\_

To lose water \_\_\_\_\_

**Exercise 3. Find in the text English equivalents of the following**

Вживати наркотики \_\_\_\_\_

Об'єм легень \_\_\_\_\_

Частота пульсу \_\_\_\_\_

Серцевий напад \_\_\_\_\_

Втрачати вагу \_\_\_\_\_

Тонус м'язів \_\_\_\_\_

60 ударів за хвилину \_\_\_\_\_

Тричі на тиждень \_\_\_\_\_

Дихати глибше \_\_\_\_\_

Травма \_\_\_\_\_

**Exercise 4 Complete the dialogue.**

A: What the difference between fit people and unfit ones?

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

A: How can you measure your fitness level?

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

A: What is aerobic exercise?

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

A: To improve your heart and lung capacity you need to do aerobic activity three times per week, don't you?

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

A: What are the advantages of being fit?

B \_\_\_\_\_

**Exercise 5 put the words in the correct order**

1. Reduce, risk, fitness, attacks, of, heart, the.

\_\_\_\_\_

2. Lives, unfit, than, people, fit, live, healthier, longer, people

\_\_\_\_\_

3. Is, healthier, stay, taking, and, regular, become, exercise, to, a, way, great

\_\_\_\_\_

4. Helps, fitness, to, lose, you, weight.

\_\_\_\_\_

5. Activity, per, three, you, week, need, times, to an, aerobic, do.

\_\_\_\_\_

**Exercise 6. Answer the questions**

1. Has the fitness revolution taken place over the last twenty or fifty century?

2. Unfit people live long and healthier lives don't they?

3. Less sports appears on TV nowadays, doesn't it?

4. What is aerobic exercise?

5. What actually happens inside the body during exercise?
6. Can much exercise be bad for you?
7. Why do you lose water during the exercise?
8. What are the advantages of being fit?
9. Does fitness help to lose your weight?
10. Does fitness make you feel exhausted?

**Exercise 7. Write antonyms of the following.**

To reduce \_\_\_\_\_

Fit \_\_\_\_\_

Enormous \_\_\_\_\_

Young \_\_\_\_\_

Attractive \_\_\_\_\_

Good \_\_\_\_\_

Easy \_\_\_\_\_

Right \_\_\_\_\_

To go up \_\_\_\_\_

Minimum \_\_\_\_\_

**Exercise 8. Are the following sentences true or false?**

1. There is little pressure on men and women to look young and attractive.
2. Fit people feel and look good.
3. There are many magazines about sport and fitness.
4. The simplest way to measure your own fitness is to measure your blood pressure.
5. It's enough to swim or jog three times per week.
6. You breathe deeper during the aerobic activity.
7. Fitness increases the risk of heart attacks.

**Exercise 9. Write the questions for the answers.**

1. There are several major factors of fitness revolution.
2. They are called endorphins.
3. Exhaustion and muscle injuries are two of the possible problems.
4. It's any activity during which your pulse goes up to a minimum 140 beats per minute.
5. Fitness helps you to lose weight.

**Exercise 10. Complete the following sentences.**

1. For millions of people regular exercise is now \_\_\_\_\_
2. People now accept that taking regular exercise is a great way to \_\_\_\_\_
3. Jogging, swimming cycling and football are all \_\_\_\_\_
4. It's not enough to jog, swim or cycle only \_\_\_\_\_
5. To improve your lung capacity you need to do \_\_\_\_\_
6. You warm-up slowly and gradually before you \_\_\_\_\_
7. You breathe deeper and three times \_\_\_\_\_

# VOCABULARY

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## A

- abdomen** - черевна порожнина  
**abnormal** - ненормальний  
**adrenaline** - адреналін  
**affect** - уражати  
**aggressive** - агресивний  
**agonizing** - болючий  
**AIDS** - СНІД  
**alkaline** - лужний  
**aphasia** - втрата мови  
**articulation disorders** - артикуляційні вади  
**audition** - слух  
**autism** - аутизм

## B

- bacteria** - бактерія  
**become ill** - хворіти  
**bladder** - сечовий міхур  
**blind** - сліпий  
**blindness** - сліпота  
**blink** - кліпання  
**blood** - кров  
**blood pressure** - кров'яний тиск  
**blunting** - притуплення, ослаблення  
**body** - тіло  
**brain** - мозок  
**bulbo** - бульварний

## C

**cancer** – рак

**carbohydrate** - вуглевод

**cell** - клітина

**central nervous system** - центральна нервова система

**chest** - грудна клітка

**chromosome-damaging** - пошкоджена хромосома

**cleft palate** - розщеплене піднебіння

**cluttering** - невиразне говоріння

**cold** – застуда

**collapse** - колапс

**communication disorder** - розлад комунікативної сфери

**complaint** - хвороба

**conceive** - зачати

**conceiving** - зачаття

**contamination** - зараження

**cortical** – корковий

## D

**deaf** - глухий

**deaf-aid** - слуховий апарат

**deafen** - робити глухим

**deaf-mute** - глухонімиий

**deafness** - глухота

**deficit** - недолік, порушення

**dehydration** - зневоднення

**delay** - затримка, уповільнення

**depression** - депресія

**diabetes** - діабет

**diagnosis** - діагноз

**diaphragm** - діафрагма

**diet** – дієта

**digestion** - травлення

**digestive** - травний

**disease** - хвороба

**disorder** - розлад

**disturbed** - порушений

**dizygotic twins** - дизиготні близнюки

**dose** - доза

**Down's syndrome** - синдром Дауна

**dribbling** - слинотеча

**drug** - наркотик

**dumb** - той, хто не може говорити

## **E**

**embryonic** - ембріональний

**emotional disturbance** - емоційна нестабільність **euthanasia** - евтаназія

## **F**

**failure** - нестача

**fake food** - суррогат

**fatty acids** - жирні кислоти

**feel** - відчувати

**fertilisation** - запліднення

**fertilized egg** - запліднене яйце

**floppy** - млявий, безвольний

**foetus** - плід, зародок, ембріон

**food additives** - харчові добавки

**food poisoning** - харчове отруєння

**fraternal twins** - дизиготні близнюки

## **G**

**gait** – хода

**gene** - ген

**germ** - мікроб

## Н

**handicap** - фізична (розумова) вада

**hand-language** - мова глухонімих; мова жестів

**handwriting** - почерк, рукопис

**hardcore** - безкомпромісний

**healthy** - здоровий

**hearing** - слух

**heart** - серце

**heart attack** - серцевий напад

**heredity** - спадковість

**hospital** - лікарня

**hydro-cephalic** - гідроцефалія

## І

**identical twins** - близнюки

**identical twins** - монозиготні близнюки

**ill** - хворий

**illness** - хвороба

**immune** - імунний; несприятливий

**impairment** - порушення, пошкодження

**inappropriate** - невідповідний **incision** - надріз

**inherit** - успадковувати

**insets** - ковтання

**insomnia** - безсоння

**intellect** - інтелект

**intestinal** – кишковий

**intolerant** - нетерпимий

**investigate** - досліджувати

## J

**joint** - суглоб

## K

**kidney** - нирка

## L

**lability** - нестійкість; лабільність

**larynx** - гортань

**lateral** - боковий

**leukaemia** - лейкемія

**liver** - печінка

**lost** - втрачений

## M

**malnutrition** - недоїдання, неправильне харчування

**medical** - медичний

**meiosis** - мейоз (одна з форм непрямого поділу клітини)

**mentally** - розумово

**mentation** - процес мислення

**metabolism** - метаболізм, обмін речовин

**monozygotic twins** - монозиготні близнюки

**motor** - моторний (руховий)

**muscle injuries** - ушкодження м'язів

**muscles** - м'язи

**muscular** - м'язовий

**muscular incoordination** - відсутність координації м'язів

## N

**narrow-minded** - обмежений

**neck** – шия

**neonatology** - неонатологія

**neuro-degenerative** - невроперероджувальний

**neurological** - неврологічний neuron - нейрон

## O

**orally** - усередину

**organic** - природжений, органічний

## P

**pain** - біль

**Paikinson's disease** - хвороба Паркінсона

**patient** - пацієнт

**personality** - особисті риси

**phobia** - невроз

**physical tests** - фізичні тести

**physically** - фізично

**placenta** - плацента

**pregnancy** - вагітність

**premature** - передчасний

**prenatal** - внутрішньоутробний

**prenatal** - допологовий, внутрішньоутробний

**preservative** - консервант

**pressure** - тиск

**progressive supranuclear palsy** - прогресувальний супраядерний параліч

**protein** - білок

**psychogenic** - психогенний

**psychologist** - психолог

**psycological tests** - психологічні тести

## Q

**quadriplegic** - хворий на параліч рук і ніг

**rate** - частота

**recovery** - одужання

**reduce** - відновлювати, знижувати

**retain** - зберігатися

**rubella** - краснуха

## S

**seizure** - апоплексичний удар, припадок

**sign** - виражати жестом

**skills** - вміння

**skin infections** - інфекція шкіри

**speech-language pathologist** - логопед

**spit** - слина

**spleen** - селезінка

**stamina** - витривалість

**stance** - поза

**stomach** - шлунок

**stone-deaf** - повністю глухий

**stress** - стрес

**stutter** - заїкатися

**stutterer** - заїка

**stuttering** - заїкання

**suggestive** - сугестивний

**superficial** - зовнішній

**surgery** - хірургія

**survey** - обстеження

**survive** - вижити

**swallowing** – ковтання

**teratology** - тератологія

**therapeutic** - терапевтичний

**tract** -тракт

**treatment** - лікування

**trisomy** - трисомія

**trunk** - тулуб

**tuberculosis** - туберкульоз

**U**

**umbilical cord** - пуповина

**unsteadiness** - нестійкість

**uterus** - матка

**V**

**virus** - вірус

**viruses** - віруси

**vitamin** - вітамін

**W**

**weakness** - кволість

**white-blood-cell cancer** - білокрів'я

**wrist** - зап'ясток