

Е.Н. Воронова

ОБУЧЕНИЕ ЧТЕНИЮ АНГЛОЯЗЫЧНОЙ ЛИТЕРАТУРЫ  
ПО СПЕЦИАЛЬНОСТИ

(направление подготовки «Специальное (дефектологическое) образование»)

Саратов

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**Учебное пособие: Обучение чтению англоязычной литературы по специальности (направление подготовки «Специальное (дефектологическое) образование») – Саратов: Амирит, 2018. - 58 с.**

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Предлагаемое учебное пособие предназначено для обучения иностранному языку студентов-бакалавров. Основной целью пособия является развитие языковых и речевых компетенций студентов неязыковых факультетов рамках действующей Программы бакалавриата по иностранным языкам для неязыковых специальностей и ФГОС ВО последнего поколения.

Пособие имеет специализированный характер и может быть рекомендовано для студентов-бакалавров, обучающихся по направлению подготовки «Специальное (дефектологическое) образование». Подобранный текстовый материал с комплексом упражнений даёт возможность развивать навыки чтения с разной полнотой извлечения информации.

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## Предисловие

Учебное пособие предназначено для обучения английскому языку студентов-бакалавров, обучающихся по направлению подготовки «Специальное (дефектологическое) образование», с учётом профессиональной направленности. Основной целью учебно-методического пособия является развитие навыков чтения и говорения по специальности. Тексты для чтения взяты из газетных статей, научно-популярных журналов, из других источников. Данное пособие предназначено для развития навыков и умений извлекать информацию с различной степенью полноты понимания, т.е. обучения различным видам чтения.

Учебное пособие состоит из четырёх параграфов. Каждый параграф включает основной текст и дополнительные тексты, различные виды упражнений к ним, а также новый и ранее изученный грамматический материал. Каждый параграф содержит предтекстовые упражнения, рассчитанные на снятие трудностей в чтении, упражнения на введение новых лексических единиц, упражнения на изучение основных словообразовательных моделей английского языка, речевые упражнения, а также послетекстовые упражнения на понимание прочитанного с целью отработки грамматических явлений, изучаемых в данном параграфе.

Изучение грамматики предполагает повторение и систематизацию изученного в школе материала и введение нового на основе таблиц и схем с примерами, а также упражнений на усвоение грамматического материала с использованием текстовой лексики соответствующего параграфа.

Обучение говорению на профессионально-значимые темы производится на базе изученных текстов.

Формы проверки понимания текстов разнообразны и зависят от характера имеющейся в них информации и от вида чтения.

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САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

## UNIT I

Grammar: 1) The Passive Voice  
2) Word-building

Text: Special Educational Treatment

Additional text A: A Sleeveless Jacket for Invalids

Additional text B: The Boy in the Box

## ПАССИВНЫЙ ЗАЛОГ (PASSIVE VOICE)

to be + Participle II

<b>Tense (Время)</b>	<b>Indefinite (Неопределённое)</b>	<b>Continuous (Продолженное)</b>	<b>Perfect (Завершённое)</b>	<b>Perfect Continuous (Завершённо-длительное)</b>
<b>Present (Настоящее)</b>	be (am, is, are) + Participle II is built строится (обычно, всегда, каждый день)	be (am, is, are) + being + Participle II is being built строится, строят (сейчас, всё ещё)	have/has + been + Participle II has been built построен, построили (в этом году, уже)	Вместо отсутствующих форм
<b>Past (Прошедшее)</b>	be (was, were) + Participle II was built строился (вчера, в прошлом году)	be (was, were) + being + Participle II was being built строили, строился (когда я приехал)	had + been + Participle II had been built был построен, построили (прежде, чем я приехал)	Perfect Continuous употребляются формы
<b>Future (Будущее)</b>	shall/will + be + Participle II will be built будет построен (завтра, в будущем году)	Вместо отсутствующей формы Future Continuous употребляется форма Future Simple	will+have+been + Participle II will have been built будет построен (к январю)	Perfect

**ПЕРЕВОД ГЛАГОЛОВ В СТРАДАТЕЛЬНОМ ЗАЛОГЕ  
НА РУССКИЙ ЯЗЫК**

Способ перевода	Пример
1. Если указан носитель действия (by somebody), то при переводе может употребляться личная форма глагола действительного залога	The news is brought by my sister. Новость принесла моя сестра.
2. Если сказуемое выражено глаголом с предлогом, то подлежащее переводят дополнением с соответствующим предлогом, а сказуемое – неопределённо-личной формой глагола	The doctor has been sent for. За доктором послали.
3. После ряда глаголов (to give, to help, to send, to tell, to show, to ask, to see, to teach) подлежащее переводят существительным или местоимением в дательном или винительном падеже, а сказуемое – неопределённо-личной формой глагола	My friend was asked to come to the party. Моего друга попросили прийти на вечер. I wasn't told about it. Мне об этом не сказали.
4. Безличные конструкции переводят следующим образом:	It is known that ... Известно, что ... It is said that ... Говорят, что ... It should be mentioned that... Следует упомянуть, что ...
5. Возвратной формой глагола на «-ся», «-сь» в соответствующем времени	The house is being built in our street. Дом строится на нашей улице.

Exercise 1. Use the proper English form of the verb from the right column corresponding to the verb in the Russian sentence from the left column.

1. Этот дом был построен в прошлом году.
  - a) built
  - b) was built
  - c) has been built
2. Это дом строился, когда я вернулся в город.
  - a) was built
  - b) was being built
  - c) had been built
  - d) was building
3. Новые дома строят каждый день.
  - a) are being built
  - b) are built
  - c) have been built
4. Я уверен, что дом построят к Новому году.
  - a) will be built
  - b) is being built
  - c) will have been built
5. Сейчас здесь строится новый дом.
  - a) is being built
  - b) is building
  - c) is built
6. Этот дом был уже построен, когда
  - a) has been built

- я приехал сюда.
7. Много домов будет построено в следующем месяце.
8. Это дом выстроили в этом году.
9. Этот дом строится уже пять месяцев.
- b) was built  
c) had been built  
a) will built  
b) will be built  
c) will have been built  
d) will have built  
a) had built  
b) has been built  
c) is built  
d) was built  
a) has been built  
b) is being built  
c) is built

## WORD-BUILDING

Основные словообразовательные модели производных существительных:

ОСНОВА (глагола или прилагательного)	+	- er (-or)	speaker, sailor
		- ist	humorist
		- ing	building
		- ion (-ation)	action, translation
		- ment	development
		- ness	darkness
		- ity	stupidity
- age	breakage		

Основные словообразовательные модели производных прилагательных:

ОСНОВА (существительного, глагола или прилагательного)	+	- less	waterless
		- ful	powerful
		- able	drinkable
		- ive	successive
		- ed	wooded
		- y	watery
		- ic	atomic
		- ish	reddish
- al	practical		

un -	+	ОСНОВА	unimportant
im -			impure
in -			incorrect
il -			illegal

Основные словообразовательные модели производных глаголов:

ОСНОВА		- ize	humarize
(существительного или	+	- ate	granulate
прилагательного)		- en	harden
re -			re-read
dis -	+	ОСНОВА	disarrange
un -		(глагола)	unfasten

Основные словообразовательные модели сложных слов:

n. - + n.- = n.	daylight
n.- + n.-er = n.	book-binder
ger.- + n.- = n.	freezing-point
n.- + adj.- = adj.	vapourproof
n.- + I-ing.- = adj.	sound-absorbing
n.- + II-ed.- = adj.	man-made, gas-filled
adj.- + n.- + -ed = adj.	good-natured

Exercise 1. Give Russian equivalents for the following words:

Competition, situation, institution, selection, association, action, concentration, education, direction, organization, construction, emotion, instruction, formation, motivation, adoption.

- 1) What part of speech are these words?
- 2) What does the suffix –ation (-ion) mean?

Exercise 2. Form nouns using the suffixes -er (-or), -ist, -ing, -ment, -ness, -ity, -age.

play, walk, run, defend, elect, collect, distribute, technology, educate, strategy, cover, check, explore, clean, move, fulfil, require, arrange, achieve, kind, fresh, full, dark, major, equal, personal, probable, pack, link.

From what parts of speech these nouns are formed?

Exercise 3. Find in the dictionary all the derivatives of the following words, name the suffixes and translate them.

break, human, develop, practise, legal, harm, answer, play, make.

Exercise 4. Form the adjectives from the following words using the given suffixes and prefixes.

event, fear, force, count, defence	- less
power, care, cheer, harm, truth, shame	- full
eat, drink, believe, controle, achieve	- able
educate, conduct, distribute, defense	- ive
nose, hair, eye, tooth, leaf, bell	- ed
chalk, grass, silk, wave, health	- y
home, city, book, child, baby, girl, cold	- ish
happy, clean, comfortable, necessary	un-

possible, polite, convenient, exact, legal im-, in-, il-

Exercise 5. Translate the following words. What parts of speech are they?

finalize, standardize, equalize, economize, professionalize, formulate, deep, fresh, wide, granulate.

Exercise 6. Form the verbs from the following ones using the prefix re-. Translate them.

play, do, elect, educate, write, build, count, explain, visit, use, celebrate, house.

What does the prefix re- mean?

Exercise 7. Form the verbs from the following ones using the prefix dis-. Translate them.

unite, connect, arm, charge, believe, agree, courage, order.

What does the prefix dis- mean?

Exercise 8. Form the verbs from the following ones using the prefix un-. Translate them

pack, tie, fix, close, make, fasten, arm.

What does the prefix un- mean?

Exercise 9. Translate the following compound words.

rain-water, oil-ship, notice-board, night-school, oil-lamp, match-box, clock-face, button-hole, water-carrier, tea-grower, wine-maker, stone-cutter, match-maker, letter-writer, heat-stable, air-free, metal-rich, sound-absorbing, cigarette-making, sound-reproducing, river-living, gas-filled, sun-dried, paper-covered, blue-eyed, kind-hearted.

Exercise 10. From what parts of speech the following compound words are formed? Translate them.

dog-hunter, butterfly, crowkiller, man-made, grasshopper, guesthouse, deadline,  
raincoat, dragonfly, skydiving, longlist, ladybird, streetracer, bookcrossing,  
townhouse.

### VOCABULARY EXERCISES

Exercise 1. Read and translate the following words without a dictionary.

accommodate, special, category, regulation, maximum, class, subnormal, positive, individual.

Exercise 2. Translate the derivatives given below. State what part of speech each word belong to.

require – requirement – requisite – requisition

regulate – regulation – regulative – regulator

train – trained – training – trainer

educate – educated – education – educational – educationalist – educationally – educationist –

educative – educator

### PHONETIC EXERCISES

#### Difficulties in reading

authorities [ɔ:ˈθɔ:ritɪz]

variety [vəˈraɪtɪ]

desirable [dɪˈzaɪərəbəl]

require [rɪˈkwaɪə]

partially [ˈpɑ:ʃəlɪ]

blind [blaɪnd]

deaf [def]

handicapped [ˈhændɪkæpt]  
ascertain [ˌæsəˈteɪn]

### WORD-LIST

treatment – обращение, лечение, уход

disability of mind or body – слабое умственное или физическое развитие

handicapped pupils – ученики, страдающие каким-либо умственным или физическим недостатком

partially sighted – слабовидящие

partially hearing – слабослышащие

educationally subnormal – ниже нормального умственного развития, умственно отсталые

Give the translation:

abilities and aptitudes

physically handicapped

various kinds of physical handicaps

speech defects

who have been specially trained for this job

maladjusted

delicate

### Text

Read and try to understand the text without a dictionary, then read and translate it consulting a dictionary.

#### Special Educational Treatment

Clearly if the local authorities are to offer such a variety of schools as are desirable in view of the abilities and aptitudes of the pupils, they must accommodate those pupils who suffer from any disability of mind or body. They must offer appropriate special educational treatment – either in special schools or otherwise. Ten categories of pupils requiring special educational treatment have been defined by the Secretary of State in the Handicapped Pupils and Special Schools Regulations of 1959. These are: the blind, partially sighted, deaf, partially hearing, delicate, educationally subnormal, epileptic, maladjusted, physically handicapped, and those suffering from speech defects.

Every local education authority must ascertain what children in its area require special educational treatment.

There are still regulations governing the maximum size of classes in special schools – 1- for deaf or partially hearing pupils, or pupils suffering from speech defects; 15 for blind, partially sighted, or maladjusted pupils; 20 for a class of educationally subnormal, epileptic, or physically handicapped pupils; 30 for delicate pupils.

There are certainly not enough places in special schools for children with the various kinds of physical handicaps. There are not enough places for maladjusted children either, and the provision for the educationally subnormal and for children unsuitable for education in schools is a positive scandal. In the first place, classes in ordinary schools are far too large for individual treatment to be given in them to educationally subnormal children. There are very few teachers in ordinary schools who have been specially trained for this job.

#### COMPREHENSIVE EXERCISES

Exercise 1. Find in the text and read the sentences where it is said about:

1. ten categories of pupils requiring special treatment;
2. differences between special and ordinary schools;
3. number of teachers that teach handicapped pupils.

Exercise 2. Speak on the topic "Special schools in Great Britain".

### VOCABULARY AND GRAMMAR EXERCISES

Exercise 1. Point out the word-building elements in the following words.

clearly, desirable, disability, special, treatment, requiring, partially, subnormal, various.

Exercise 2. Give negative and interrogative forms.

1. They must offer appropriate special educational treatment.
2. They must accommodate those pupils who suffer from any disability of mind and body.
3. There are regulations governing the maximum size of classes in special schools.
4. Classes in ordinary schools are too large for individual treatment.

Exercise 3. Transform the sentence into the Present Perfect Active.

Ten categories of pupils requiring special educational treatment have been defined by the Secretary of State in the Handicapped Pupils and Special Schools Regulations of 1959.

#### **Additional text A**

##### **A Sleeveless Jacket for Invalids**

It is Difficult to arrange the daily life of invalids. Numerous situations have to be considered in which these people could help themselves. Quite often they can not do without outside help.

In order to make up for the loss of their self-reliance at least to some extent a jacket was invented at the St. Petersburg Research Institute of Prosthetic Appliances which an armless person can put without anyone's assistance.

Exercise 1. Ask four questions on the text.

#### **Additional text B**

##### **The Boy in the Box**

Public Law 94-142 mandates that all handicapped children have access to a free and appropriate education in the least restrictive environment possible. In 1980 Raul Espino entered school for the first time in San Antonio, Texas. Raul had suffered damage to his nervous system that made it impossible for his body to control its temperature. As a result, he had to be in an air conditioned environment.

But since Raul's school lacked air conditioning, it was decided that it would be most equitable and cost-effective to place him in a specially air-conditioned glass box in his classroom. If the entire classroom were air conditioned, the other students in the class would be unfairly benefit. Raul's parents said that the glass box unfairly restricted the child and set him apart from the other students in the class. The Court decided that Raul had indeed been placed in unfairly restrictive environment.

Raul Espino's situation raises many questions. To what extent is a local school system obliged to meet the needs of a child with special needs? What defines an adequate environment or support system for the special child? Who should be responsible for financing such an environment?

Exercise 1. Answer the question.

What is this text about?

## UNIT II.

Grammar: 1) Infinitive  
2) Constructions with the Infinitive

Text: Special Education

Additional text A: Talking Typewriter

Additional text B: The Paralympics and the Special Olympics

## FORMS OF THE INFINITIVE.

	Indefinite	Continuous	Perfect	Perfect Continuous
Active	to eat	to be eating	to have eaten	to have been eating
Passive	to be eaten	-----	to have been eaten	-----

## FUNCTIONS OF THE INFINITIVE.

Функции	Пример	Способы перевода
1. Подлежащее.  necessary It is+important+Inf. difficult pleasant	To reshow films is sometimes an effective procedure of instruction.- Повторный показ фильмов служит иногда эффективным способом обучения.  It is difficult to win this game. - Трудно выиграть эту игру.	1. существительным 2. неопределённой формой глагола 3. неопределённой формой глагола 4. придаточным предложением
2. Сказуемое (часть составного глагольного сказуемого)	She must do it at once. - Она должна это сделать сразу же.	
3. обстоятельство (цели или следствия)	This procedure is recommended in teaching beginners to give them more playing experience. - Этот способ рекомендуется при обучении начинающих для того, чтобы увеличить их опыт в игре.	
4. Определение	This type of serving the ball is only a surprise to be used seldom. - Этот способ подачи мяча является неожиданным, применять его следует изредка.	
5. Дополнение	To know much does not mean to do much. - Знать много не означает делать много.	

Exercise 1. Give all forms of the Infinitive of the following verbs:  
take, use, spend, tell, find, perform, serve, watch.

Exercise 2. Use the correct form of the Infinitive:

a) Simple or Perfect:

1. Are you going (to be) here very long?
2. He was glad (to spend) his leave in the country.
3. It was impossible (to speak) to her.
4. Oh, we're awfully pleased (to meet) you.
5. She was surprised (not to find) me at home.

b) Active or Passive:

1. Who was the last person (to arrive) before me?
2. She is not (to trust).
3. He didn't allow anyone (to carry) his heavy luggage.
4. He doesn't allow anything heavy (to carry) in his bag.
5. I want to be the first (to examine).

Exercise 3. Translate the following sentences. State the function of the Infinitive.

1. They were all glad to have won the competition.
2. I am sorry to be so slow.
3. This is a good field to train on.
4. The equipment to be used in the competition is available to all.
5. To come home with golden medals was really a pleasure.

#### CONSTRUCTIONS WITH THE INFINITIVE OBJECTIVE WITH-THE-INFINITIVE

We believe (believed)	him	to finish this work tomorrow
		to be finishing this work now
		to have finished this work (already)
Мы полагаем, что (полагали)	он	to be sent to the conference
		to have been sent to the conference
		закончит работу завтра
Мы полагаем, что (полагали)	его	заканчивает работу сейчас
		закончил эту работу (уже)
		пошлют на эту конференцию
		послали на эту конференцию

Конструкция "Objective with-the-Infinitive" переводится на русский язык дополнительным придаточным предложением, вводимым словами *что, чтобы, когда, как* после действительного залога следующих глаголов:

1. to want, to hate, to like и др.;
2. to see, to hear, to feel и других глаголов физического восприятия и ощущения без частицы *to* перед инфинитивом;

3. to order, to allow, to let, to cause = to force = to make (заставлять) и других глаголов, выражающих приказание, разрешение, просьбу;
4. to expect, to believe = to suppose (полагать), to know, to find, to consider (считать).

### OBJECTIVE WITH-THE-INFINITIVE

Exercise 1. Read and translate the sentences into Russian. Mark the Objective with-the-Infinitive Constructions.

1. The director ordered these documents to be sent off at once.
2. Circumstances caused him to spend the rest of his leave at home.
3. We knew him to be right.
4. I didn't know them to have taken part in that expedition.
5. Do you consider him to be the best student of your group?
6. I knew him to be a champion.
7. They wanted my coach to train them.
8. I want you to hold these rackets for me.
9. We didn't wait for the coach and started training by ourselves.

Exercise 2. Transform the following sentences according to the model.

Model. We expect her to come tomorrow.

We expect that she will come tomorrow.

1. She wants me to go to Moscow with them.
2. Nobody wanted the meeting to be put off.
3. I heard somebody to speak in the next room.
4. Nobody noticed him to leave the room.

### SUBJECTIVE WITH-THE-INFINITIVE

She is expected to come tomorrow.

Ожидают, что она придет завтра.

It is expected that she will come tomorrow.

Radio is known to have been invented in Russia.

Известно, что радио было изобретено в России.

It is known that radio was invented in Russia.

Конструкция Subjective with-the-Infinitive переводится на русский язык придаточным предложением, вводимым словами *что, чтобы, когда, как* после главного безличного или неопределённо-личного предложения; употребляется:

При сказуемом в страдательном залоге, выраженным глаголами:

При сказуемом в действительном залоге, выраженным глаголами:

to see

to seem, казаться,

to hear

to appear по-видимому

to order

to cause

prove,

to allow

turn out оказаться

to expect

(appear,

to know

happen)

to suppose

to say

to report

to happen, случаться

to announce

to chance

## SUBJECTIVE WITH-THE-INFINITIVE

Exercise 1. Translate the sentences into Russian.

1. They were seen to go home together. 2. All the books were ordered to be returned within five days. 3. The expedition is believed to have reached its destination. 4. This article is expected to be published next month. 5. He was said to be writing a new play. 6. He seems to know this student well. 7. The child seemed to be sleeping. 8. The doctor happened to be at home. 9. He proved to be a good teacher. 10. This article is expected to be published next month. 11. He was said to be writing a new play.

Exercise 2. Make up sentences using the table. Pay attention to the Subjective with-the-Infinitive Constructions.

The coach	to be known	to be very efficient
The referee	to be said	to end in a draw
Our team	to be seen	to have arrived
The opponent	to be reported	to be suffering defeat
Our tennis players	to be expected	to have scored a magnificent

## VOCABULARY EXERCISES

Exercise 1. Read and translate the following words without a dictionary.

decree, special, system, division, period, programme, elementary, function, defect, motor, medical, examination, normal

Exercise 2. Translate the derivatives given below, state what part of speech each word belong to.

attend – attendance – attendant – attention – attentive

create – creation – creative – creator - creature

improve - improvable – improvement – improver

complete – completely – completeness – completion – completive

Exercise 3. Translate the word combinations including the words given in Exercise 1.

in accordance with a decree, special establishments, unified system, the same period,

the programme of the ordinary secondary school, elementary education, motor function, speech

defects, medical examination, normal school

## PHONETIC EXERCISES

Difficulties in reading

decision	[dɪ'sɪʒən]
auxiliary	[ɔ:g'zɪljəri]
blind	[blaɪnd]
severely	[sɪ'viəli]
impaired	[ɪm'peəd]
division	[dɪ'vɪʒən]
accomplish	[ə'kɒmplɪʃ]
acquire	[ə'kwɪə]
prior	[ˈpraɪə]
vision	[ˈvɪʒən]
thorough	[ˈθʌrə]

## WORD-LIST

mentally retarded (children) – умственно отсталые (дети)

auxiliary school – вспомогательная школа

2-nd division hard of hearing – 2-я степень глухоты

motor function – двигательная функция

**Text**

Read and translate the text. Do the exercises after it.

**Special Education**

In accordance with a decree of December 10, 1919, retarded children were to be cared for and educated in the so-called auxiliary schools, while blind, deaf and physically handicapped children were to attend corresponding special schools.

In time, a unified system for bringing up and educating handicapped children was created. This network of special establishments has been under constant improvement.

At present blind children and those with severely impaired eyesight receive a complete secondary education in the course of 12 years of study. Deaf and 2-nd division hard of hearing pupils are given the same period to acquire the curriculum of the eight-year secondary education, while 1-st division hard of hearing children accomplish the programme of the ordinary ten-year secondary school in 12 years.

There are special evening secondary schools for working adults who are blind, partially sighted, or deaf or hard of hearing. Auxiliary schools (for mentally retarded children) with an eight-year term of study provide an elementary education and the children vocational training.

There are also special secondary schools for children with disturbances of motor function and a special school for children who are multiply handicapped.

Preschool establishments for the deaf and hard of hearing, the blind, the mentally retarded and children with speech defects have been developing successfully in the past decades.

Prior to entering school all children who have reached six years of age must have a thorough medical examination by a team of specialists at the district children's polyclinics. This examination is compulsory for every child entering school. Children who have serious defects of vision, hearing or speech and who will find studying in a normal school too difficult are referred to a special school.

## COMPREHENSIVE EXERCISES

Exercise 1. Read about

- 1) the network of special establishments;
- 2) special evening secondary schools;
- 3) auxiliary schools.

Exercise 2. Complete the sentences.

1. At present blind children severely impaired eyesight receive ...
2. Deaf and 2-nd division hard of hearing pupils are given ...
3. 1-st division hard of hearing children accomplish ...
4. Prior to entering school all children who have reached six years of age must ...

## SPEECH EXERCISES

Exercise 1. Answer the following questions.

1. What children are educated in auxiliary schools?
2. What education do blind children receive at present?
3. Are there special evening secondary schools for working adults who are handicapped?
4. There are special secondary schools for children with disturbances of motor function, aren't they?
5. What can you say about preschool establishments for handicapped children?
6. Is a medical examination compulsory for every child entering school?
7. What children are referred to a special school?

Exercise 2. Speak on the following topics.

1. Types of special schools in our country.
2. Education that handicapped pupils receive.
3. What kinds of defects are the criteria for referring children to a special school?
- 4.

### VOCABULARY AND GRAMMAR EXERCISES

Exercise 1. Point out the word-building elements in the following words.

education, secondary, ordinary, special, partially, function, successfully, medical, serious, normal

Exercise 2. Find in the text all the sentences with the verbs in Passive Voice and translate them.

Exercise 3. Find in the text and translate the sentences including the following words and word-combinations. Define the Tense of the verbs.

was created, receive, are given, provide, have been developing, have reached, will find, are referred

Exercise 4. Put the sentence into Past Indefinite Tense and Future Indefinite Tense.

The medical examination is compulsory for every child entering school.

Give negative and interrogative forms of this sentence.

### **Additional text A** **Talking Typewriter**

Blind people can learn to type by feeling the keys but they can't find and correct a mistake. In order to help blind people use a computer Dr. Tom Vincent has made a system that reads aloud what has been typed.

He added a voice to a cheap microcomputer. The computer is programmed to repeat each letter as it is typed and to read what is displayed on the computer screen – it can be a letter, a word or whole sentence.

It is programmed to pronounce English words. If a word is not in its memory the computer spells it. Any mistakes can easily be corrected. When the text is complete, a printed copy can be made in the usual way. The system has won a prize and is already in use, so blind students at a college in Wales can use computers. Dr. Vincent is now working at an optical sensor that can recognize printed words and read them aloud.

Exercise 1. Choose the best way to finish each statement.

1. It is difficult for blind people to use a computer because
  - a) They can't learn to type;
  - b) They can't see and correct mistakes on the screen;
  - c) They can't spell English words.
2. Dr. Vincent has made a system that
  - a) easily correct mistakes;
  - b) makes printed copies in the usual way;
  - c) reads aloud what is displayed on the computer screen.
3. Dr. Vincent is now developing a new optical system that
  - a) can recognize and read aloud the printed words;
  - b) can be used at a college in Wales;
  - c) is programmed to repeat each letter as it is typed.

### Additional text B

#### The Paralympics and the Special Olympics

The Paralympic Games are a biennial event for athletes with any disability. They follow the Olympic Games every two years, with summer and winter Games. They generally take place in the city or country hosting the Olympic Games. More than 3,500 disabled athletes from 120 nations participate in the Paralympics. These Games are not the same as the Special Olympics, for athletes with mental retardation.

Competition and winning are very important to all. However, in the case of Special Olympics and Paralympics, participation has other benefits. It encourages year-round training or "Training for life", as they called. Research shows that participation results in higher social competence and better self-esteem.

#### Wheelchair Athlete's Reward

The Paralympic Games in Athens 2004 has been a fantastic success for Canadian athlete, Chantal Petiiclerc. Chantal, who competes in a wheelchair, won every race that she competed in and broke four world records and six Paralympic records. As a reward for her success, Chantal has now been chosen to carry the Canadian flag at the Closing Ceremony.

Chantal's performance is certainly an inspiration for those in the disabled community and her achievements will be recognized by all athletes around the world.

(Special Olympic Sports. 2006. December 14.)

Exercise 1. Check you understand the key words.

Paralympics, Olympics, disability, retardation, competition, encourage, self-esteem, achievement, competence, challenge

Exercise 2. Read the newspaper article about the Paralympics and the Special Olympics and write 3 questions.

1. What \_\_\_\_\_?
2. Where \_\_\_\_\_?
3. Who \_\_\_\_\_?

## UNIT III.

Grammar: 1) The Gerund  
2) Ing-Forms  
Text: The Blind Can Run without a Leader  
Additional text: Naughty – or Inquisitive?

## FORMS OF THE GERUND

The Gerund	Active	Passive
Indefinite	training	being trained
Perfect	having trained	having been trained

## FUNCTIONS OF THE GERUND

Функции в предложении	Пример	Способы перевода
1. Подлежащее	Reading books is useful. - Читать (чтение) книги полезно.	1. существительное 2. инфинитив. 3. деепричастие 4. придаточное предложение
2. Часть сложного сказуемого	Her greatest pleasure is reading such books. - Самое большое удовольствие для неё - это чтение (читать) таких книг.	
3. Определение	I don't like his manner of reading. - Мне не нравится его ма-нера чтения (читать).	
4. обстоятельство (времени, образа действия и др.)	After having read the letter, she put it into her bag. - Прочитав письмо, она положила его в сумочку.	
5. Дополнение	I like reading books. - Я люблю читать книги.	

## КАК РАЗЛИЧИТЬ ОТГЛАГОЛЬНОЕ СУЩЕСТВИТЕЛЬНОЕ, ГЕРУНДИЙ И ПРИЧАСТИЕ I (ING-FORMS)

The verbal noun	The Gerund	The Participle I
<p>1. Не имея глагольных признаков, вместо прямого дополнения требует после себя существительное с предлогом <b>of</b> the reading of this article – чтение этой статьи</p> <p>2. Может иметь предлоги, притяжательные местоимения, существительные в притяжательном падеже (свойственных герундию)</p> <p>3. Может иметь артикли a building – здание</p> <p>4. Может иметь окончание множественного числа five buildings – пять зданий</p> <p>5. Может определяется прилагательным quick reading – быстрое чтение</p> <p>6. Имеет только одну форму reading</p>	<p>1. Перед герундием может стоять предлог, существительное в притяжательном падеже, притяжательное местоимение on coming – по приезде John's coming – приезд Джона their coming - их приезд</p> <p>2. Перед герундием может стоять отрицательное местоимение <b>no</b>. No smoking! – Не курить!</p> <p>3. Перед названием предмета герундий обычно указывает на назначение этого предмета, отвечая на вопрос «для чего?» a sleeping bag – спальный мешок</p> <p>4. Имеет неперфектные и перфектные формы действительного и страдательно-го залога</p>	<p>1. Причастие I входит в состав времён группы Continuous they are coming – они приезжают</p> <p>2. Причастие I в функции обстоятельства употребляется без предлога</p> <p>3. Причастие I может определяться наречием. talking gaily</p> <p>4. За причастием I может следовать относящееся к нему прямое дополнение hearing the steps</p> <p>5. Перед названием предмета причастие I обычно является его определением, отвечая на вопрос «какой?» a sleeping bird – спящая птица</p> <p>6. Имеет перфектные и неперфектные формы действительного и страдательно-го залога</p>

Exercise 1. Form the gerunds from the following verbs (Indefinite and Perfect Active).  
to study, to run, to walk, to talk, to smoke

Exercise 2. Form the gerunds from the following verbs (Indefinite and Perfect Passive).  
to read, to write, to draw, to eat, to drink

Exercise 3. Translate the words in brackets into English using gerund.

- The best way of (запоминать) new English words is repeating them from time to time.
- After (читать) the article he made a short summary of it.
- He thinks of (идти) to the reading-hall.
- He insists on (обсуждать) the article now.
- Do you mind (делать) a report at the next seminar?

Exercise 4. Underline the gerunds in the following sentences and state their functions.

- I do not remember ever speaking about it.
- I don't like the idea of postponing the meeting.
- He suggested taking a taxi.
- We did not object to doing this work.

5. They relied on finding him at home.
6. I am tired of repeating the same thing.
7. There was little hope of catching the train.
8. She enjoys singing.

### VOCABULARY EXERCISES

Exercise 1. Translate the following words without a dictionary.

condition, person, sport, leader, prospect, rehabilitation, information, pilot, signal, international, demonstrate, mass, stadium, direction, designer, acclimate

Exercise 2. Read the words given below; state what part of speech each word belong to. Give their Russian equivalents.

train – trainer – training – trained

use – useful – useless – user

vibrate – vibrancy – vibrant – vibration – vibrator – vibratory

demonstrate – demonstrable – demonstration – demonstrationist – demonstrative – demonstrator

direct – direction – directional – directive – directly – directness – director

### PHONETIC EXERCISES

#### Difficulties in reading

cycling [ˈsaɪklɪŋ]

touch [tʌtʃ]

sufficient [səˈfɪʃənt]

vicious [ˈviʃəs]

circle [ˈsɜːkl]

equestrian [ɪˈkwestriən]

quietly [ˈkwaɪətlɪ]

zealous [ˈzeləs]

bicycle [ˈbaɪsɪkl]

### WORD-LIST

sedentary life – сидячий образ жизни

good eyesight – зрение

tandem – тандем (велосипед для двоих или троих)

handle-bar – руль (велосипеда)

vicious circle – порочный круг

remote-control – дистанционное управление (телеуправление)

stand – зд.: трибуна

buzzer signals – гудки

to go in for sports – заниматься спортом

### Text

Read and translate the text. Do the exercises after it.

#### **The Blind Can Run without a Leader**

The absence of physical exercises adversely affects the quality of life of the blind. Sedentary life of a disabled person is conditioned by the fact that to go in for sports he needs to have a trained person by his side, who participates in his training sessions. For example, when a blind person goes running or cycling, running on the track next to him is the leader with good eyesight, who either touches the handicapped person with his shoulder, or is linked to him by a rein. When cycling the tandem is used, and at the handle-bars is the man who can see or at least a person with sufficient eyesight. Therefore, almost all of those who are currently playing sports were able to win the attention of coaches with their good prospects in sport for the disabled. So, there is a vicious circle: blind people need physical fitness (literally for survival), but there are no opportunities because they are blind.

The problem was in the following way: to rule out the needs for not only a trained person, but for any person who can see, in one or another exercise together with the blind. This was done by means of the device called the KREIN-I (complex for the rehabilitation of the blind). The device is remote-controlled. The bone vibrators fixed behind the ear of the blind serve to receive information by the blind sportsman controlled by the pilot who can see. If the training is conducted at the stadium (or track) the pilot may be in the stands, in the centre of the field, or at the beginning or at the end of the running track. On the pilot's transmitter, in its simplest version, are three main buttons: to left and to right (in the device of the blind the buzzer signals in the left or right ear accordingly) and stop (a sharp signal in both ears).

The use of KREIN-I has provided the blind with an opportunity to run (including the chance to participate in relay-races and marathons), cycling, rowing, skating, roller skating, skiing, equestrian sport and so on not only in big sports but also, and this is more important, as a health-building exercise in urban or rural areas. Although the idea and the design of the device is simple, it has not yet been used in Russia. Moreover, this system hasn't been demonstrated to the Russian blind travelling abroad for international competitions.

The idea of Leonid Kreindlin would main only as theory, had it not been given financial support. At first the proposed device was backed by the All-Russia Society for the Blind. With the money allocated by this society, a prototype was made. There appeared a great number of people who wished to test this device themselves. The mass use of the device was demonstrated in May 1993. On the running track of the Dynamo Stadium in Moscow the youngsters from the Bolshevo school for blind children walked freely, ran, quietly changed the direction of their movement, made figures similar to the numeral "8" and performed other maneuvers with no fear and tension. Then, at the handle-bars of a three-wheeled bicycle the boys rode round the Stadium track and never crossed into the soccer field which is zealously taken care of by its owners.

However, the development and testing of the device is not the only task of the designer. With the help of this simple instrument he hopes to develop an integrated system for the rehabilitation of the blind in Russia, when anyone who wishes, and not only the elite of invalid's sport, could participate in mass-scale regular training sessions. With this aim in view the Peleng Public Association of Invalids was established. The Association aims to not only acclimate the blind to physical exercises, but also to adapt them to the surrounding world. For this it is planned to conduct joint lessons for those who can see and for the blind when, side by side with the disabled, healthy blindfolded people also participate in sports competitions.

## COMPEHENSIVE EXERCISES

Exercise 1. Complete the sentences choosing the right variant.

1. To go in for sport a disabled person
  - a) needs to have a trained person by his side;
  - b) doesn't need a trained person by his side;
  - c) needs to have a trained person by his side in some cases.
2. Blind people
  - a) have not any opportunities;
  - b) have many opportunities;
  - c) have some opportunities.
3. There are
  - a) one
  - b) two
  - c) three
 button(s) on the pilot's transmitter.
4. The use of KREIN-I has provided the blind with an opportunity to run, cycling, rowing, skating and so on
  - a) only in big sport;
  - b) as a health building;
  - c) not only in big sport, but also as a health building.
5. The Peleng Public Association of Invalids aims
  - a) to acclimate the blind to physical exercises;
  - b) to adapt the blind to the surrounding world;
  - c) not only to acclimate the blind to physical exercises, but also to adapt the blind to the surrounding world.

## SPEECH EXERCISES

Exercise 1. Answer the following questions.

1. Whom does a disabled person need to go in for sport?
2. How does the KREIN-I work?
3. What opportunities has the use of KREIN-I provided the blind with?
4. Who is the author of the idea of this device?
5. Has this system been demonstrated to the Russian blind travelling abroad for international competitions?
6. When and where was the mass use of the device demonstrated?
7. What tasks has the designer?
8. Are there any organizations in Russia aiming to adapt the blind people to the surrounding world?

Exercise 2. Speak on the following topics.

1. The quality of life of the blind.
2. The opportunities for physical fitness of the blind people.
3. KREIN-I is a device for the rehabilitation of the blind in Russia.

Exercise 3. Write out the key words and key word-combinations from each passage of the text.

Exercise 4. Using these key words and key word-combinations make up a plan of the text.

Exercise 5. Using a plan of the text make up a scheme of the text.

Exercise 6. Using the plan and the scheme of the text write a brief summary of the text.

### VOCABULARY AND GRAMMAR EXERCISES

Exercise 1. Point out the word-building elements in the following words.

physical, leader, sufficient, currently, attention, fitness, vibrator, information, financial, freely, owner

Exercise 2. Fill in the blanks with necessary words.

1. \_\_\_\_\_ life of a disabled person is conditioned by the fact that to go in for sport he needs to have a \_\_\_\_\_ person by his side.
2. Blind people need physical \_\_\_\_\_, but there are no \_\_\_\_\_ because they are blind.
3. The bone vibrators fixed behind the \_\_\_\_\_ of the blind.
4. With the money allocated by the All-Russia Society for the Blind a \_\_\_\_\_ of the proposed device was made.
5. It is planned to conduct \_\_\_\_\_ lesson for those who can see and for the blind.

Exercise 3. Find in the text the sentences with the gerund and translate them.

Exercise 4. Define the part of speech of the underlined words with ing-forms.

1. To go in for sport a disabled person needs to have a trained person by his side, who participates in his training sessions.
2. When a blind person goes running or cycling, running on the track next to him is the leader with good eyesight.
3. When cycling the tandem is used.
4. Almost all of those who are currently playing sports were able to win the attention of coaches with their good prospects in sport for the disabled.
5. The problem was in the following way: to rule out the needs for not only a trained person, but for any person who can see.
6. If the training is conducted at the stadium (or track) the pilot may be in the stands, in the centre of the field, or at the beginning or at the end of the running track.
7. The use of KREIN-I has provided the blind with an opportunity to run, cycling, rowing, skating, skiing and so on not only in big sports but also as a health-building exercise.
8. This system hasn't been demonstrated to the Russian blind travelling abroad for international competitions.
9. The development and testing of the device is not the only task of the designer.
10. The Association aims to adapt the blind to the surrounding world.

### Additional text

Read and translate the text. Do the exercises after it.

#### Naughty or Inquisitive?

The inherent naughtiness of children! Heavens above, do teachers really believe such rubbish? Evidently so, for the phrase comes from a letter you print and Mr. Tomkins, a head, no less, writing a two-page article, says it is “in the nature of children to be mischievous”. Do they really think that the child is already naughty or mischievous as it emerges from the womb? I doubt it. What they probably mean is the inherent inquisitiveness of children which provides the fundamental drive to learning. Part of this learning is derived from the testing-out of adults with whom the child comes into contact, and unfortunately the pressures of society often make adults impatient or selfish or even, occasionally, sadistic in their responses. Inquisitiveness becomes frustrated or distorted into naughtiness (in the eyes of adults, through not necessarily those of the child). The prime function of school should be to nurture, and where necessary, restore inquisitiveness to its fullest vigour; but how can we achieve that with woolly formulations about “naughtiness”?

Actually, I think that such woolliness is often the product of teacher’s refusal to face up squarely to the basic question relevant to discipline in London schools; namely, “to cane or not to cane?” So long as the cane is available, even if only as a last resort, to extract obedience through fear, discussion of alternative policies must remain hamstrung. The learning of complex skills, leadership and the ability to use initiative is not taught through the cane. Caning has ceased even in the Navy’s boy training establishments – they found that corporal punishments did not work. Yet some teachers want it restored in London’s junior schools. Maybe someone would explain to me why London teachers lag some years behind our military men in this matter, and 190 years behind the Poles, who abolished corporal punishment in school in 1783.

Charles Gibson

Exercise 1. Answer the following questions.

1. What is the author’s argument against corporal punishment?
2. Judging by this letter, what are the arguments of some British educationists in favour of “caning”?
3. What’s the approach of Russian educationists to the problem of corporal punishment in general? What are the reasons for it?

Exercise 2. Write a paragraph to state your point of view on the problem.

Exercise 3. Talking Points.

1. What do you think is the best approach to keeping order in class? Do you think this skill is an inherent ability? Or is it acquired through training and practice?
2. Do you think you kept order well during your recent teaching practice? If so, what is it that helped you to maintain discipline?
3. Do you regard any of your experience as a pupil valuable? If so, what is it?
4. Have you any exemplar, e.g. a teacher of your school-days who is a model to you in this respect?

## UNIT IV.

Grammar: 1) Link verbs  
2) Modal verbs  
Text: In Defiance of Darwin  
Additional text: Handicapped People Do Useful Work

## LINK-VERBS

Study the following chart.

Link-verbs of Being and Seeming	Link-verbs of Becoming	Link-verbs of Remaining
be young, old, strong, a teacher, a woman, etc.	become old, clever, sad, a sailor, a student, etc.	remain silent, unmoved, untouched, friends, enemies, etc.
seem tired, difficult, strange, etc.	get dark, pale, tired, worried, etc.	keep fine, warm, etc.
look ugly, nice, funny, like a doctor, etc.	turn red, pale, yellow, etc.	stay cold, good, well, etc.
feel ill; hurt, foolish, uncomfortable, ashamed, etc.	go mad, bad, etc.	
sound pleasant, strange, angry, etc.	run dry, cold, etc.	
	fall ill, silent, asleep, etc.	
	grow old, tall, small, grey, etc.	

Exercise 1. Open the brackets, using the correct form of the link-verb.

1. You (look) ill today! What's wrong with you?
2. She nearly (go) mad when she learnt the sad news.
3. I (feel) unwell since this bad fall of mine.
4. The work (seem) easy only before you try it.
5. They had a bad accident but he (remain) unhurt.

Exercise 2. Answer the following questions, using the link-verb given in brackets.

1. Why has he put on a warm coat? (become cold)
2. Why does she look older than her age? (grow grey)
3. Why was he taken to hospital so suddenly? (fall ill)
4. Why don't you want to speak to her now?
5. Why does the wood look so beautiful in autumn? (turn red, yellow; remain green)

Exercise 3. Choose the right link-verb from the list.

grow, remain, fall, seem, sound, go, feel, stay

1. The hat made him \_\_\_\_\_ taller.
2. It was a long time before I \_\_\_\_\_ asleep.
3. The letters \_\_\_\_\_ unanswered.
4. As he spoke, his voice \_\_\_\_\_ firmer.
5. He felt himself \_\_\_\_\_ pale.
6. His face \_\_\_\_\_ hot.

7. The suit \_\_\_\_\_ too small for him.
8. Some of the restaurants \_\_\_\_\_ open late on Saturday.

### MODAL VERBS

Study the following chart.

Present	Past	Future	Translation
<b>can</b>	<b>could</b>	-----	МОЧЬ (БЫТЬ В СОСТОЯНИИ)
<b>to be able to</b>			
am/is/are able <u>to</u>	was/were able <u>to</u>	shall/will be able <u>to</u>	
<b>must</b>	-----	-----	ДОЛЖЕН
<b>to have</b>			
have/has <u>to</u>	had <u>to</u>	shall/will have <u>to</u>	
<b>to be</b>			
am/is/are <u>to</u>	was/were <u>to</u>	-----	МОЖНО (разрешение)
<b>may</b>	<b>might</b>	-----	
<b>to be allowed to</b>			
am/is/are allowed to	<b>was/were allowed to</b>	shall/will allowed to	

Exercise 1. Give the equivalents of the modal verbs in the Past and Future Indefinite.

1. I can do it.
2. They can swim very fast.
3. You must go to the Institute every day.
4. You must take the exam in English.
5. You must visit your ill sister.
6. He may begin to read his report.

Exercise 2. Fill in the blanks with modal verbs or their equivalents according to the sense.

1. I \_\_\_\_\_ not hear very well. Speak louder, please.
2. You \_\_\_\_\_ not speak so loudly. I can hear you very well as it is.
3. “\_\_\_\_\_ I leave a bit earlier today?” “No, you \_\_\_\_\_ not”.
4. He told her that she \_\_\_\_\_ come and go as she liked.
5. She said she \_\_\_\_\_ explain everything later on.
6. I don't know what plan she has in mind but I \_\_\_\_\_ know it.
7. You \_\_\_\_\_ let the woman pass first when entering the room.
8. He \_\_\_\_\_ not agree, nobody was making him.
9. They \_\_\_\_\_ argue for a long time before they came to an agreement.
10. You \_\_\_\_\_ speak louder if you want them to hear you.

## VOCABULARY EXERCISES

Exercise 1. Read and translate the following words without a dictionary.

address, nation, risk, basis, anonymous, individual, class, combine, computer, course, principal, intensive, business, social, impressive, test, trauma, profession, jeans, biology, radiology, hospital, restructured, plan, experimental, federal, elite, traditional, cooperative, formal, positive, effect, analyst

Exercise 2. Translate the derivatives given below, state what part of speech each word belong to.

break – breakable – breakage – breaker – breaking

found – foundation – founder – foundationer – founding – foundress

impress – impressibility – impressible – impressive – impression – impressionable

expect – expectance, -cy – expectant – expectation – expectative

## PHONETIC EXERCISES

Difficulties in reading

notorious	[nou'tɔ:riəs]
huge	[hju:dʒ]
neighborhood	[ˈneɪbəhʊd]
double	[dʌbl]
dangerous	[ˈdeɪndʒrəs]
anonymous	[əˈnɒnɪməs]
demand	[dɪˈmɑ:nd]
assign	[əˈsaɪn]
trauma	[ˈtrɔ:mə]
surgeon	[ˈsɜ:dʒən]
environment	[ɪnˈvaɪrənmənt]
argue	[ˈɑ:gju:]
paltry	[ˈpɔ:ltri]

## WORD-LIST

notorious – известный, пресловутый

hub – центр внимания, интереса, деятельности

neighborhood – соседство

attendance – посещаемость

huge – огромный, громадный

to demand – предъявлять требование

to astray – сбиться с пути

to assign – назначать, закреплять

to provide – обеспечивать

tutoring (tutorial) – консультация, встреча с руководителем

civics – гражданское право

to stab – ранить, нападать

surgeon – хирург

baggy – мешковатый (об одежде)

T-shirt – футболка

to establish – основывать, учреждать

to argue – спорить, доказывать

disadvantaged children – дети из неполных, неблагополучных семей

paltry – незначительный, низкий

cognitive – обладающий познавательными способностями

gap – разрыв, разница

to shrink (shrank, shrunk; shrunk) – сокращать(ся)

to nurture – воспитывать, обучать

to embody – воплощать, олицетворять

### Text

Read and translate the text. Do the exercises after it.

#### In Defiance of Darwin

It's a notorious corner in the South Bronx – once a grand address, now the hub of the nation's poorest neighborhood. Today, at 149<sup>th</sup> Street and the Grand, a public high school for at-risk children defies Darwin on a daily basis. At Hostos reading scores nearly doubled over two years. The dropped rate is low, and attendance is high.

Hostos was established by the city for South Bronx children who live “stressing lives”, as one student puts it, in broken families and dangerous neighborhoods that offer only huge, anonymous public schools. Hostos is small, attentive to individual students, and demanding. To ensure that no child goes astray, one teacher is assigned for four years to the same homeroom class, which combines lessons in rudimentary social skills with those in computer and civics. Most students take honors and even college-level courses. Where students once had business math, they now trigonometry. “At first we felt students couldn't do it, but we were wrong”, says Dr. Michele Cataldi, Hostos's founder and principal. Teachers worked overtime to provide intensive one-on-one tutoring. The results were impressive. The number of students in each class who passed the state's regents biology test rose from 9 to 50 percent in two years. “You have to believe in them”, says Donna Light-Donovan, a biology teacher. “Most kids don't have anyone at home who does”.

Stanly Mustafa is one student who found a haven at Hostos. A few years ago he was stabbed on the street by a neighborhood teen. His life was saved by a trauma surgeon. That's the profession he now expects to enter some day. “It made me grow up faster,” says Mustafa, 17, dressed in a baggy jeans and an oversize T-shirt. “I don't want to end up on the corner, hanging with the homeboys”. He takes chemistry and cellular biology at Hostos, studies radiology at a local hospital and hopes to attend Atlanta's Morehouse School of Medicine or the University of Virginia.

Nationwide, more and more districts are establishing small “restructured” schools like Hostos that stress team teaching, a familylike environment and high expectations. New York City has more than 35 of them, with plans for about 50 more. Some teachers argue that 30 years of such experimental schools for disadvantaged children have shown paltry improvements, and that federal money should be funneled away from them, and towards schools for the “cognitive elite”. But a new study comparing 820 high schools - some big and traditional, others small and cooperative – proves otherwise. From eight to 10<sup>th</sup> grade, students in the restricted schools showed 30 percent higher gains in math and 24 percent higher gains in reading compared with students in traditional schools.

The study, commissioned by the Center on Organization and Restructuring of Schools at the University of Wisconsin in Madison, also found that the gap between the poor and those who were not poor shrank in the more nurturing schools. “When high expectations for student learning are

embodied in the formal structure of the school, very positive effects can occur for at-risk youth”, says Anthony Bryk, director of the University of Chicago’s Center for School Improvement, one of the report’s analysts. Most Hostos students would give up their goals and “find a valued place in society” back in the South Bronx. And students like Mustafa know they can help themselves.

### COMPEHENSIVE EXERCISES

Exercise 1. Read about

1. the establishment of Hostos;
2. the curriculum of Hostos;
3. the “restricted” schools.

Exercise 2. Complete the sentences.

1. Today, at 149<sup>th</sup> Street and the Grand Concourse, ...
2. Hostos was established by the city for South Bronx children who ...
3. To ensure that no child goes astray, ...
4. Teachers worked overtime to ...
5. More and more districts are establishing ...

### SPEECH EXERCISES

Exercise 1. Answer the following questions.

1. Where is a public high school for at-risk children in the South Bronx situated?
2. What are reading scores?
3. What kind of children are at-risk children?
4. Is Hostos small?
5. Is one teacher assigned for four years or for two years to the same class?
6. How is one-on-one tutoring provided?
7. What do “restricted” schools stress?
8. How many “restricted” schools has New York City?
9. What improvements have experimental schools for disadvantaged children shown?

Exercise 2. Write out the key words and key word-combinations from each passage of the text.

Exercise 3. Using these key words and key word-combinations make up a plan of the text.

Exercise 4. Using a plan of the text make up a scheme of the text.

Exercise 5. Using the plan and the scheme of the text write a brief summary of the text.

Exercise 6. Retell the text.

### VOCABULARY AND GRAMMAR EXERCISES

Exercise 1. Point out the word-building elements in the following words.

notorious, poorest, attendance, dangerous, anonymous, attentive, individual, social, founder, intensive, teacher, faster, environment, expectations, improvement, cooperative, formal, positive

Exercise 2. Replace modal verbs by their equivalents and translate the following sentences.

1. At first we felt students couldn't do it, but we were wrong.
2. You have to believe in them.
3. When high expectations for student learning are embodied in the formal structure of the school, very positive effects can occur for at-risk youth.
4. Students like Mustafa know they can help themselves.

### Additional text

Read and translate the text. Do the exercises after it.

#### Handicapped People Do Useful Work

Joseph Emmons can't use his eyes. He's blind. He has a trained dog named Buster that leads him where he wants to go. Buster sees for Mr. Emmons. He's called a seeing-eye dog.

Although Mr. Emmons has a handicap, it isn't a big problem. He has a useful job and he earns his own money. Mr. Emmons sells brooms and mops to people in this part of the city. He has worked every day except Sunday for forty years.

Mr. Emmons gets up at 6.00. every morning and eats breakfast with his wife. Then he leaves the house at 7.00. He holds Buster and walks from house to house. He carries his mops and brooms with him. While he talks to people, the dog sits and waits. The people choose a broom, and then they pay him.

Buster doesn't let Mr. Emmons talk to people very long. He likes to keep moving. It takes four and one-half months to walk to every house in this part of the city. Mr. Emmons visits each house every four months, and by then the people are usually ready to buy new brooms.

Mr. Emmons likes his job. He's very healthy because he works outside every day. But these days he has a problem. His brooms last so long that sometimes they are still good after four months. Then nobody needs to buy a new one.

Mr. Emmons is proud of his brooms because blind people make them. He picks up a new supply of brooms every week. He says, "If you don't sell people something good, they're not going to buy from you the second time you come around".

Exercise 1. Answer each question with a sentence from the text.

1. Why can't Joseph Emmons use his eyes?
2. Why is Buster called a "seeing-eye dog"?
3. Why doesn't Buster let Mr. Emmons talk very long?
4. Why do the people usually buy new brooms every time that Mr. Emmons comes?
5. Why does Mr. Emmons like his job?
6. Why is he so healthy?
7. Why does Mr. Emmons have a problem selling brooms?
8. Why is he proud of his brooms?
9. Why should you sell people something good?

Exercise 2. Answer the questions about Mr. Emmons' daily routine.

1. How often does Mr. Emmons work?
2. How often does Buster work?
3. What time does Mr. Emmons get up every day?
4. What does he do next?

5. What time does he leave the house?
6. How often does Mr. Emmons visit each house?
7. How often do most people buy brooms?
8. How often does he get a new supply of brooms?

Exercise 3. Choose a partner to work with you on the interview below. Pretend that you are a newspaper reporter and you are talking to Mr. Emmons. Ask questions which would produced the answers below.

Reporter:

Mr. Emmons: No, my blindness is not a new problem. I've been blind since I was a child.

Reporter:

Mr. Emmons: I earn money by selling mops and brooms.

Reporter:

Mr. Emmons: In this part of the city.

Reporter:

Mr. Emmons: My dog Buster leads me where I want to go.

Reporter:

Mr. Emmons: Every day except Sunday.

Reporter:

Mr. Emmons: Every four months.

Reporter:

Mr. Emmons: People like my brooms because they last so long.

Reporter:

Mr. Emmons: Blind people do.

Reporter:

Mr. Emmons: Yes, I like my job very much.

Reporter:

Mr. Emmons: It keeps me busy and I can stay outside most of the time.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

## APPENDIX

## TEXT 1

**Great Courage**

Read the story below. Circle each word in the title and story that begins with one of the following prefixes: **un, dis, ir, im, in, en, mis, mal**. You should circle 25 words in all.

**The Impossible Child**

Helen Keller is a model of great courage. She had two major disabilities. She was blind and also deaf. Because she was unable to see and hear, she became mute – not able to talk. Cut off completely from the world, Helen was a maladjusted child. She misbehaved often, causing discord in her home. She acted irresponsibly but her parents felt sorry for her. They thought she was incapable of improving her behavior.

Helen's parents became discouraged with their inability to help their unruly daughter. When she was seven, they sought help for her. Helen was entrusted to the insightful care of Anne Sullivan. Anne realized that Helen was not a stupid child. She did not pity her. She did not indulge her irresponsibility as Helen's parents had done.

When she began enforcing rules, Anne had to endure Helen's rebellious actions. Patiently, Anne tried to talk with Helen through the sense of touch, spelling out words in the little girl's hand. Then came an unforgettable day! Helen realized that Anne was spelling the word water in her hand. From then on, Helen's progress was unbelievably rapid.

Far from being a misfit in society, Helen became famous for her wisdom and courage. She lived a full, enriching life. She has inspired countless disabled people to overcome their handicaps and encouraged them to live life to the fullest.

Exercise 1. Read each sentence. If the information is correct, write *yes*. If it is incorrect, write *no*.

1. Helen could see and hear, but not talk. \_\_\_\_\_
2. As a young child, Helen often behaved badly. \_\_\_\_\_
3. Helen's parents often punished her for her unruly behavior. \_\_\_\_\_
4. By the time Helen was seven, her parents were satisfied with the way she acted. \_\_\_\_\_
5. Anne Sullivan was often impatient with Helen.
6. Helen learned to lead a good, full life.

Exercise 2. Two sentences can often be combined into one sentence for smoother writing. Combine each sentence pair below. Use the word in parentheses ( ) that you see below each pair as your connecting word. Remember to put a comma before the connecting word.

1. Young Helen Keller was an unruly child. She became an inspiring adult. (but)  
Young Helen Keller was an unruly child, but she became an inspiring adult.
2. Helen Keller refused to feel disadvantages. She did not let her handicaps keep her down. (and)
3. She even went to college. She graduated with honors. (and)
4. Helen was born with sight and hearing. An incurable disease destroyed these abilities when she was two. (but)
5. Helen needed help. Anne Sullivan came to stay in the Keller household. (so)
6. Helen wrote several books about her life. She wanted to encourage others who had disabilities. (because)

## TEXT 2.

Read and translate the text. Compare this text with the previous one. What new information about the main heroine can you find here?

Life is not always easy. Sometimes it presents serious problems that make people sad and cause despair. At such times it might be good to think about the example of Helen Keller, born in America in 1880. She never gave in.

There was nothing wrong with Helen when she was born. Her parents were very proud of their pretty baby. She was able to walk when she was one and could even say a few words. But one day she refused to eat and started crying. She had a high temperature and they had to call the doctor. When she recovered, it was clear that little Helen would never again be able to see or hear. Before Helen Keller was even two she was blind and deaf.

Her parents were very upset and at first decided to let her grow up untaught. But soon they understood that their pity could not help her, but could do her a lot of harm. They did their best to find a good teacher from the Institution for the Blind in Boston. It was a wonderful day for Helen Keller when Ann Sullivan came to their place. Ann by great effort and patience taught Helen the meaning of words.

When Ann arrived she was only 20, and Helen – 7. From the first day they became good friends. Helen turned out a very capable pupil: she quickly learned to communicate through sign language and later was good at reading, writing and typing in Braille. For fifty years they were good companions till 1936, when Ann died. It was due to the patience and skill of Ann Sullivan that Helen Keller developed into one of the most remarkable women of our time.

Miss Sullivan loved her pupil who was so quick to learn. She lived with Helen, played with her and worked with her every hour of the day. By means of the hand language Helen and her teacher were able to talk to each other. By this time she was also able to go on a vacation trip, to swim, to ride a pony, and to do many of the other things that any other child might do.

Helen was determined that she would learn to speak, too. At first she had difficulty with her speech, but Ann Sullivan understood what she was trying to say. Helen practiced speaking day after day until at last she developed a clear voice. Later she was able to speak before large crowds which came to hear her whenever she lectured.

When Helen Keller completed formal schooling she went on to college. She graduated from Radcliff with honours. One of Helen Keller's professors was so pleased with the things that she wrote for her English classes that he suggested she write the story of her life. Helen did write "The Story of my life" while she was in college. It was such a cheerful account of how this young girl was able to live a happy, useful life in spite of terrible difficulties. In her writings and lectures Helen Keller did everything possible to help and encourage those who were blind.

## TEXT 3.

**Disabled Scout Group**

**Spina Bifida** [spainə 'bɪfɪdə] – a congenital defect of the spine, in which part of the spinal cord and its meninges are exposed through a gap in the backbone

**Muscular Dystrophy** ['mʌskjʊlə 'dɪstrəfi] – any of a group of hereditary diseases marked by progressive weakening and wasting of the muscles

**Cerebral Palsy** [ˈseribrəl ˈpɔ:lzi] – a condition marked by weakness and impaired coordination of the limbs, caused especially by damage to the brain before or at birth

**tailift** [ˈteɪlɪft] n. – a movable lift at the back of a van

**clamp** [klæmp] n. – a device for holding things tightly together, usually by means of a screw

The Scout Associations is a worldwide youth organization. It was founded for boys in 1908 by Lord Baden-Powell with the aim of developing their character by training them in the outdoors. The organization's motto "Be Prepared" reflects the initials of the founder's name, Baden-Powell.

At first in Great Britain there were Scout groups only for healthy boys. But later, Scout groups catering for the needs of disabled children appeared. For example, today Glasgow has two Scout groups for disabled boys. They were established around 70 years ago. Each group consists of three sections catering for Cub Scouts aged 8-10, Scouts 10-15 and Venture Scouts 15-20. Children meet on Monday nights throughout the school term.

The groups provide as wide a range of activities as is offered to most Cubs, Scouts and Venture Scouts. This is achieved using the Scout training and badgework programme as a basis for stimulating and developing children's knowledge and enthusiasm. As for awards, there are The Pathfinder Award, The Chief Scout Award and The Dule of Edinburgh Award. Training is combined with a variety of fun activities including games, visits to places of interest and camps. Camps play a very important role in development and are open to all Scouts. Cubs, Scouts and Venture Scouts all have indoor weekend camps at Glengoyne Lorge. Glengoyne Lorge was opened on 17 September 1977 by Lord McLean. It was specially built for disabled people and is situated in the Glasgow Scout area camp site at Auchengillan, which is nine miles North-West of Glasgow. It is used throughout the year by Scout groups and other groups of disabled people. The building is ideally designed and located for this purpose, with level access to all areas allowing as much independence as possible. The Scout year culminates in a summer camp, occasionally abroad, for both Scouts and Venture Scouts, with the Scout camp taking place under canvas.

The disabilities the groups cater for include **Spina Bifida, Muscular Dystrophy, Cerebral Palsy** and other physical disabilities. It is believed that no boy should miss out on Scouting.

The groups operate with a dedicated team of volunteer leaders who are assisted by Scouts from surrounding Scout groups. Their collective enthusiasm ensures that every Cub, Scout and Venture Scout will benefit from and make the most of his time in Scouting. Fit Scouts and adult volunteers are invited to join the groups for a few nights or longer to provide assistance in camping and other activities. Mobility is very important to the groups. They run their own minibus with a **tailift** and **clamps**. They also rely heavily on Glasgow City Council transport to bring Scouts from all over Glasgow, and volunteer drivers to bring Scouts from surrounding districts to the meetings.

T.N. Romanova,  
Glasgow, UK

#### TEXT 4.

### Important Theatre Role for Disabled

A pioneering scheme at the Royal Opera House, London, is actively seeking apprentices with disabilities to work in their production department to learn a specialized craft which will equip them for a backstage theatre career.

As a result of the recently completed refurbishment of the Royal Opera House (ROH) no disability will be a bar to working backstage at this world-famous art house in Covent Garden.

The ROH is the first theatre in the United Kingdom to set up such a scheme. The first apprenticeship are being offered in the production department and the ROH plans to widen the scheme to include the technical department which is responsible for building and shifting stage sets.

The initial opportunity covers the full span of the production department and candidates are invited to choose whatever section most appeals to them. They may be potential scenic artists, costumiers, dye-room assistants, make-up artists, props makers or makers of hats, jewelry and wigs.

“At the moment we are leaving it fairly broad,” said Sue Walter, the ROH’s head of personnel. “When we advertise we will say that these sections can all take an apprentice and we are looking for people who have an interest in one of these areas and some basic skills to develop.

“These are all practical skills, extremely suitable for people with disabilities. They don’t need any formal qualifications but some level of skill for us to build on.”

The idea is for apprentices to shadow someone in the job for a while but later, as the ballet and opera season progresses, to embark on some work on their own. The apprenticeship is planned to run for 10 months, the length of a complete season which starts in September.

Just one apprentice will be taken on as a pilot for the first season, so that the scheme can be evaluated, perfected and the right level of support measured.

“We will get feedback from that apprentice and making any extra adjustments to accommodate them won’t be a problem,” added Ms Walter. “I am in regular touch with the disability employment services and we will ask them for advice as necessary”.

Some members of staff have already received disability awareness training and the team in which the apprentice works will certainly receive it as part of the apprenticeship package. After the pilot scheme the ROH is prepared to take five apprentices for the next season and more still in each future season if the money can be found.

The fundraising department is arranging for the scheme to be financed by private sponsorship. The apprentices will receive a salary as well as funding for any outside courses they may need to take during their time at the ROH.

“We hope this way to break the barrier and get people with disabilities to apply to work here,” said Ms. Walter. “The new building has made it possible. It is fully accessible for wheelchair users, with ramps and wheel-friendly carpets, and we have talking lifts to all floors and a hearing loop system, flashing lights and textphones, so no disability need be ruled out”.

The building was designed in liaison with a core group of people with disabilities and can boast of being as accessible backstage as it is at front of house.

In a recent ceremony the ROH was awarded the disability symbol, a nationally recognized award which not only allows employers to show their commitment to good practice in employing disabled people but also signals to disabled people what employers will be positive about their capabilities.

So far, due mainly to the layout of the ROH prior to refurbishment, people with disabilities are under-represented on the staff. There are 15 out of a total of 600. It is hoped that the apprenticeship scheme will gradually increase this.

Although there will be no compulsion for apprentices to stay on after they have completed their training, they will be invited to apply for any vacancies which arise and, as Ms Walter points out, they will be in a strong position to get the jobs.

The best place to acquire these production skills – which the ROH constantly needs but which are not easily available – is to learn them on the spot. The scheme has a two-way advantage, benefiting both the apprentice and the ROH.

“With specialized crafts such as these, unless there is a scheme like this, it’s a Catch-22 situation. You can’t get the job without having the skills and you can’t acquire the skills without being in the job,” said Ms Walter.

He said the ROH has taken on apprentices before – although not disabled ones – and has always enjoyed working with them and found them “highly committed and enthusiastic”.

David Pritchard, ROH head of production, said he is “very excited” about the apprenticeship scheme and any of his departments are ready and happy to welcome a trainee with disabilities. The technical department will respond similarly when the scheme spreads to them in due course.

And because the ROH’s new state-of-the-art scene-shifting equipment is computerized, with sets being moved automatically at the press of a button instead of requiring muscle power to do the heavy lifting, people with disabilities can be equally confident of working in that backstage area.

## TEXT 5.

### **Education for Children with Handicaps**

#### *Growth of special education*

The growth of special education has been associated with the civil rights movement and its concern with making equal educational opportunity available for all students. This concern was highlighted by the U.S. Supreme Court in *Brown v. Board of Education*. “In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms”.

Although the *Brown* decision addressed the segregation of black children in separate school, it also served as a precedent in establishing the rights of students with handicaps to be provided with equal educational opportunity. This right was officially affirmed in 1974 when a U.S. District Court ruled in *Pennsylvania Association for Retarded Children*:

“The Commonwealth of Pennsylvania has undertaken to provide a free public education for all its children between the ages of six and twenty-one years. It is the Commonwealth’s obligation to place each mentally retarded child in a free, public program of education and training appropriate to the child’s capacity”.

#### *Legal mandates*

The Pennsylvania case and other judicial decisions have reflected federal laws that extended a right to treatment and access to educational services to handicapped students under the Fifth and Fourteenth Amendments to the Constitution. These amendments state that no person can be deprived of liberty and of equal protection of the laws without due process. Federal legislation focusing on the rights of persons with handicaps and governing much of the subsequent activity and improvement in the education of handicapped students was spelled out in three major laws: the Rehabilitation Act of 1973; Public Law 93-380 in 1974; and Public Law 94-142 (The Education for All Handicapped Children Act) in 1975. The Rehabilitation Act provided that no “program” or “activity” receiving federal assistance could exclude or discriminate against person solely because of their handicaps. RL 93-380 authorized increased levels of aid to states for the implementation of special education services and set forth due process requirements to protect the rights of affected students and their families. PL 94-142 set forth as national policy the goal that “free appropriate public education ... must be extended to handicapped persons as their fundamental right.

### ***Requirements for special education students***

The basic requirements spelled out in these laws and subsequent judicial interpretations are as follows:

1. Persons with handicaps, however severe their disability, must be provided with free, appropriate public education.
2. Testing and assessment services must be fair and comprehensive.
3. Parents or guardians must have access to information on diagnosis and may protest decisions made by school officials.
4. Individualized education program (IEPs) that include both long-range and short-range educational goals must be provided. These programs must include periodic review of the instructional goals and methods elected.
5. Educational services will be provided in the "least restrictive" environment; children with handicaps may be placed in special or separate classes only for the amount of time judged necessary to provide appropriate services.

### ***Special education expenditures***

The average cost of educating students with handicaps is much higher than the national average for other students. Although federal law requires local schools districts to provide free appropriate education, the federal government has contributed relatively few dollars to help make this possible.

### ***Further progress needed***

Nearly 40 percent of handicapped children previously confined to institutions now receive part of their education in public schools. The number of special education students in public schools exceeds 4 million, and these students constitute almost 11 percent of public school enrollment. In addition, special education services are being extended to preschool students with handicaps.

Nevertheless, much progress still needs to be made in many school districts that tend to have high percentages of students with mental retardation, learning disabilities, and behavior disorders. Federal monitoring and enforcement activities were weak. Later analyses have continued to indicate that monitoring and enforcement have been neglected in some states, that PL 94-142 has been implemented much more successfully in some locations than others, and that implementation in big cities has been particularly inadequate.

## **Classification and Labeling of Students**

### ***Difficulty in classifying***

Many of the problems associated with improving education for children with handicaps are related to difficulties in identifying and classifying students who require special education. It is very difficult to be certain, for example, whether a slow child is mentally retarded and could benefit from special educational services or is simply a slow learner who requires more time and guidance to learn. Similarly, it is difficult to determine whether a child who is working below capacity has brain damage or some other learning disability or is performing poorly because he or she is poorly motivated or poorly taught. Specialists in special education disagree among themselves on what constitutes a "learning disability" that requires special education services and on what services should be provided for a particular disability. Similar problems are encountered in distinguishing between severe and mild behavior disorders or between partial and complete deafness. Children who fall close to some borderline in handicapped status are especially difficult to classify. Maynard Reynolds, an authority on such classification, has described the overall problem as follows:

"The procedures used to categorize children for special placements are left over in part from practices in the 19<sup>th</sup> century asylums of Europe. Some adjustments have been made by

extending or enlarging the notion of mental retardation to include the educable retarded and the concept of mental illness to include emotionally disturbed and behaviorally disturbed children. A poorly defined category, learning disabilities, has been added to fill in the gaps between other categories; the label is applied to children who do not respond to ordinary instruction in the schools and yet do not fit any traditional category”.

***Does anybody know what “learning disabilities” are?***

Reynolds also points out that the vagueness of the learning disabilities (LD) category has obtain some federal funds to improve educational services for designated students. Since most LD students spend much or most of their time in regular classes but receive extra assistance or are in some special classes, LD services are frequently a form of compensatory education for disadvantaged students and low-achieving who otherwise might not have special assistance. This helps to explain why the number of students in the LD category has grown so large. Research indicates that half or more of the LD students in the schools do not meet criteria commonly accepted by experts in special education.

***Dangers in labeling***

Uncertainty in accurately classifying students is connected with fundamental questions regarding appropriate treatment for a given child. Placement in the LD or other special education categories may make appropriate assistance available to students in a relatively nonrestrictive setting, but at the same time the child is labeled as having a “learning problem” or as “handicapped” in learning. Educators are concerned about this type of labeling. A higher percentage of students were being labeled as handicapped and placed in separate programs to improve their learning. However, many educators and parents began to question the special-class approach, primarily on the grounds that it isolates children with mild handicaps from other students. In so doing, critics argue, it fails to prepare them to function in the larger society, and it generates feelings of inadequacy and inferiority among students who are shunted aside in classes organized for the “emotionally disturbed” or “retarded” and taught at a slow pace. Critics also are concerned with the possibility that handicapped classification may generate a self-fulfilling prophecy. Students labeled as disturbed, for example, may be more inclined to act in a disturbed manner because the label makes this behavior acceptable and expected.

***Problems in evaluation***

Researchers concerned with the effects of labeling have tried to determine whether classification and placement in a special class or program really do have a detrimental effect on students. Among the variables they have considered are effects on self-concept, peer acceptance, and postschool outcomes. This type of research is very difficult to conduct because of problems involving definition of terms, the measurement of program effects, and the fact that differing students have different reactions to a given program or placement. Moreover, the likelihood that labeling may have a negative effect does not mean that placement in a regular class or setting necessarily will be more beneficial.

***Overcoming problems in restrictive settings***

The researchers who reviewed studies on labeling thus concluded that the allegedly overall negative effects of special or separate classes or programs for the handicapped were not well established. However, neither has it been proved that separate classes or programs are more beneficial, on the average, than is placement in regular or normal classes. Several reviews of research on this topic have concluded that for students with mild learning problems, restrictive educational settings need not detract from achievement provided that effective practices are used to

overcome problems such as stigmatization and slow pacing of instruction. The authors also concluded, however, that less restrictive settings generally are preferable on ethical grounds.

### **Mainstreaming**

#### ***Mandate for mainstreaming***

Despite the lack of conclusive data showing detrimental effects of labeling and special classes for the handicapped, some courts have weighed the evidence and concluded that special placement probably does have detrimental effects for many students, particularly for those who are or might be classified as having only mild handicaps. In addition, PL 94-142 now requires that students with handicaps be placed in the *least restrictive environment* – the child should participate in regular or “normal” educational programming to the fullest extent possible. Efforts to place these children in regular class settings generally are referred to as “mainstreaming” and have been encouraged and carried out in school districts throughout the country since the passage of PL 94-142.

#### ***Extra support from specialists***

Mainstreaming is the movement toward integrating children with handicaps into regular schools and classrooms, providing maximum opportunities not only to join in usual school activities but also to be “counted in” among their nonhandicapped peers. It is not intended to be a wholesale elimination of special services, programs, or classes for children with exceptional needs. Extra professional support may include a wide range of services, including interpretation by specialists skilled in working with a particular handicap and provision of special equipment needed to help a child with a serious disability. But even if a disability is severe and a child needs to spend a relatively great amount of time away from the regular classroom, he or she can still be encouraged to take part in activities such as art, music, or shop that are open to other children.

#### ***Research on mainstreaming***

Research on mainstreaming has led to conclusions as ambiguous as the results of studies of labeling and special class placement. The researchers who examined the literature on mainstreaming concluded that the data regarding effects on self-esteem are inconclusive. They did report, however, that mainstreaming can improve the social acceptance of students with handicaps provided that direct interventions are made to achieve this goal. Their overall conclusion was that “there is little evidence that mainstreaming practices result in superior performance among handicapped students”. They went on to speculate that this general finding probably is related to difficulties in defining and measuring various mainstreaming approaches, as well as the special placement settings with which they then are compared. Available evidence indicates that amount of time in regular classes, without considering the quality of instruction or the criteria employed to determine who gets mainstreamed and for how long, has little impact on social or academic outcomes.

#### ***Researchers agree***

Researchers who have reviewed the data on special class placement and mainstreaming thus seem to agree that research has not provided conclusive support for either approach. In part, this can be attributed to the probability that neither approach is carried out very well in a large number of settings; in this case one would expect to find that both are ineffective and neither is superior to the other. The research indicates that regular classroom teachers have not been well prepared to work with students with handicaps in their classes.

#### ***Improving mainstreaming efforts***

However, these pessimistic observations should not be viewed as justifications for despair concerning the future of mainstreaming or other efforts to improve education for students with

handicaps. Mainstreaming may prove to be a positive answer to the long tradition of isolating handicapped students, but in itself it is not a panacea. To be effective, mainstreaming requires a variety of special resources and educators who are skilled in and dedicated to creating an effective learning environment and acceptance for students with handicaps. Thus, one important educational goal is to make the mainstreaming approach now mandated by a review of research on mainstreaming, which reached the following general conclusion.

#### ***An Optimal Learning Environment?***

Requirements of PL 94-142 and related legislation specify that school officials must prepare an individualized educational plan for students with handicaps, including special services to help achieve educational goals specified in the plan. These requirements have frequently been interpreted as implying that an “appropriate” free education for children with handicaps requires whatever services are necessary to help them derive as much benefit from education as do other students – perhaps an optimal learning environment for the handicapped.

However, providing an optimal learning environment for students with handicaps, particularly severe handicaps, can be very expensive. Thus, arguments arose between school officials, who claimed they could not afford to provide maximally effective education for some handicapped students, and parents or other advocates who believe that students with handicaps have a constitutional right to whatever services are needed to ensure maximum educational gains.

#### ***Definition of “benefit”***

The issue went on to the U.S. Supreme Court in 1982, when the parents of a deaf first grader named Amy Rowley demanded that she be provided with a sign-language interpreter in academic classes. Local educators argued that they had provided an FM hearing aid, a tutor of the deaf, and a speech therapist but could not provide an interpreter. In *Board of Education of Hudson Central School District v. Rowley*, the Court ruled that although the law requires the provision of such “supportive services” as “may be required to assist a handicapped child to *benefit* from public education”, it does not require a particular level of benefit above the “basic floor of opportunity ... [which] consists of access to specialized instruction and related services individually designed” for a child.

#### ***School district prerogatives***

Constitutional scholar Mark Yudof reviewed the *Rowley* decision and assessed its major impact as follows:

The Court in effect said that school officials will decide whether the additional costs are worth it in terms of the educational payoff the child. Furthermore, local and state officials are to decide whether to prefer enhanced learning for gifted or normal children or for handicapped children... The school district decides, as a matter of public policy, on whom the benefits should be bestowed. Obviously, different school districts and states may decide such questions differently... There is uniformity only as to the basic floor and as to the procedures, but not as to the general educational content of special education.

#### ***Directions for the future***

##### ***More effective education for all students***

Legislation to provide equal educational opportunities for students with handicaps has led to expansion of special education services, much of it in the form of mainstreaming with special assistance or some separate classes for designated students. We have seen, however, that research does not provide strong evidence that mainstreaming has been any more successful on a widespread basis than have separate programs that label and isolate the handicapped child.

What should be done, then, to improve education for students with handicaps? In addition to calls for improving methods used to classify such students, experts in special education have been trying to develop more accurate and effective ways to diagnose and treat learning problem. Many observers have suggested that less energy should be given to classifying and treating special education students in distinct groups; instead, efforts should concentrate on providing more effective schooling – a more optimal learning environment – for all low- or underachieving students. This approach would involve combining and probably increasing funding for compensatory education and special education in one category to improve education, using knowledge of effective teaching and schooling, for all students who need special assistance. However, many knowledgeable observers also are uncertain whether regular classroom teachers can be expected to do this effectively, even if provided with much more assistance and resources than they receive now.

#### TEXT 6.

### **The Education of Handicapped and the Gifted**

Approximately 12 to 15 percent of the population falls within a special education category. These diverse categories include children with emotional disturbances, learning disabilities, visual handicaps, hearing handicaps, speech handicaps, and physical handicaps; mentally retarded and gifted children also require special education. What is society's obligation to provide its exceptional citizens with equal educational opportunities? Clearly all people are not equal in ability to learn or take advantage of opportunities provided by the educational system.

We are faced with an ethical dilemma. If we are indeed a democracy in action and not just in name, then it is the obligation of the educational system to help – within reason – each and every student to become all she is capable of becoming. This includes the intellectually gifted and the physically handicapped, the artistically talented and the mentally retarded.

#### ***The emerging interest in special education***

Children with special educational needs have in large part been denied equal educational opportunities. But since the early 1970s more and more parents of physically and mentally impaired children have begun to insist that their children have as much a right to be educated as the rest of the population. Drawing on legal precedents established in the civil right movement, advocates of special education have successfully promoted a number of laws that increase the educational opportunities of special students.

Special education has its origins in the nineteenth century. Although children with special educational needs certainly existed earlier, they rarely received the attention they needed – for many reasons.

Limited resources and limited knowledge about the needs of special students restricted what could be done. In addition few severely handicapped children survived childhood; the extraordinary high mortality rates for children in Europe prior to the eighteenth century reflected the particular vulnerability of the physically handicapped child. Children who were born with defects or had contracted crippling diseases did not usually survive. With improvements in medical care beginning in the late seventeenth century children with handicaps have had a greatly increased chance of surviving to adulthood.

Interest in special education dates back to ancient Greece and Rome. In *The Republic* Plato proposed a system in which children would be taken from their parents for special training. Children of “better” parents (those who belonged to the aristocracy of wealth or intellect) would receive training suitable for their stations in life; those born of “inferior” parents would receive

instruction suited to their needs. Children with birth defects would “be hidden away, in some appropriate manner, that must be kept secret”.

Plato was particularly interested in the education of the gifted and talented. In his idealized republic children with superior intelligence (whether from wealthy or poor families) would be provided with special training in science, philosophy, and metaphysics. It was these children who would eventually assume responsibility for the governance and administration of the state, and on whom Greek democracy depended for its survival.

During the Middle Ages and the Renaissance the mentally retarded or psychologically disturbed were often considered either divinely possessed or controlled by demons. Little attempt was made to understand their needs or their problems. During the early modern period (sixteenth and seventeenth centuries) this attitude gradually changed. By the early 1660s, for example, programs were developed for the first time to teach the deaf to communicate on a systematic basis using sign language.

Among the most important pioneers in special education in the eighteenth century was the Abbe de l’Epee who in 1760 founded the National Institute for Deaf Mutes in Paris. Recognized by many as the first publicly sponsored school for the handicapped, the school’s most famous instructor was the physician Jean-Marc Gaspard Itard.

Itard is most noted for the work he did with a young deaf and dumb child brought to him in 1799. A young boy (a feral or “wild” child) had been discovered in the forest of Aveyron in southern France. When he was “captured”, he was about eleven or twelve years of age, naked, dirty, mute, and for all appearances totally wild. When brought to Itard to Paris the child generated tremendous interest. Here was a child apparently brought up outside civilized society. People wondered what the nature of such an individual would be. Would he be pure and incorrupted (a notion suggested some years before by Rousseau), or would he be primitive and ignorant, not having had the benefit of living with and learning from other people?

Itard began to work with his young patient. Over a period of five years Itard undertook an intensive program of re-education for the boy whom he called “Victor”. In his description of his work with Victor (published under the title *Rapports et Memoires sur le Sauvage de L’Aveyron*) Itard had achieved many goals with Victor.

#### ***Equal access and the special student***

The passage of Public Law 94-142 has forced local school system to reevaluate their physical plants in light of the needs of special students. Until the law’s passage in 1975 most facilities were designed exclusively for the nonhandicapped. Problems with this assumption become apparent when we consider, for example, the needs of a wheelchair-bound students.

Sinks in bathrooms have almost always been set at heights comfortable for the average population. But wheelchair arms must fit under the rim of the sink, and disabled individuals need faucets they can turn on and off easily. Whether or not space has been left beneath a counter top in a biology or chemistry laboratory may determine accessibility for a wheelchair-bound student. Assembly halls and stages have rarely been designed to be easily accessible to a wheelchair. In the past if students were to participate in an activity involving the use of an assembly, or receiving a diploma upon graduation, they had to be lifted from their wheelchairs and carried onto the stage. Such restrictions often meant that students did not participate at all or were singled out because they caused disruption.

Normally, concepts of physical planning before the passage 94-142 did not take into account the nonambulatory population. In result, we now have many schools two or three stories high with

elevators, long flights of stairs, multiple changes of levels, and libraries, auditoriums, and specialized classrooms (for example, language laboratories) that are completely inaccessible to nonambulatory students, teachers, and visitors to the school.

Imagine for a moment being a blind in the school you attend your senior year of high school. If there was an elevator in your school, did it have an embossed sign written in Braille to help you determine buttons to push? Were safeguards (like railings around sharp drop-offs) inside and outside the building? How safe would you have felt going around the school?

If you have access to a wheelchair or even a set of crutches, do the following experiment. With all of your books, purse, briefcase, and umbrella, etc. try getting around to your classes the same way a handicapped student must. Start from a parking lot. This will give you a sense of what it is like when nonhandicapped individual inconsiderately takes the special parking place designated for a handicapped person. Make your way around potholes or loose gravel. Next, maneuver over the grass and finally onto a sidewalk. How much longer will it take to get to class? Note what classroom may be difficult to enter, what doors will be hard to open, and what doors are not wide enough for your wheelchair. Then imagine what it is like to deal with these sorts of problems every single day of your life – in the snow, in the rain, in the heat, on a dark night, and on the day you have three final exams back-to-back.

Many problems the handicapped face can be addressed at relatively little cost or trouble when architects are first designing the building. But once a building is cast in concrete it becomes difficult and expensive to install elevators, change the height of sinks, change classrooms from one level of building to another, and build ramps up the side of auditorium stages.

To provide physically handicapped students with equal educational opportunities we must provide them with equal access. While it may not be feasible to anticipate every need of every special individual, we need to follow the general spirit and purpose of laws like PL 94-142. Not to do so is to discriminate against a significant portion of our population and give the nonhandicapped student the false impression that the learning environment and the world in general is a place intended only for nonhandicapped people.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНА НЕКТОРИЯ ПЕРВОГО

## Грамматические тесты.

ТЕСТОВЫЕ ЗАДАНИЯ

Choose the right answer.

## Тест 1.

If you want a cup of tea, make it \_\_\_\_\_.

- a) yourself    b) yours    c) you    d) your
2. Lisa and Frank have no money. \_\_\_\_\_ of them is rich.  
a) Neither    b) None    c) All    d) Both
3. Where are the \_\_\_\_\_ coats?  
a) children'    b) children    c) childrens    d) childrens'
- 4) She is the \_\_\_\_\_ swimmer in the team.  
a) slowest    b) slower    c) slowly    d) slow
- 5) I earn \_\_\_\_\_ money than he does.  
a) littler    b) more little    c) less    d) littlest
- 6) The government \_\_\_\_\_ take care of old people.  
a) may    b) can    c) to be able to    d) must
- 7) Little children like books with large print. They \_\_\_\_\_ read them more easily.  
a) are to    b) must    c) can    d) have to
- 8) The plane leaves \_\_\_\_\_ 9 o'clock tomorrow.  
a) on    b) at    c) in    d) to
- 9) She has been in Rome \_\_\_\_\_ 1998.  
a) while    b) for    c) since    d) ago
- 10) \_\_\_\_\_ birthday is it today?  
a) Which    b) Whom    c) What    d) Whose
- 11) He can play golf well, \_\_\_\_\_?  
a) doesn't he?    B) can he?    C) can't he?    D) does he?
- 12) Have you got any time for me?  
a) Yes, it is.    B) Yes, there is.    C) Yes, I do.    D) Yes, I am.
- 13) Are there a lot of students in your group?  
a) Yes, they are.    B) Yes, they do.    C) Yes, there are.    D) Yes, there is.
- 14) I'm hungry but there's \_\_\_\_\_ in the fridge for me to eat!  
a) something    b) nothing    c) anything    d) no
- 15) I want to go \_\_\_\_\_ hot on holiday. I think I'll go to Spain.  
a) nowhere    b) anywhere    c) where    d) somewhere
16. My brother \_\_\_\_\_.  
a) isn't smoke    b) doesn't smoke    c) don't smoke    d) don't smokes
- 17) The match \_\_\_\_\_ at half past nine, so I will be at home by ten o'clock.  
a) will finish    b) has finished    c) finishes    d) is finishing
18. While my son \_\_\_\_\_ for my call, somebody knocked at the door.  
a) waited    b) was waiting    c) is waiting    d) will wait
19. I hope it \_\_\_\_\_ snowing by tomorrow morning.  
a) will stop    b) will be stopping    c) will have stopped    d) stops
20. He's tired. He \_\_\_\_\_ since 9 o'clock.  
a) has been studying    b) studies    c) has studied    d) studied

## Тест 2.

1. When I entered the room, she (read) \_\_\_\_\_ the book.

- a) read                      b) is reading              c) was reading              d) will read

2. We are going for a walk. Who (want) \_\_\_\_\_ to go with us?

- a) is wanting              b) does want              c) want                      d) wants

3. She never drinks strong coffee, \_\_\_\_\_?

- a) ..., doesn't she?      B) ..., is she?              C) ..., does she              d) ..., isn't she?

4. Can you come (early) \_\_\_\_\_ next time?

- a) more early              b) the earliest              c) the earlier              d) earlier

5. This film (much / speak about) \_\_\_\_\_.

- a) is much spoken about      b) is speaking much about      c) speak much about      d) speak much about

6. My room is (comfortable) \_\_\_\_\_ one in our flat.

- a) the comfortablest      b) more comfortable      c) the most comfortable      d) most comfortable

7. I liked \_\_\_\_\_ essay you had brought the other day very much.

- a) an                      b) the                      c) a                      d) –

8. – Granny has lost her passport.

– Where (she / lose) \_\_\_\_\_?

- a) has she lost it      b) had she lost it      c) she lost it              d) did she loose it

9. I saw you buy a bunch of flowers this morning. Who (you / buy \_\_\_\_\_ it for?

- a) Who did you buy it for?      b) Who bought you it?      c) Who bought it for you?      d) Who did buy you it for?

10. When she sees \_\_\_\_\_ you have done, she will be angry with you.

- a) that                      b) -                      c) what                      d) so

11. This isn't my text-book, \_\_\_\_\_ is at home.

- a) my                      b) mine                      c) mine book              d) mine one

12. The weather is (good) \_\_\_\_\_ it was last month.

- a) the better than      b) the best than              c) as better as              d) better than

13. Neither Dad nor Mom (speak) \_\_\_\_\_ English.

- a) don't speak              b) speak                      c) speaks                      d) doesn't speak

14. Geneva is one of (modern) \_\_\_\_\_ cities in the world.

- a) the 46repares46              b) the most modern              c) the most modern of              d) more modern

15. Where is Jane? I'm tired \_\_\_\_\_ waiting.

- a) with                      b) about                      c) at                      d) of

16. When I phoned my friend at ten o'clock this morning, he was \_\_\_\_\_ in bed.

- a) already                      b) yet                      c) still                      d) akways

17. It was \_\_\_\_\_ cold outdoors that I decided to stay at home.

- a) so much                      b) such a                      c) such                      d) so

18. Harry's room is (expensive) \_\_\_\_\_ of all the rooms.

- a) most expensive              b) so expensive              c) expensivest              d) the most expensive

19. There was nobody at home, \_\_\_\_\_?

- a) was there                      b) were they                      c) weren't they              d) wasn't there

20. You (sing) \_\_\_\_\_ a lovely song when I entered the room. What was it?

- a) sang                      b) had sung                      c) was singing              d) were singing

## Тест 3.

1. The black widow is (dangerous) \_\_\_\_\_ spider because its bite can kill a man in a few minutes.  
a) most dangerous    b) the most dangerous    c) the dangerousest    d) the more dangerous
2. She looked out of the window. It (still/snow) \_\_\_\_\_.  
a) was still snowing    b) still snowed    c) has still snowed    d) has still being snowing
3. I'll look \_\_\_\_\_ your children if you are busy tomorrow.  
a) for    b) at    c) like    d) after
4. What's wrong \_\_\_\_\_ Henry? He looks tired.  
a) about    b) with    c) of    d) in
5. He is proud \_\_\_\_\_ his son's achievements.  
a) at    b) on    c) of    d) about
6. I have \_\_\_\_\_ seen Julia \_\_\_\_\_ written to her.  
a) neither...nor    b) either...or    c) or...or    d) never...or
7. Chris is trying to \_\_\_\_\_ smoking.  
a) leave    b) give up    c) give off    d) give out
8. What is the \_\_\_\_\_ news of today?  
a) fresh    b) last    c) latest    d) late
9. The day before yesterday we \_\_\_\_\_ to the restaurant by our friends.  
a) are invited    b) were invited    c) invite    d) invited
10. In Ancient Greece the Olympic Games \_\_\_\_\_ once in four years.  
a) were held    b) are being held    c) are held    d) hold
11. The man is \_\_\_\_\_ least 70 years old.  
a) in the    b) on the    c) in    d) at
12. A lot of people (lock) \_\_\_\_\_ in the Tower.  
a) were locked    b) have been locked    c) are locked    d) are being locked
13. He was so tired that he couldn't \_\_\_\_\_ with us.  
a) to go    b) went    c) go    d) going
14. What colour \_\_\_\_\_? It's red.  
a) your car is    b) is your car    c) is your car    d) are your car
15. I usually get up early, but this morning I \_\_\_\_\_ at 9.30.  
a) getted up    b) get up    c) got up    d) gotted up
16. We went to the cinema but we \_\_\_\_\_ the film.  
a) didn't enjoy    b) didn't enjoyed    c) don't enjoy    d) don't enjoyed
17. When I was young I \_\_\_\_\_ very fast.  
a) can run    b) could run    c) could to run    d) might run
18. I don't like hot weather but Sue \_\_\_\_\_.  
a) does    b) doesn't like    c) likes doesn't    d) do like
19. You speak \_\_\_\_\_.  
a) very good English    b) English very well    c) very well English    d) English very good
20. The more I thought about the plan \_\_\_\_\_.  
a) I liked it less    b) less I liked it    c) the less I liked it    d) I liked it the less

## Тест 4.

1. Will you be here next weekend?  
a) No, I won't      b) No, I don't      c) No, I'm not      d) No, I haven't
2. \_\_\_\_\_ of brothers Grimm was the eldest?  
a) Who      b) What      c) Which      d) Why
3. Mr.Evans is speaking over the phone, \_\_\_\_\_?  
a) ..., is he?      B) ...isn't he?      C) ..., doesn't you?      D) are you?
4. Nick \_\_\_\_\_ the best runner.  
a) he is      b) do      c) is      d) are
5. What \_\_\_\_\_ doing now?  
a) Ann is      b) Ann      c) does Ann      d) is Ann
6. \_\_\_\_\_ to the swimming pool on your days off?  
a) You usually go      b) Do you go usually      c) Do you usually go      d) Are you go
7. Where \_\_\_\_\_ yesterday?  
a) Ann did go      b) did Ann go      c) Ann went      d) was Ann go
8. Where \_\_\_\_\_ next summer?  
a) were you      b) will you go      c) you will go      d) are you go
9. The Eiffel is \_\_\_\_\_ structures in the world.  
a) a very high one      b) one of the highest      c) highest one      d) the highest one
10. \_\_\_\_\_ people go to the cinema now than ten years ago.  
a) less      b) few      c) lesser      d) fewer
11. He has three sons, \_\_\_\_\_ are doctors.  
a) all of those      b) all of whom      c) all of whose      d) that all of them
12. Have you got any time for me?  
a) Yes, it is.      B) Yes, there is.      C) Yes, I do.      D) Yes, I am.
13. - \_\_\_\_\_ birthday is it today?  
- It's Janet's birthday today. She is 19.  
a) Which      b) Whom      c) What      d) Whose
14. He can play golf well, \_\_\_\_\_?  
a) ..., doesn't he?      B) ..., can he?      C) ..., can't he?      D) don't he?
15. I have \_\_\_\_\_ job in the world.  
a) a good      b) goodest      c) better      d) the best
16. There were trains a hundred years ago. There \_\_\_\_\_ any planes.  
a) wasn't      b) weren't      c) hasn't been      d) hadn't
17. Goods can be collected at \_\_\_\_\_ time, which means you can collect them whenever you like.  
a) some      b) every      c) any      d) no
18. She's never been to Spain before, \_\_\_\_\_?  
a) is she      b) hasn't she      c) isn't she      d) has she
19. I don't share the widespread belief \_\_\_\_\_ women are bad drivers.  
a) that      b) how      c) if      d) which
20. Tom and I are going to the library, but \_\_\_\_\_ friends are going to the cinema.  
a) our      b) ourselves      c) ours      d) us

## Тест 5.

1. Most crocodiles will eat anything \_\_\_\_\_ capture .  
a) can                      b) they can                      c) which can                      d) and
2. I will break it into two \_\_\_\_\_ both of you may have a half.  
a) so that                      b) in case                      c) providing                      d) now that
3. Hurry up! The train \_\_\_\_\_ here shortly.  
a) was                      b) is                      c) has been                      d) will be
4. I'll go home \_\_\_\_\_ Frank's car.  
a) by                      b) with                      c) in                      d) by means of
5. \_\_\_\_\_ he did was of great significance.  
a) That                      b) Since                      c) Whether                      d) What
6. The invention of the computer is one of \_\_\_\_\_ achievement of all time.  
a) the remarkable                      b) most remarkable                      c) the most remarkable                      d) the more remarkable
7. \_\_\_\_\_ in the country, Join is accustomed to the sight of farm animal.  
a) Living                      b) That he lives                      c) By living                      d) Though he lives
8. There are a number of differences \_\_\_\_\_ the two rooms.  
a) among                      b) between                      c) from                      d) than
9. \_\_\_\_\_ mountains that we saw were high.  
a) The most                      b) Most of the                      c) Most                      d) Mostly
10. We don't like to think of \_\_\_\_\_ in thar way.  
a) us                      b) we                      c) ourselves                      d) our
11. When I \_\_\_\_\_ my project, I gave it to my suoervisor for his evaluation.  
a) have completed                      b) was completing                      c) was completed                      d) had completed
12. Call in and say hello \_\_\_\_\_ you are in town.  
a) however                      b) whenever                      c) that                      d) no matter
13. You will never make friends \_\_\_\_\_ you go out and meet people.  
a) after                      b) when                      c) if                      d) unless
14. "Bill and Bob look so much alike".  
"Yes, it's difficult to distinguish one twin \_\_\_\_\_ another".  
a) to                      b) by                      c) for                      d) from
15. I doubt \_\_\_\_\_ the company will make any profit this year.  
a) when                      b) whether                      c) since                      d) so that
16. \_\_\_\_\_ children are often late for school.  
a) Whether                      b) None                      c) Neither                      d) Both
17. My brother \_\_\_\_\_ very interesting presents on his birthday.  
a) was given                      b) was giving                      c) gave                      d) who was given
18. \_\_\_\_\_ Bill nor his friend is concerned with international trade.  
a) Either                      b) Neither                      c) Nor                      d) Not
19. We always \_\_\_\_\_ a test when we finish a lesson.  
a) have                      b) are having                      c) had                      d) will have
20. Einstein was a slow learner \_\_\_\_\_ he was a child.  
a) when                      b) until                      c) after                      d) before

## Тест 6.

1. A driver should wait at a red light \_\_\_\_\_ it turns green.  
a) until                      b) before                      c) when                      d) after
2. His mother was angry when she saw what \_\_\_\_\_.  
a) has happened              b) is happening              c) had happened              d) happens
3. Mrs. Tura \_\_\_\_\_ help her son do his homework. He can do it himself.  
a) would rather              b) needn't                      c) had better                      d) didn't need
4. Mary used to work for the railways, \_\_\_\_\_ she?  
a) didn't                      b) hadn't                      c) used                      d) wasn't
5. The moon \_\_\_\_\_ the only natural satellite of the earth.  
a) as                      b) being                      c) is                      d) which
6. Dinosaurs dominated the earth for 150 million years \_\_\_\_\_ suddenly vanished 65 million years ago.  
a) until they                      b) that they                      c) until                      d) because
7. The window was so high up that \_\_\_\_\_ you could see was the sky.  
a) only                      b) all                      c) just                      d) everything
8. Tom plays the piano beautifully and \_\_\_\_\_ does his brother.  
a) also                      b) even                      c) usually                      d) so
9. She always goes swimming, \_\_\_\_\_ cold it is.  
a) however                      b) even if                      c) though                      d) how much
10. An orphan is a child \_\_\_\_\_ parents are dead.  
a) whom his                      b) who                      c) that                      d) whose
11. I haven't quite finished the book yet, but I've got \_\_\_\_\_ page 260.  
a) until                      b) as far                      c) up to                      d) through
12. We arrived \_\_\_\_\_ the airport two hours before our flight was due to leave.  
a) at                      b) under                      c) by                      d) on
13. He never uses his car except when it's necessary, \_\_\_\_\_?  
a) ..., doesn't he?              B) ..., does he?              C) ..., isn't it?              D) ..., is it?
14. The place \_\_\_\_\_ is fifty miles from here.  
a) the accident occurred there                      b) that the accident occurred there  
c) where did the accident occur                      d) where the accident occurred
15. I have made five serious mistakes in my composition, but some of my friends have made \_\_\_\_\_ more.  
a) even                      b) quite                      c) fairly                      d) little
16. What happened was different from \_\_\_\_\_ we had expected.  
a) what                      b) that                      c) which                      d) whether
17. The longer the sun shines, \_\_\_\_\_.  
a) the earth is warmer                      b) the more warmly is the earth  
c) it makes the earth warm                      c) the warmer the earth is
18. I didn't buy the car because it was damaged. \_\_\_\_\_, its engine didn't run well.  
a) Moreover                      b) on the contrary                      c) Nonetheless                      d) Indeed
19. The human brain \_\_\_\_\_ only two percent of an adult's weight.  
a) which makes up              b) makes up                      c) which it makes up              d) that makes up
20. James Dickey's first poem was published \_\_\_\_\_ he was still a senior in college.  
a) during                      b) whom                      c) then                      d) while



## VOCABULARY

### A

ability – способность, умение  
 access – доступ  
 acclimate – акклиматизировать(ся)  
 accommodate – приспособлять, снабжать, помогать  
 adapt – приспособлять, адаптировать  
 adequate – отвечающий требованиям, соответствующий  
 appropriate education – соответствующее образование  
 aptitude – склонность, способность, пригодность  
 armless person – человек без руки  
 assistance – помощь, содействие  
 auxiliary school – вспомогательная школа

### B

behavior – поведение  
 behavior disorders – нарушения поведения  
 behaviorally disturbed children – дети с отклонениями в поведении  
 blind – слепой  
 blindfolded people – люди с завязанными глазами; действующие вслепую  
 Braille – азбука Брайля  
 by means of ... – с помощью чего-либо

### C

capable – способный  
 care – забота, попечение, внимание  
 children with exceptional needs – дети с особыми потребностями  
 cognitive – обладающий познавательными способностями  
 complete deafness – полная глухота

### D

damage – вред, повреждение  
 deaf – глухой  
 defects – дефекты  
 despair – отчаяние  
 detrimental effects on students – вредное влияние на учеников  
 diagnosis – диагноз  
 difficulty – трудность  
 disability – нетрудоспособность, инвалидность  
 disability of mind and body – слабое умственное или физическое развитие  
 disabled athletes – спортсмены, имеющие какие-либо физические или умственные ограничения  
 disadvantaged children – дети из неполных, неблагополучных семей

disturbance – нарушение, расстройство

dumb – немой

## **E**

encourage – поощрять

educational goals – цели образования

educationally subnormal – ниже нормального умственного развития, умственно отсталые

effort – усилие

emotionally disturbed – эмоционально неуравновешенный

environment – окружение, окружающая среда

epileptic – эпилептический, эпилептик

eyesight – зрение

## **F**

find appropriate ways of learning – найти подходящий способ обучения

## **G**

go in for sport – заниматься спортом

good eyesight – зрение

## **H**

handicap – недостаток (физический или умственный), дефект

handicapped pupils – ученики, страдающие каким-либо умственным или физическим недостатком

hard of hearing pupils – слабослышащие ученики

harm – вред

health-building exercise – физическое упражнение, полезное для здоровья

hear (heard, heard) – слышать

help – помогать

## **I**

inability – неспособность, неумение

inadequate – неадекватный, несоответствующий, неполноценный, ненадлежащий

incapable – неспособный

individual treatment – индивидуальное лечение (индивидуальный подход)

invalid – инвалид, больной; нетрудоспособный

improve – улучшать

instructional goals – цели обучения

## **L**

lack – недостаток, отсутствие (чего-либо)

learning disabilities – трудности в обучении

lowachieving students – ученики с низким уровнем успеваемости

**M**

mainstreaming – интеграция детей с ограниченными возможностями в обычные классы и школы с обеспечением максимума возможностей для обучения и общения с обычными учениками

maladjusted – плохо приспособленные

medical examination – медицинский осмотр

mental illness – расстройство психики

mentally impaired children – умственно неполноценные дети

mentally retarded – умственно отсталый

mild behavior disorders – лёгкие расстройства поведения

misbehave – дурно вести себя

motor function – двигательная функция

mute – немой

**N**

nervous system – нервная система

needs – потребности

nurture – воспитывать, обучать

**O**

overcome – преодолевать

outside help – посторонняя помощь

**P**

partial deafness – частичная глухота

partially hearing – слабослышащие

partially sighted – слабовидящие

patience – терпение

patient – больной, пациент; терпеливый

physical exercise – физическое упражнение

physical fitness – физическое здоровье, состояние

physically handicapped (impaired) children – дети с физическими недостатками

possibility – возможность

**R**

rehabilitation – реабилитация

remote-control – дистанционное управление

restrict – ограничивать

restrictive – ограничительный

require – требовать

retarded – отсталые

**S**

second division of hearing – 2-я степень глухоты  
 sedentary life - сидячий образ жизни  
 see-eye dog – собака-поводырь  
 self-reliance – уверенность в своих силах  
 sense – чувство, ощущение  
 severe – тяжёлый, суровый  
 sign language – язык жестов  
 slow child (learner) – отстающий  
 slow pace – медленный темп  
 slow pacing of instruction – медленный темп обучения  
 special assistance – специальная помощь  
 special educational treatment – специальное обучение  
 special education services – специальные услуги в области образования  
 special equipment – специальное оборудование, оснащение  
 special establishments – специальные учебные заведения  
 special school – специальная (специализированная) школа  
 speech defects – дефекты речи  
 speech therapist – логопед  
 suffer – страдать

sufficient eyesight – достаточно хорошее зрение

**T**

take care – заботиться  
 tension – напряжение  
 touch – прикосновение, осязание, связь, контакт  
 training – обучение, тренировка  
 trauma – травма  
 treatment – обращение, лечение, уход

**U**

unable – неспособный  
 underachieving students – неуспевающие ученики  
 unsuitable – неподходящий, несоответствующий

**V**

visual handicaps – нарушения зрения

**W**

wheelchair – инвалидная коляска  
 wheelchair-bound students – ученики, прикованные к инвалидной коляске

**КЛЮЧИ К ТЕСТОВЫМ ЗАДАНИЯМ:**

## Тест 1.

- |       |       |
|-------|-------|
| 1. a  | 11. C |
| 2. b. | 12. C |
| 3. a  | 13. C |
| 4. a  | 14. B |
| 5. c  | 15. D |
| 6. d  | 16. B |
| 7. c  | 17. A |
| 8. b  | 18. B |
| 9. c  | 19. C |
| 10. b | 20. A |

## Тест 2.

- |       |       |
|-------|-------|
| 1. c  | 11. B |
| 2. d  | 12. D |
| 3. c  | 13. C |
| 4. d  | 14. B |
| 5. a  | 15. D |
| 6. c  | 16. C |
| 7. b  | 17. D |
| 8. d  | 18. D |
| 9. a  | 19. A |
| 10. c | 20. D |

## Тест 3.

- |       |       |
|-------|-------|
| 1. b  | 11. D |
| 2. a  | 12. A |
| 3. d  | 13. C |
| 4. b  | 14. C |
| 5. c  | 15. C |
| 6. a  | 16. A |
| 7. b  | 17. B |
| 8. c  | 18. A |
| 9. b  | 19. B |
| 10. a | 20. C |

## Тест 4

- |       |       |
|-------|-------|
| 1. a  | 11. B |
| 2. a  | 12. C |
| 3. b  | 13. D |
| 4. c  | 14. C |
| 5. d  | 15. D |
| 6. c  | 16. B |
| 7. b  | 17. C |
| 8. b  | 18. D |
| 9. b  | 19. A |
| 10. a | 20. A |

## Тест 5.

- |       |       |
|-------|-------|
| 1. b  | 11. D |
| 2. a  | 12. B |
| 3. d  | 13. D |
| 4. c  | 14. D |
| 5. d  | 15. B |
| 6. c  | 16. D |
| 7. a  | 17. A |
| 8. b  | 18. B |
| 9. b  | 19. A |
| 10. c | 20. A |

## Тест 6.

- |       |       |
|-------|-------|
| 1. a  | 11. C |
| 2. c  | 12. A |
| 3. b  | 13. B |
| 4. a  | 14. D |
| 5. c  | 15. A |
| 6. a  | 16. A |
| 7. b  | 17. D |
| 8. d  | 18. A |
| 9. a  | 19. B |
| 10. d | 20. d |

## Тест 7.

- |       |       |
|-------|-------|
| 1. c  | 11. C |
| 2. d  | 12. D |
| 3. a  | 13. D |
| 4. a  | 14. D |
| 5. b  | 15. D |
| 6. c  | 16. C |
| 7. d  | 17. B |
| 8. d  | 18. C |
| 9. a  | 19. C |
| 10. a | 20. C |

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