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TOPICS ON DEFECTOLOGY

Workbook I

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Методическое пособие (Рабочая книга) предназначено для всех студентов факультета Дефектология изучающих Английский язык как иностранный язык. Цель пособия является обучение иностранному языку при помощи текстов по специальности терминов используемых в области дефектологии, задания для развития устной речи, чтения и письменности.

This manual (workbook) is designed for Defectology students who study English as a foreign language. The aim of manual is to teach foreign language with the help of reading texts on specialty with terminology which is used in the field of Defectology, with tasks for developing speaking, reading and writing skills.

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Preface

We, the authors, came up with the idea of designing a workbook for Defectology faculty is to make the work of students easier during the lessons. The topics were chosen to motivate and raise students interest in learning a foreign language. We intentionally picked up the topics for workbook to attract the students' attention to have related them to the specialty of Defectology.

The workbook is the pioneer at the faculty of Defectology at Nukus State Pedagogical Institute and consists of 2 parts Workbook I and II. Workbook I is oriented for students of the first and second years of study at the Defectology direction. There are tasks for developing main skills as reading, speaking, listening and writing.

Both workbooks are handy during lessons, students can write on them, the topics have been gathered in one bind, which makes it convenient.

The workbook I consists of 7 units covering the most popular topics in the field. Each unit is introduced with work on active vocabulary, the students may translate them into their own native language, if there is any difficulty they can ask for teacher's help or refer to the end of the workbook, it's supplied with dictionary of active words with transcriptions. Then reading texts on specialty.

Furthermore there are tasks with interesting information, from popular websites and some units contain tasks which were done by authors themselves for developing listening, reading, speaking and writing skills. Some of the texts were taken from ejournals with interesting news around the world to awaken the curiosity to a foreign language. The workbook contains tape scripts of listening tasks, students may glance in order to be able to accomplish listening tasks if they have difficulties.

It was a great pleasure to work on this workbook. For us, authors, the direction of Defectolgy is new, we have learnt a lot about this field in the working process. It's advisable for students to work with a teacher who can direct, while they are working with it.

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What is Special education?

UNIT 1

Task. Translate the given list of words into native language.

Active Vocabulary

Vocational Education	
Aided education	
Limb care authority	
Monitor	
Disability	
Disorder	
Behavior	
Development	
Benefit	
Additional	
Approach	
Remedial education	
Special needs education	
Disrupt	
Reduce	
Improve	
Community	
Intellectual giftedness	
Environment	
Equipment	

TEXT

What is special education?

Special education (also known as **special needs education**, **aided education**, **vocational education**, and **limb care authority education**) is the practice of educating students with special educational needs in a way that addresses their individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and their community, than may be available if the student were only given access to a typical classroom education.

Common special needs include learning disabilities, communication disorders, emotional and behavioral disorders, physical disabilities, and developmental disabilities. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, or a resource room.

Intellectual giftedness is a difference in learning and can also benefit from specialized teaching techniques or different educational programs, but the term "special education" is generally used to specifically indicate instruction of students with disabilities. Gifted education is handled separately.

Whereas special education is designed specifically for students with special needs, remedial education can be designed for any students, with or without special needs; the defining trait is simply that they have reached a point of underpreparedness, regardless of why. For example, even people of high intelligence can be underprepared if their education was disrupted, for example, by internal displacement during civil disorder or a war.

In most developed countries, educators modify teaching methods and environments so that the maximum number of students are served in general education environments. Therefore, special education in developed countries is often regarded as a service rather than a place. Integration can reduce social stigmas and improve academic achievement for many students.

The opposite of special education is *general education*. General education is the standard curriculum presented without special teaching methods or supports.

Task. Read the sentences and pay attention to the sentence structure.

1. Whereas special education is designed specifically for students with special needs
2. These interventions are designed to help learners with special needs
3. the term "special education" is generally used to specifically indicate
4. Remedial education can be designed for any students
5. Gifted education is handled separately.

Task. Make up sentence using the structure from previous task with given words.

Include	
Reduce	
Improve	
Monitor	
Develop	
Design	

Task. Dictation. Divide the group into 3 subgroups.

Group 1

Common special needs include learning disabilities, communication disorders, emotional and behavioral disorders, physical disabilities, and developmental disabilities. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, or a resource room.

Group 2

Intellectual giftedness is a difference in learning and can also benefit from specialized teaching techniques or different educational programs, but the term "special education" is generally used

to specifically indicate instruction of students with disabilities. Gifted education is handled separately.

Group 3

Whereas special education is designed specifically for students with special needs, remedial education can be designed for any students, with or without special needs; the defining trait is simply that they have reached a point of underpreparedness, regardless of why. For example, even people of high intelligence can be underprepared if their education was disrupted, for example, by internal displacement during civil disorder or a war.

Task. Read the text and write the words from memory.

Special education (also known as special needs education, aided education, vocational education, and limb care authority education) is the _____of educating students with special educational _____in a way that addresses their _____needs. Ideally, this _____ involves the individually planned and systematically monitored arrangement of _____procedures, adapted equipment and _____, and accessible settings. These interventions are _____ to help learners with special needs _____ a higher level of personal self-sufficiency and _____in school and their community, than may be available if the student were only given _____ to a typical classroom education.

Task. Answer the questions

1. **What is special education?**
2. **What are common special needs?**
3. **What is intellectual giftedness?**
4. **What is general education?**

Active Vocabulary
Task. Translate list of words given below into native language.

Delay	
Due to	
Requirement	
Appropriate	
Available	
Ambiguous	
Response	
Impairment	
Unique	
Cognitive	
Indentify	
Delivery	
Peer	

Task

LISTENING GAP FILL

Education _____ most important things in our lives. Don't you agree? _____ the difference between success and failure. An education can bring us knowledge and _____ . In rich countries, people _____ have good schools. Children start learning from a very young age. They _____ their education and go to higher education or university. In Japan, _____ private schools for babies to learn English. It's a shame that in many rich countries, many children don't _____ . Perhaps schools need to find better ways to teach so children want to learn. It's _____ many parts _____ , children want to learn but can't. Make sure you never stop learning. Education _____ to a better future.

TEXT
Categories of special education in USA

Special Education programs are designed for those students who are mentally, physically, socially and/or emotionally delayed. This aspect of "delay," broadly categorized as a developmental delay, signify an aspect of the child's overall development (physical, cognitive, scholastic skills) which place them behind their peers. Due to these special requirements, students' needs cannot be met within the traditional classroom environment. Special Education programs and services adapt content, teaching methodology and delivery instruction to meet the appropriate needs of each child. These services are of no cost to the family and are available to children until they reach 21 years of age. (States have services set in place for adults who are in need of specialized services after age 21.)

The Individuals with Disabilities Act (IDEA) defines Special Education as "specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability," but still, what exactly is Special Education? Often met with an ambiguous definition, the umbrella term of Special Education broadly identifies the academic, physical, cognitive and social-emotional instruction offered to children who are faced with one or more disabilities.

Under the IDEA, these disabilities are categorized into the following areas:

- **Autism Spectrum Disorder (ASD)**
- **Multiple disabilities**
- **Traumatic Brain Injury (TBI)**
- **Speech/language impairment**
- **Intellectual Disability (also referred to as "Mental Retardation")**
- **Visual Impairment (including Blindness)**
- **Deaf; Hearing Impairment**
- **Deaf-Blindness**
- **Developmental Delay**
- **Emotional Disturbance**

- **Specific Learning Disability**
- **Orthopedic Impairment**
- **Other Health Impairment(s)**

Task

UNJUMBLE THE WORDS

Education is things important most the of one in our lives. Don't you agree? It can make the difference between success and failure. us can An bring education knowledge and make us rich. In rich countries, people have to lucky are schools good. Children start learning from a very young age. can education further They their and go to higher education or university. In Japan, there are even schools babies learn private for to English. It's a shame that in many rich countries, many children don't want to learn. better Perhaps need find ways schools to to teach so children want to learn. It's sad that in many parts of the world, learn to want children can't but. Make sure you never stop learning. the is Education a to key better future.

Task

DISCUSSION (Write your own questions)

STUDENT A's QUESTIONS (Do not show these to student B)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

DISCUSSION (Write your own questions)

STUDENT B's QUESTIONS (Do not show these to student A)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Task

CORRECT THE SPELLING

Education is one of the most miapttron things in our lives. Don't you aegre? It can make the difference between success and lerfiau. An education can bring us knowledge and make us rich. In rich countries, people are ulykc to have good schools. Children start learning from a very young age. They can terrhuf their education and go to hgrehi education or university. In Japan, there are even tvpeira schools for babies to learn English. It's a shame that in many rich countries, many children don't want to learn. hPpeasr schools need to find better ways to teach so children want to learn. It's sad that in many parts of the world, children want to learn but can't. Make sure you never stop irlegnna. Education is the key to a better fuuret.

WRITING

Write about education for 10 minutes. Show your partner your paper. Correct each other's work.

Cultural development of abnormal child

UNIT 2

Task. Translate given words into your native language.

Active Vocabulary

Fuse	
Research	
Maturation	
Coincide	
Adapt	
Accommodate	
According	
Artificial	
Merge	
Controversy	
Fusion	
Generate	
Handicapped child	
Mankind	

Task

LISTENING GAP FILL

I'm really interested in _____ other countries. I don't know why, but I always think other cultures are more interesting _____ culture. Every time I travel, I learn wonderful, strange, amazing and interesting things _____ cultures. One of the biggest surprises I had was when I went to the USA as a child. I'm English _____ Americans had the same culture as me. When I went to America I understood Americans _____ very different people. Understanding the culture _____ is very important. It helps us all _____ . If everyone really tried _____ other cultures, the world _____ more peaceful place. The world is becoming smaller, so I _____ happening.

TEXT

Cultural development of abnormal child

The history of cultural development in an abnormal child constitutes the most profound and critical problem in modern defectology. It opens up a completely *new line of development* in scientific research.

A normal child's socialization is usually fused with the processes of his maturation. Both lines of development-natural and cultural-coincide and merge one into the other. Both series of changes converge, mutually penetrating each other to form, in essence, a single series of formative socio-biological influences on the personality. Insofar as physical development takes place in a social setting, it becomes a historically conditioned biological process. The development of speech in a child serves as a good example of the fusion of these two lines of development-the natural and the cultural.

A defect creates a deviation from the stable biological human type and provokes the separation of individual functions, deficiencies or damage to the organs. It thereby generates a more or less substantial reorganization of the entire development on new bases and according to a new type: in doing all this, it naturally disturbs the normal course of the child's acculturation. After all, culture has adapted to the normal typical human being and accommodates his constitution. Atypical development (conditioned by a defect) cannot be spontaneously and directly conditioned by culture, as in the case of a normal child.

Frequently, unique, specially created cultural forms are necessary for cultural development in the handicapped child. Science is aware of a great number of artificial cultural systems of theoretical interest. Parallel to the visual alphabet used by all humanity is a specially created tactile alphabet for the blind-Braille. Dactylology, (i.e., the finger alphabet) and the gesticulated, mimed speech of the deaf-mute have been created alongside the phonetic alphabet of the rest of mankind. By comparison with the use of the usual cultural means, the process of acquiring and using these auxiliary cultural systems is distinguished by profoundly distinctive features. To read with the hand, as blind children do, and to read with the eye are different psychological processes, even if they fulfill one and the same cultural function in the child's behavior and have similar physiological mechanisms at their base.

To formulate the problem of cultural development in a handicapped child as a particular line of development, governed by special laws, with its own particular difficulties and means of overcoming them, represents a serious goal for modern defectology. The notion of primitivism in a child is basic here. At the moment, it seems as though singling out a special type of psychological development among children, namely, *the development pattern of the primitive child*, meets with no objections from any direction, although there is still some controversy about the content of this idea. The meaning of the concept of primitivism is defined by its opposite--acculturation. Just as being handicapped is the polar opposite of ability, so *primitiveness* is the polar opposite of *cultural development.*

Task

CORRECT THE SPELLING

I'm really ertseentdi in the culture of other countries. I don't know why, but I always think other cultures are more nitesgeintr than my own culture. Every time I travel, I learn dunlrewof,

strange, amnigaz and interesting things about other cultures. One of the biggest russeprsi I had was when I went to the USA as a child. I'm English so I thought Americans had the same culture as me. When I went to America I ooedutdsrn Americans and Brits are very different people. Understanding the culture of other people is very otnratimp. It helps us all to get along. If everyone leayrl tried to learn about other cultures, the world would be a more pfealceu place. The world is becoming emsrlla, so I think this is happening.

Task. Translate given words into your native language.

Active vocabulary

stunted intellectual development	
deductive inaccuracy	
conceptual absurdity	
impressionability	
mental retardation	
congenital	
mind	
remain	
coexist	
distinguish	

TEXT

Cultural development of primitive child

A primitive child is a child who has not completed cultural development. The primitive mind is a healthy one. In certain conditions the primitive child completes normal cultural development, and achieves the intellectual level of a cultured person. In this respect, primitivism is distinct from mental retardation. The latter is a result of a physical handicap; the mentally retarded are limited in their natural intellectual development and *as a result of this* do not usually attain full cultural development. With respect to natural development, on the other hand, a "primitive child" does not deviate from the norm. His practical intellect may reach a very high level, but he still remains outside cultural development. A "primitive" is an example of pure, isolated *natural development.*

For a long time, primitivism in a child was considered to be a pathological form of childhood development and was confused with mental retardation. In fact, the outward appearances of these two phenomena are often extremely similar. Limited psychological activity, stunted intellectual development, deductive inaccuracy, conceptual absurdity, impressionability, and so forth, can be symptoms of either. Because of the research methods currently available (Binet and others), the primitive child may be portrayed in a way that is similar to the portrayal of the mentally retarded. Special research methods are necessary to discover the true cause of unhealthy symptoms and to distinguish between primitivism and mental retardation. In particular, the methods for analyzing practical, natural intellect (*natuerliche Intelligenz*) may easily reveal primitivism with a completely healthy mind. A. E. Petrova, in giving us an excellent study of childhood primitivism

and outlining its most important types, demonstrated that primitivism may equally combine with an exceptional, an average, and a pathological child's mind ("Children Are Primitives," in Gurevich (Ed), *Questions of Pedology and Childhood Psycho-neurology. Moscow*, 1925.

Instances in which primitivism combines with certain pathological forms of development are particularly interesting for the study of defects, since such instances occur most frequently in the histories of handicapped children's cultural development. For example, psychological primitivism and delays in cultural development may very often be combined with mental retardation. It would be more accurate to say that delays in the cultural development of a child occur as a result of mental retardation. But in such mixed forms, primitivism and mental retardation remain two *different* natural phenomena. It is in just such a way that congenital or early childhood deafness usually combines with a primitive type of childhood development. But primitivism may occur without a defect. It may even coexist with a highly gifted mind. Similarly, a defect does not necessarily lead to primitivism but may also coexist with a highly cultured type of mind. A defect and psychological primitivism are two different things, and when they are found together, they must be separated and distinguished from one another.

Task

UNJUMBLE THE WORDS

I'm really the in interested other of culture countries. I don't know why, but I always think other cultures are interesting more culture own my than. Every time I travel, I learn wonderful, strange, amazing and interesting other things cultures about. One of the biggest surprises I had went a to was the when USA I as child. I'm English so I thought Americans had the same culture as me. When went America understood I to I Americans and Brits are very different people. Understanding very culture other is the of people important. It helps us all to get along. If everyone really learn to tried cultures other about, the world would be a more peaceful place. is The becoming world smaller, so I think this is happening.

DISCUSSION (Write your own questions)

STUDENT A's QUESTIONS (Do not show these to student B)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

DISCUSSION (Write your own questions)

STUDENT B's QUESTIONS (Do not show these to student A)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Task

WRITING

Write about culture for 10 minutes. Show your partner your paper. Correct each other's work.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Sign language

UNIT 3

Task. Translate given words into your native language.

Active Vocabulary

Manual communication	
Facial expression	
Body language	
Deaf	
Distinguish	
Simultaneous	
Similarity	
Depend	
Confuse	
Common	
Invent	
Treatise	
Speculate	
Descendant	
Relate	
Dump	
Facilitate	
Precursor	
Invent	

Do the task.

CORRECT THE SPELLING

Where uowld we be without language? We'd all be in our own worlds and we'd never ylelar have a life. Can you eiginam never talking to anyone? Of course if there was no language, we wouldn't be able to use body language or sign language. The fact that we do have languages esmna we have gone to the moon and built things like the Internet – which also needs a alpesic computer language to work properly. I think language is iaazngm. It means we can tell anyone hinagtny. I often think it's a shame there are so many languages in the world. If there was only one language, we could all communicate trbeet. Perhaps that way, we'd all nsdednraut one another better. What would the world language be? At the tmonem, English.

Text
Sign language
Part I

A **sign language** (also **signed language**) is a language which chiefly uses manual communication to convey meaning, as opposed to acoustically conveyed sound patterns. This can involve simultaneously combining hand shapes, orientation and movement of the hands, arms or body, and facial expressions to express a speaker's thoughts. Sign languages share many similarities with spoken languages (sometimes called "oral languages", which depend primarily on sound), which is why linguists consider both to be natural languages. Although there are also some significant differences between signed and spoken languages, such as how they use space grammatically, sign languages show the same linguistic properties and use the same language faculty as do spoken languages. They should not be confused with body language, which is a kind of non-linguistic communication.

Wherever communities of deaf people exist, sign languages have developed, and are at the cores of local deaf cultures. Although signing is used primarily by the deaf, it is also used by others, such as people who can hear, but cannot physically speak.

It is not clear how many sign languages there are. A common misconception is that all sign languages are the same worldwide or that sign language is international. Aside from the pidgin International Sign, each country generally has its own, native sign language, and some have more than one (although there are also substantial similarities among all sign languages). The 2013 edition of Ethnologue lists 137 sign languages. Some sign languages have obtained some form of legal recognition, while others have no status at all.

Linguists distinguish natural sign languages from other systems that are precursors to them or derived from them, such as invented manual codes for spoken languages, home sign, "baby sign", and signs learned by non-human primates.

Groups of deaf people have used sign languages throughout history. One of the earliest written records of a sign language is from the fifth century BC, in Plato's *Cratylus*, where Socrates says: "If we hadn't a voice or a tongue, and wanted to express things to one another, wouldn't we try to make signs by moving our hands, head, and the rest of our body, just as dumb people do at present?"

Until the 19th century, most of what we know about historical sign languages is limited to the manual alphabets (fingerspelling systems) that were invented to facilitate transfer of words from a spoken language to a sign language, rather than documentation of the language itself.

In 1620, Juan Pablo Bonet published *Reducción de las letras y arte para enseñar a hablar a los mudos* (‘Reduction of letters and art for teaching mute people to speak’) in Madrid. It is considered the first modern treatise of sign language phonetics, setting out a method of oral education for deaf people and a manual alphabet.

Do the task

LISTENING GAP FILL

Where _____ without language? We’d all be in our own worlds and we’d never _____. Can you imagine never talking to anyone? Of course if there was no

language, we wouldn't _____ body language or sign language. The _____ have languages means we have gone to the moon and built things like the Internet – which also needs a special computer language _____. I think language is amazing. It means we can tell anyone anything. I often think _____ there are so many languages in the world. If there was only one language, we could all communicate better. _____, we'd all understand one another better. What _____ language be? At the moment, English.

Text
Sign language
Part II

In Britain, manual alphabets were also in use for a number of purposes, such as secret communication, public speaking, or communication by deaf people. In 1648, John Bulwer described "Master Babington", a deaf man proficient in the use of a manual alphabet, "contryved on the joynts of his fingers", whose wife could converse with him easily, even in the dark through the use of tactile signing.

In 1680, George Dalgarno published *Didascalocophus, or, The deaf and dumb mans tutor*, in which he presented his own method of deaf education, including an "arthrological" alphabet, where letters are indicated by pointing to different joints of the fingers and palm of the left hand. Arthrological systems had been in use by hearing people for some time; some have speculated that they can be traced to early Ogham manual alphabets.

Charles de La Fin published a book in 1692 describing an alphabetic system where pointing to a body part represented the first letter of the part (e.g. Brow=B), and vowels were located on the fingertips as with the other British systems. He described codes for both English and Latin.

By 1720, the British manual alphabet had found more or less its present form. Descendants of this alphabet have been used by deaf communities (or at least in classrooms) in former British colonies India, Australia, New Zealand, Uganda and South Africa, as well as the republics and provinces of the former Yugoslavia, Grand Cayman Island in the Caribbean, Indonesia, Norway, Germany and the USA.

Frenchman Charles-Michel de l'Épée published his manual alphabet in the 18th century, which has survived basically unchanged in France and North America until the present time. In 1755, Abbé de l'Épée founded the first school for deaf children in Paris; Laurent Clerc was arguably its most famous graduate. Clerc went to the United States with Thomas Hopkins Gallaudet to found the American School for the Deaf in Hartford, Connecticut, in 1817. Gallaudet's son, Edward Miner Gallaudet founded a school for the deaf in 1857 in Washington, D.C., which in 1864 became the National Deaf-Mute College. Now called Gallaudet University, it is still the only liberal arts university for deaf people in the world.

Sign languages generally do not have any linguistic relation to the spoken languages of the lands in which they arise. The correlation between sign and spoken languages is complex and varies depending on the country more than the spoken language. For example, the US, Canada, UK, Australia and New Zealand all have English as their dominant language, but American Sign Language (ASL), used in the US and most parts of Canada, is derived from French Sign Language whereas the other three countries sign dialects of British, Australian and New Zealand

Sign Language. Similarly, the sign languages of Spain and Mexico are very different, despite Spanish being the national language in each country, and the sign language used in Bolivia is based on ASL rather than any sign language that is used in a Spanish-speaking country. Variations also arise within a 'national' sign language which don't necessarily correspond to dialect differences in the national spoken language; rather, they can usually be correlated to the geographic location of residential schools for the deaf.

International Sign, formerly known as Gestuno, is used mainly at international Deaf events such as the Deaflympics and meetings of the World Federation of the Deaf. While recent studies claim that International Sign is a kind of a pidgin, they conclude that it is more complex than a typical pidgin and indeed is more like a full sign language

Do the task

UNJUMBLE THE WORDS

we would Where language without be? We'd all be in our own worlds and we'd never really have a life. Can you imagine never talking to anyone? Of course if there was no language, wouldn't we language body use to able be or sign language. do languages fact we have The that means we have gone to the moon and built things like the Internet – needs also which computer special a language to work properly. I think language is amazing. anyone It we tell anything means can. I often think it's a shame there are so many languages in the world. If there was only one language, better all we communicate could. Perhaps that way, one all another understand we'd better. the would What be language world? At the moment, English.

WRITING

Write about language for 10 minutes. Show your partner your paper. Correct each other's work.

Active vocabulary

Task. Translate given words into your native language.

Exceed	
Fluent	
Spread	
Island	
Gesture	
Throughout	
Minor	
Conventional	
Contribute	
Incidence	
Sacrifice	
Establishment	

TEXT
American Sign Language
Part I

Throughout the centuries, many attempts have been made to bridge the gap between the hearing world and the deaf world. There have been many contributions from various people who aided in the development communication between deaf people and hearing people. This method of communication that evolved over time is known as Sign language.

Sign language makes it possible for deaf and hearing people to communicate their feelings, thoughts, intensions, and so forth. Sign language can be used to discuss all types of matters including family, friends, politics, work, or anything that could be communicated through spoken word. This visual language composed of a series of hand gestures, and specific movements of the arms, face, head, and body posture is known as Sign language. More than 50% of the language is not words, but gestures and movements.

There are many forms of Sign language that have been developed by many people in different areas. One of the most common forms of this primary means of communication for deaf people in America and Canada is known as American Sign Language. It is not clear exactly when American Sign Language (ASL) began developing. It is sure that deaf people had a natural way of communicating with each other even before ASL developed.

One example is the unique community with a high ratio of deaf to hearing individuals. This community, Martha's Vineyard, was located just off the southeastern shore of Massachusetts. Martha's Vineyard had a high rate of the genetic deafness. In the 19th century America had a population of 1 out of 5700 individuals that were deaf, in Martha's Vineyard the population was 1 out of 155. In a certain town in Martha's Vineyard the population exceeded that with a ratio of 1:4!

In 1692, a deaf man moved with his family to Martha's Vineyard. He was already fluent in some form of Sign language. The language began spreading throughout the island as the community of deaf people began to grow. Much of the island was bilingual in Sign language and English, which caused deafness to no longer be viewed as a handicap. Although this island is an excellent example of the way deaf people can communicate in a community, it played a minor role in the

development of American Sign Language.

Task. Look at the picture of a standard sign alphabet. Study it.

TEXT
American Sign Language
Part II

One of the men primarily responsible for the development of education for the deaf was Thomas Hopkins Gallaudet. Gallaudet first showed interest in deaf people when his neighbor, Dr. Mason Cogswell, whose daughter, Alice, was deaf, approached him. Gallaudet was so impressed by this 12-year-old girl that he traveled to Europe to study methods to teach the deaf. While in Europe he met a man who was also studying a method for deaf education. Gallaudet went with Sicard to Paris to continue his study. After studying in Paris for a few months, Gallaudet returned to America with a teacher by the name of Lauret Clerc. In 1817 Gallaudet and Clerc started the first school for the deaf in the United States, the American Asylum for the Deaf. After this school many other schools in the U.S. began opening. In 1864, the Gallaudet College, the first and only college for deaf students was opened in Washington, D.C.

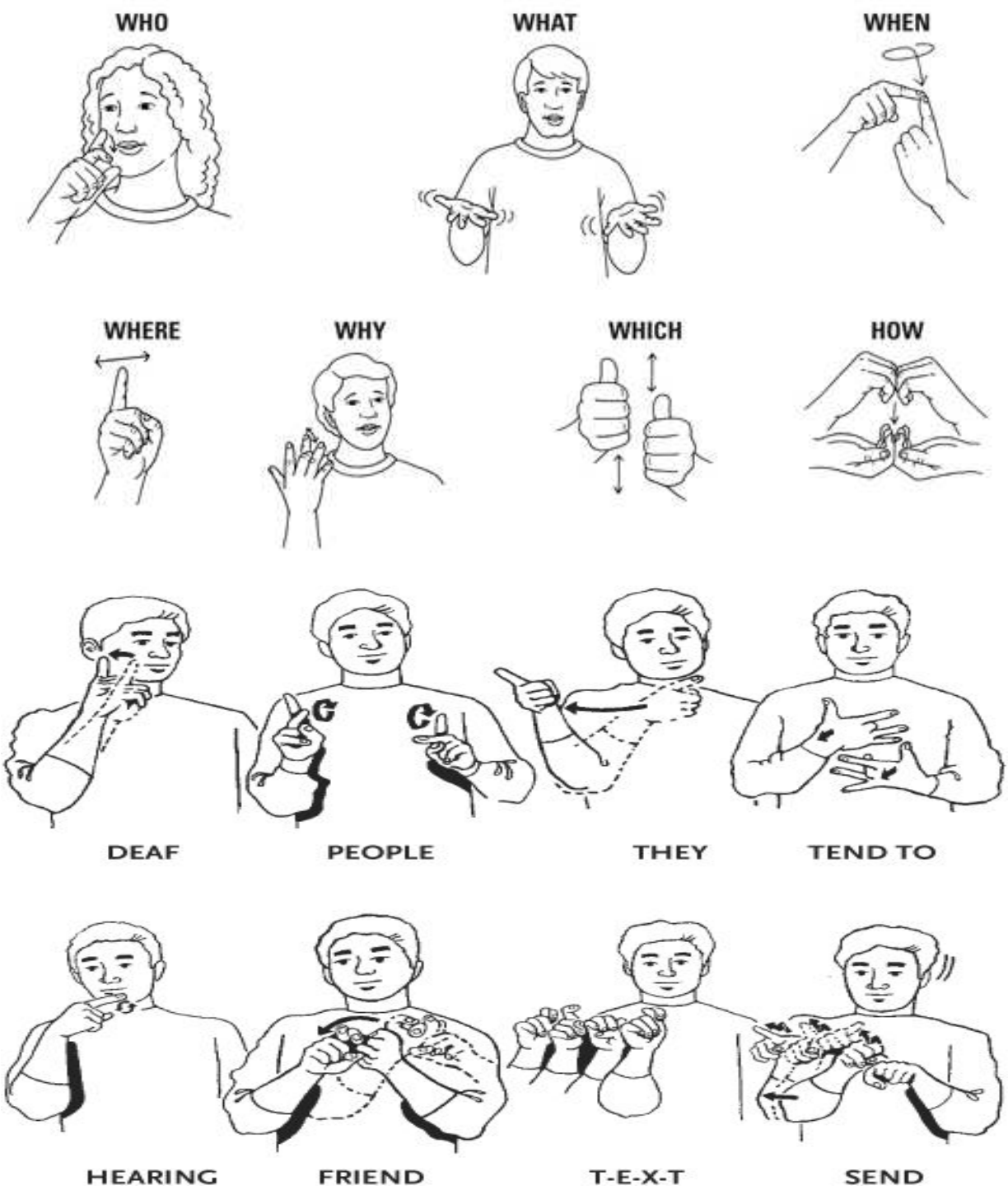
In the mid 1700's two men contributed to American Sign Language. In 1775, Abbe Charles Michel de L'Epee taught that deaf people could communicate through the conventional gestures, hand signs, and finger-spelling. Another educator, Samuel Heinicke did not use the manual method, but taught speech and speech reading. These two methods contributed to the method of total communication that we use today. Total communication uses every way of communication such as sign language, gesturing, speech, speech reading, finger-spelling, pictures, hearing aids, reading, and writing.

Current statistics in the USA show that more than 24 million people have a significant loss of hearing. The incidence of hearing loss increases with age. Approximately 60% of hearing impaired people is over 65 years old, leaving only 2 million of the hearing impaired under the age of 18. However, 60% of hearing loss is genetic.

Over time the development of American Sign Language has evolved. Today we have the most complete and comprehensive ways of communication between deaf and hearing individuals known as American Sign Language. We are fortunate to have so many resources available for education of American Sign Language. We owe it all to the contributions made by the individuals named in this brief history as well as many others that have sacrificed their time and efforts to develop this system of communication.

Task

Look at the pictures and learn some popular phrases of sign language. Act them out with a partner.



TEXT
American Sign Language
Part III

In the early 1800's, Thomas Hopkins Gallaudet, a hearing minister and a graduate of Yale University met and became friends with a young Deaf girl named Alice. Gallaudet took an interest in teaching the girl and succeeded at teaching her a few words. The girl's father Dr. Mason Cogswell, encouraged Gallaudet to become involved with the establishment of a school for the Deaf.

So, in 1815 Gallaudet headed for Europe in search of methods for teaching the Deaf.

He approached a number of program directors, (the Braidwood schools, the London Asylum, etc.), but none of them were willing to share their techniques with Gallaudet. Fortunately while in England Gallaudet met up with the director of a Paris school for the Deaf, a man by the name of Sicard.

Sicard was there with two of his deaf pupils, Jean Massieu and Laurent Clerc who were also teachers at the school in Paris. They were in England giving demonstrations on how to teach the deaf by using sign language. The Paris school, which had been founded by the Abbe Charles Michel de L'Epee in 1771, was using French Sign Language in combination with a set methodically developed signs.

Gallaudet persuaded Clerc to return with him to the States and in 1817 the first American school for the deaf was established in the city of Hartford, Connecticut. Over time, the signs used at that school, plus the signs that were already being used by Deaf people in America evolved into what we now know as American Sign Language.

It is important to note that sign language was being used here in America before Gallaudet and Clerc set up the school. One example (that you might want to research more) took place in Martha's Vineyard. At one time many Deaf people lived there and all or almost all of the townsfolk knew how to sign whether or not they were Deaf!

Review questions:

1. "Who was the hearing minister who went to Europe in 1815 to search for methods of educating the Deaf?

2. Who was the Deaf person who traveled to America in 1817 to help set up a school for the Deaf?

American Sign Language Today

Today ASL is the fourth most spoken language in the U.S. The ASL system is the most comprehensive, complete, and expressive systems of signed language in the world today. The ASL system has allowed the gap of communication between the deaf community and the rest of the world to be bridged. Interest in sign language continues to grow with more and more people wanting to learn this unique form of communication. Many colleges, universities, churches and community centers across the United States offer sign language classes to better accommodate the ever-growing demand for the knowledge of sign language. American Sign Language has even been considered a foreign language due to the fact that is a visual and gestural language rather than an aural and oral language (Wilcox, 2001).

The Future of American Sign Language

ASL is starting to be referred to as a foreign language. The reason for this growing idea stems from colleges and universities recognizing ASL as a fulfillment for foreign language credits in many college degree programs. Gary Olsen, former Executive Director of the National Association of the Deaf, referred to this notion of ASL as a foreign language as "an American ground swell" (Bella Online, 1999). Sign language classes are growing nationwide with increased demand for this "simplified" language. The future of ASL is bright and vibrant with the number of people in the deaf community growing everyday, as well as the number of ASL classes that occur on a daily basis. ASL is now being recognized by many schools across the U.S. as a foreign language, and more schools are jumping on the idea everyday, so ASL will be around for a very long time. After all, ASL is the fourth most spoken language in the United States today, but who knows, it might move up on this list.

American sign language is rooted in the ideas of many French doctors and educators. ASL combines gestures and fingerspelling to make sentences and phrases that enable the deaf community to communicate with the rest of the world. It is the most complete system of signed language in all of the world and will continue to be this way throughout its existence. ASL has grown tremendously in popularity over the years and will only help bridge the communication gap between two very vibrant cultures in the United States and the world.

Why do some people need glasses and others don't?

UNIT 4

ACTIVE VOCABULARY

Task. Translate the words given below into your mother tongue.

Cornea	
Pupil	
Iris	
Vision	
Capture	
Interpret	
Nearsighted	
Farsighted	
Distort	
Retina	
Refractive	
Prescription	
Measure	
Shape	
Eyeball	

TEXT

Why do some people need glasses and others don't?

Everyone's eyes are a little different — not just the color, but the way they work and how well they see. Sometimes all the parts of the eye don't work together the way they should. But eyeglasses or contact lenses, also called corrective lenses, can help most people see more clearly.

How Eyes Work

The eyeball includes the **cornea** (say: KOR-nee-uh), clear tissue that helps the eye focus; the **iris**, the colored part; the **pupil** (the black circle in the center of the iris, which is really an opening in the iris, that lets light enter the eye); the lens, which also helps the eye focus; and the **retina**, at the very back of the eye.

When all of the eyes' parts are working properly, a kid doesn't have vision problems. You can see because your eyes capture an image like a camera and send that image to your brain, where it can be interpreted. For instance, if there's an elephant in front of you, almost instantly, your brain says, "Hey, that's an elephant."

Your eyes need to bend light rays so the image can be focused sharply on your retina. The better your retina records the image, the more likely that your brain will interpret the image, and the more likely you will see the image clearly.

Refracting is a big word that means bending light rays. If a person has vision trouble, it's often a refractive problem. Glasses or contact lenses work so well because they can correct refractive problems. In other words, they bend the light rays in a way that lets you see more clearly.

Laser surgery also can correct some vision problems, but it's not recommended for kids because they're still growing.

BEFORE READING / LISTENING

1. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

Blue most common eye color in Britain

a.	Scientists mapped the colour of people's eyes in Britain.	T / F
b.	Thousands of years ago, all British people's eyes were brown.	T / F
c.	London has the highest percentage of blue-eyed people in Britain.	T / F
d.	Scientists know why different areas of Britain have blue-eyed people.	T / F
e.	The number of blue-eyed British people is falling.	T / F
f.	A scientist said blue-eyed people find partners more easily.	T / F
g.	The scientist said people like the way light reacts in brown eyes.	T / F
h.	A scientist said blue eyes are popular because they used to be rare.	T / F

2. SYNONYM MATCH: Match the following synonyms from the article.

1.	common	a.	region
2.	found	b.	well liked
3.	area	c.	location
4.	place	d.	going up
5.	a lot of	e.	discovered
6.	study	f.	good-looking
7.	increasing	g.	widespread
8.	attractive	h.	soak up
9.	absorb	i.	research
10.	popular	j.	many

3. PHRASE MATCH: (Sometimes more than one choice is possible.)

1.	Scientists have made	a.	colour is blue
2.	the most common	b.	sparkle in blue eyes
3.	those in and	c.	of the study
4.	the fewest	d.	a map
5.	some regions of	e.	to be so rare
6.	lead researcher	f.	around Edinburgh
7.	people find	g.	light
8.	people are attracted to the	h.	Britain have a lot
9.	Darker eyes absorb	i.	them more attractive
10.	they used	j.	blue-eyed people

Nearsighted and Farsighted — Which Is Which?

Nearsightedness and farsightedness are common refractive problems. It's easy to get the two confused:

- **Nearsighted** (also called myopia) means someone can see stuff that's near, like a book, but has trouble seeing stuff that's far away.
- **Farsighted** (also called hyperopia) means someone may be able to see stuff that's far away clearly, but has more trouble seeing up close (like reading the print in a book). Some farsightedness in kids is normal because they can focus their eyes to make up the difference. But, some kids are very farsighted and need glasses or contact lenses.

In both cases, the image is not properly focused on the retina. With nearsightedness, the image becomes focused in front of the retina. With farsightedness, the image is focused behind the retina. The shape and size of a person's eyeballs usually cause refractive problems.

Another refractive problem is called **astigmatism** (say: uh-STIG-muh-tih-zum). This means that the cornea is an uneven shape, and it bends the light in different directions. This can distort what a person sees and make things look blurry.

Glasses or contact lenses correct vision because they allow the eye to focus light in the right spot on the retina — the spot that produces the clearest image. Because everyone's eyes are different, a pair of glasses that makes one person see wonderfully may look terribly blurry to someone else. You know this if you've ever tried on somebody else's glasses!

If you need glasses or contact lenses, your doctor will write you a prescription. In this case, a prescription doesn't mean medicine you'll pick up at the drugstore. A vision prescription is a piece of paper with numbers on it. The people who will make your glasses for you need these numbers to create lenses that will correct the way your eye bends light. Remember, the target is right in the center of the retina.

GAP FILL

Scientists have made a (1) _____ of the eye colour of people in Britain. They found out that the most (2) _____ colour is blue. The scientists say that thousands of years ago, all British people's eyes were brown. The (3) _____ found that 48 per cent of British people have blue eyes, 30 per cent of people have green eyes and 22 per cent have brown. The area (4) _____ Edinburgh in Scotland was the place where most people had blue eyes. Over (5) _____ (57 per cent) of those in and around Edinburgh have blue eyes. The (6) _____ of England has the (7) _____ blue-eyed people. Just 35 per cent of people living there are blue eyed. The scientists say they do not know why some (8) _____ of Britain have a lot of blue-eyed people.

fewest
half
researchers
regions
map
southwest
common
around

Alistair Moffat, the (9) _____ researcher of the study, said the number of people with blue eyes is (10) _____ because people find them more attractive. This means people with blue eyes are more successful at (11) _____ a partner and having children with blue eyes. He (12) _____ blue eyes to the tail of a peacock, saying a more colourful tail will get a peacock more mates. Dr Moffat says people are attracted to the (13)

sparkle
rare
finding
explanation
lead
compares

_____ in blue eyes. He said light reacts with blue eyes to give a glitter effect. Darker eyes (14) _____ light so they generally have less sparkle. Another scientist, Hans Eiberg, offers an (15) _____ why blue eyes are popular. He said: "There is something attractive about blue eyes, maybe because they used to be so (16) _____."

absorb
increasing

TEXT

Eye Exams

If you're having trouble with your vision, your mom or dad can take you for an eye exam. This might happen as part of your regular checkup with the doctor.

But you need to see a vision specialist if your parents or your doctor think you might need glasses. You might see an ophthalmologist, optometrist, or an optician.

What's the difference?

- An **ophthalmologist** is a medical doctor trained to treat vision problems including eyeglasses and contact lenses, but also do eye surgery for other eye-related problems.
- An **optometrist** is a licensed professional who specializes in eye exams and in figuring out the right prescriptions for eyeglasses and contact lenses.
- An **optician** makes or sells eyeglasses and contact lenses according to an ophthalmologist's or optometrist's prescription.

At your eye exam, you'll probably be asked to read from an eye chart. This is the chart with letters or numbers in different sizes. You also might be asked to look at some text up close, like reading from a book. These tests measure how well you see from close and from far away.

If you need glasses or contact lenses, there's a special gizmo that lets you try a few different prescriptions until you find the one that gives you the clearest vision. It's kind of like a big pair of glasses, but a bunch of different lenses can be switched in and out really quickly. The person doing your eye exam will switch between two different lenses and say, "Do you like this one or that one?" You say which one looks clearest. There is no right answer — just what is best for you. Remember, the idea is that you get the correct prescription so your vision will be top-notch!

LISTENING - Guess the answers. Listen to check.

1) They found out that the most _____ blue.
   a. commons colour is
   b. come-on colour is
   c. common colour is
   d. commonly colour is
2) The area around Edinburgh in Scotland _____
   a. was the place
   b. was the plaice
   c. was the plies
   d. was the palace

3) Over half (57 per cent) of those in and _____
   a. a round Edinburgh
   b. all round Edinburgh
   c. abound Edinburgh
   d. around Edinburgh
4) The southwest of England _____
   a. has the few its
   b. has the fewest
   c. has the view its
   d. has the views its
5) some regions of Britain have a lot of _____
   a. blue-eyes people
   b. blue-eye people
   c. blue-eying people
   d. blue-eyed people
6) the lead researcher of the study said the number of people with blue _____
   a. eyes is in crease in
   b. eyes is in crease sin
   c. eyes is increasing
   d. eyes is increase in
7) people with blue eyes are more successful at _____
   a. funding a partner
   b. finding a partner
   c. founding a partner
   d. find in a partner
8) He compares blue eyes to the _____ peacock
   a. tail for a
   b. tail at a
   c. tail off a
   d. tail of a
9) He said light reacts with blue eyes to give _____
   a. a glitter affect
   b. a glitter reflect
   c. a glitter effect
   d. a glitter perfect
10) There is something attractive about blue eyes, maybe because they used _____
   a. to be sew rare
   b. to be sow rare
   c. to be show rare
   d. to be so rare

LANGUAGE - CLOZE

Scientists have made a map of the eye (1) ____ of people in Britain. They found out that the most (2) ____ colour is blue. The scientists say that thousands of years (3) ____, all British people's eyes were brown. The researchers found that 48 per cent of British people have blue eyes, 30 per cent of people have green eyes and 22 per cent have brown. The area (4) ____ Edinburgh in Scotland was the place where most people had blue eyes. Over half (57 per cent) of (5) ____ in and around Edinburgh have blue eyes. The southwest of England has the fewest blue-eyed people. Just 35 per cent of people living there are blue eyed. The scientists say they do not know why (6) ____ regions of Britain have a lot of blue-eyed people.

Alistair Moffat, the lead researcher of the study, said the number of people with blue eyes (7) ____ increasing because people find them more attractive. This means people with blue eyes are more successful (8) ____ finding a partner and having children with blue eyes. He compares blue eyes (9) ____ the tail of a peacock, saying a more colourful tail will get a peacock more mates. Dr Moffat says people are (10) ____ to the sparkle in blue eyes. He said light reacts with blue eyes to give a glitter effect. Darker eyes (11) ____ light so they generally have less sparkle. Another scientist, Hans Eiberg, offers an explanation why blue eyes are popular. He said: "There is (12) ____ attractive about blue eyes, maybe because they used to be so rare."

Put the correct words from the table below in the above article.

1.	(a)	colouring	(b)	colour	(c)	coloured	(d)	colourful
2.	(a)	commuter	(b)	commercial	(c)	coming	(d)	common
3.	(a)	passed	(b)	ago	(c)	since	(d)	gone by
4.	(a)	neighbourhood	(b)	close	(c)	around	(d)	all over
5.	(a)	them	(b)	they	(c)	those	(d)	eyes
6.	(a)	some	(b)	lot	(c)	area	(d)	regional
7.	(a)	be	(b)	is	(c)	will	(d)	are
8.	(a)	at	(b)	to	(c)	for	(d)	on
9.	(a)	for	(b)	to	(c)	of	(d)	from
10.	(a)	attractive	(b)	attraction	(c)	attracted	(d)	attracts
11.	(a)	dampen	(b)	twist	(c)	absorb	(d)	explode
12.	(a)	things	(b)	thingy	(c)	thing	(d)	something

Blindness

UNIT 5

Active vocabulary

Task. Translate given words into your native language.

Blindness	
Differ	
Injury	
Macular degeneration	
Leprosy	
Glaucoma	
Onchocerciasis	
Blood vessel	
Cornea	
Ocular inflammatory disease	
Malignancies	
Hereditary	
Poison	
Prenatal care	
Nutrition	
Hygiene	
Hypertension	
Diabetes mellitus	
Exhibit	
Pain	

Text
What causes blindness?

The many causes of blindness differ according to the socioeconomic condition of the nation being studied. In developed nations, the leading causes of blindness include ocular complications of diabetes, macular degeneration, glaucoma, and traumatic injuries. In third-world nations where 90% of the world's visually impaired population lives, the principal causes are infections, cataracts, glaucoma, injury, and inability to obtain any glasses. In developed nations, the term *blindness* is not used to describe those people whose vision is correctable with glasses.

Infectious causes in underdeveloped areas of the world include trachoma, onchocerciasis (river blindness), and leprosy. The most common infectious cause of blindness in developed nations is herpes simplex. Other causes of blindness include vitamin A deficiency, retinopathy of prematurity, blood vessel diseases involving the retina or optic nerve including stroke, infectious diseases of the cornea or retina, ocular inflammatory disease, retinitis pigmentosa, primary or secondary malignancies of the eye, congenital abnormalities, hereditary diseases of the eye, and chemical poisoning from toxic agents such as methanol.

What are risk factors for blindness?

A principal risk factor for blindness is living in a third-world nation without ready access to modern medical care. Other risk factors include poor prenatal care, premature birth, advancing age, poor nutrition, failing to wear safety glasses when indicated, poor hygiene, smoking, a family history of blindness, the presence of various ocular diseases and the existence of medical conditions including diabetes mellitus, hypertension, cerebrovascular disease, and cardiovascular disease.

Task

BEFORE READING / LISTENING

1. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

Man gets world's bionic eye

a.	The man who received the bionic eye was more than 70 years old.	T / F
b.	The bionic eye was an artificial retina.	T / F
c.	The man found out he had a problem called AMD last year.	T / F
d.	The problem meant he could only see out of the corners of his eyes.	T / F
e.	The eye cost $125,000.	T / F
f.	Britain's health service said the operation will never come down in price.	T / F
g.	The operation took 14 hours.	T / F
h.	A doctor said the operation could not help people who were born blind.	T / F

2. SYNONYM MATCH: Match the following synonyms from the article.

1.	device	a.	middle
2.	artificial	b.	at no cost
3.	condition	c.	price
4.	centre	d.	gadget
5.	blurred	e.	really
6.	cost	f.	out of focus
7.	for free	g.	man-made
8.	surgery	h.	things
9.	truly	i.	illness
10.	objects	j.	operation

3. PHRASE MATCH: (Sometimes more than one choice is possible.)

1.	the first patient in the world to	a.	problems with eyesight
2.	one of the most common	b.	remarkable
3.	see things out of the	c.	made him very tired
4.	Everything in the centre of his	d.	come down
5.	even looking at simple things	e.	get the new device
6.	the cost of the operation will	f.	from birth
7.	Flynn had the	g.	eyes was blurred
8.	for the first	h.	surgery last month
9.	Mr Flynn's progress is truly	i.	time in many years
10.	people who have been blind	j.	corners of his eyes

Text
What are signs and symptoms of blindness?

All people who are blind or have visual impairment have the common symptom of difficulty seeing. People with similar levels of visual loss may have very different responses to that symptom. If one is born blind, there is much less adjustment to a non-seeing world than there is for people who lose their vision late in life, where there may be limited ability to cope with that visual loss. Support systems available to individuals and their psychological makeup will also modify the symptom of lack of sight. People who lose their vision suddenly, rather than over a period of years, also can have more difficulty adjusting to their visual loss.

Associated symptoms, such a discomfort in the eyes, awareness of the eyes, foreign body sensation, and pain in the eyes or discharge from the eyes may be present or absent, depending on the underlying cause of the blindness.

A blind person may have no visible signs of any abnormalities when sitting in a chair and resting. However, when blindness is a result of infection of the cornea (the dome in front of the eye), the normally transparent cornea may become white or gray, making it difficult to view the colored part of the eye. In blindness from cataract, the normally black pupil may appear white. Depending on the degree of blindness, the affected individual will exhibit signs of visual loss when attempting to ambulate. Some blind people have learned to look directly at the person they are speaking with, so it is not obvious they are blind.

Have you ever put on a blindfold and pretended that you couldn't see? You probably bumped into things and got confused about which way you were going. But if you had to, you could get adjusted and learn to live without your sight.

Lots of people have done just that. They have found ways to learn, play, and work, even though they have trouble seeing or can't see at all.

How Seeing Happens

Your eyes and your brain work together to see. The eye is made up of many different parts, including the cornea, iris, lens, and retina. These parts all work together to focus on light and images. Your eyes then use special nerves to send what you see to your brain, so your brain can process and recognize what you're seeing. In eyes that work correctly, this process happens almost instantly.

When this doesn't work the way it should, a person may be visually impaired, or blind. The problem may affect one eye or both eyes.

When you think of being blind, you might imagine total darkness. But most people who are blind can still see a little light or shadows. They just can't see things clearly. People who have some sight, but still need a lot of help, are sometimes called "legally blind."

Task

GAP FILL

A man in Britain can see (1) _____ because of a new bionic eye. Ray Flynn, 80, became the first (2) _____ in the world to get the new device, which is an artificial retina. Mr Flynn (3) _____ from a

suffers
time
patient

condition called age-related macular degeneration (AMD). This is one of the most (4) _____ problems with eyesight around the world. Flynn started losing his sight ten years ago. Doctors told him eight years ago that he had AMD. From that (5) _____, his sight became worse and worse. It became so bad that he could only see things out of the (6) _____ of his eyes. Everything in the centre of his eyes was (7) _____ and he could not see shapes properly. He said that even looking at (8) _____ things made him very tired.

common
simple
again
blurred
corners

Mr Flynn's bionic eye cost $125,000. Britain's national health (9) _____ hopes the cost of the operation will come down. This means many more people will be able to have the operation for (10) _____. Flynn had the (11) _____ last month. Doctors spent four hours putting a (12) _____ in the back of his eye. Doctors are very happy with the operation, which they said was a success. Flynn can now read a newspaper and (13) _____ the flowers in his garden for the first time in many years. His doctor, professor Paulo Stanga, said: "Mr Flynn's progress is (14) _____ remarkable. He is seeing the outline of people and objects very (15) _____." Professor Stanga hopes scientists can also help people who have been (16) _____ from birth.

surgery
service
effectively
free
blind
admire
microchip
truly

Text
What Causes Blindness?

Vision problems can develop before a baby is born. Sometimes, parts of the eyes don't form the way they should. A kid's eyes might look fine, but the brain has trouble processing the information they send. The optic nerve sends pictures to the brain, so if the nerve doesn't form correctly, the baby's brain won't receive the messages needed for sight.

Blindness can be genetic (or inherited), which means that this problem gets passed down to a kid from parents through genes.

Blindness also can be caused by an accident, if something hurts the eye. That's why it's so important to protect your eyes when you play certain sports, such as hockey.

Some illnesses, such as diabetes, can damage a person's vision over time. Other eye diseases, such as cataracts (say: KAH-tuh-rakts), can cause vision problems or blindness, but they usually affect older people.

Active vocabulary

Infant	
Occur	
Inherit	
Childbirth	
Retardation	
Provide	
Pregnant	
Prematurity	
Errand	

Text
Congenital Blindness

If an infant is born unable to see or with severe visual impairment, he is said to have congenital blindness. A number of different conditions can cause congenital blindness, including certain diseases and genetic factors. The term "congenital" simply means that it is present from birth, and does not provide information as to while a child might be born blind. Blindness can also sometimes occur with other conditions, such as autism spectrum disorders and mental retardation.

There are many things that may cause a person to be born with congenital blindness. One of them is a physical defect in the eyes or an abnormality in the brain. Some people are born blind because of infections their mothers developed while they were pregnant. For example, German measles, a viral illness, can affect developing babies and cause congenital blindness. Others may be born blind because of an inherited condition or due to an injury that happens during childbirth.

One cause of congenital blindness is Leber congenital amaurosis (LCA), a rare degenerative disease in which the retinas do not function properly. Retinopathy of prematurity, a condition in which the retina of a baby born prematurely has not had time to develop properly, can cause blindness in severe cases. It is also possible for a baby to be born with congenital cataracts, meaning that the lens of the eye is clouded, causing loss of vision.

When children have congenital blindness, their learning and development needs are different. Barring any other conditions, they can learn and develop in much the same way as other children can, but they may need the help of special teachers or materials to help them do so without normal sight. There are many learning and developmental programs that emphasize using touch, hearing, and even taste and smell to learn.

Eventually, the sense of touch plays a very important role in learning. Blind children and adults can use braille to read books, even though they cannot see them. This involves feeling small bumps or dots that represent letters and words, reading with the hands instead of the eyes.

A blind person's hearing can also play a critical role in his ability to learn and read. There are devices designed to read information on a written page, allowing blind people to listen to books and written materials rather than using braille. In fact, some of these devices make it possible for blind children to attend regular school if they wish.

The idea of being born without sight or with significantly impaired vision can seem frightening to sighted individuals. It may be difficult to imagine how a blind individual can perform daily tasks most people take for granted, such as going for a walk or running errands. One of the resources a blind person may have is a guide dog. These dogs are specially trained to help visually impaired people move about and even cross streets safely.

Task

LISTENING - Guess the answers. Listen to check.

1) Flynn, 80, became the first patient in the world to get the new device, which _____ retina
   a. is an arty official
   b. is an art official
   c. is an arty fish all

d. is an artificial

2) This is one of the most common problems with eyesight _____
   a. around a world
   b. around the world
   c. around this world
   d. around that world
3) It became so bad that he could only see things _____ of his eyes
   a. out by the corners
   b. out of the corners
   c. out off the corners
   d. out on the corners
4) Everything in the centre of his eyes was blurred and he could _____ properly
   a. not see shapes
   b. not see sharps
   c. not see sheep
   d. not see shades
5) He said that even looking at simple things made _____
   a. his very tired
   b. him very tired
   c. he very tired
   d. them very tired
6) Britain's national health service hopes the cost of the operation _____
   a. will comes down
   b. will coming down
   c. will came down
   d. will come down
7) This means many more people will be able to have the _____
   a. operation by free
   b. operation to free
   c. operation for free
   d. operation from free
8) Doctors spent four hours putting a microchip in the _____
   a. pack of his eye
   b. back of his eye
   c. dark of his eye
   d. bark of his eye
9) admire the flowers in his garden for the first _____ years
   a. time in many
   b. time in most
   c. time in much
   d. time in more
10) Stanga hopes scientists can also help people who have been _____
   a. blind from births
   b. blind from birth
   c. blind from bathe
   d. blind from birthday

TEXT
Color Blindness

If your clothes don't match, someone might have teased you about being color blind. But some people really **are** color blind.

It doesn't mean they can't see any color at all, like a black and white movie. It means that they have trouble seeing the difference between certain colors.

Being color blind can make it tricky to match your shirt and pants, but it's not a serious problem. People who are color blind can do normal stuff, even drive. Most color-blind people can't tell the difference between red or green, but they can learn to respond to the way the traffic signal lights up — the red light is generally on top and green is on the bottom.

To understand what causes color blindness, you need to know about the **cones** in your eyes. Cones in your eyes? Yes, but they're very small. These cones are cells on your retina, an area the size of a postage stamp that's at the back of your eye.

You have "red," "blue," and "green" cones, which are sensitive to those colors and combinations of them. You need all three types to see colors properly.

When your cones don't work properly, or you don't have the right combination, your brain doesn't get the right message about which colors you're seeing. To someone who's color blind, a green leaf might look tan or gray.

Color Blindness Is Passed Down

Color blindness is almost always an **inherited** (say: in-HER-ut-ed) trait, which means you get it from your parents. You get inherited traits through **genes** (say: jeenz), which determine everything about your body, including how tall you'll be and whether your hair will be straight or curly.

Eye doctors (and some school nurses) test for color blindness by showing a picture made up of different colored dots, like the one above. Someone who can't see the picture or number within the dots may be color blind.

Boys are far more likely to be color blind. In fact, if you know 12 boys, one of them is probably at least a little color blind. So, girls, the next time a boy asks you if something matches, you'd better lend him a hand!

Task

LISTENING – Listen and fill in the gaps

A man in Britain (1) _____ because of a new bionic eye. Ray Flynn, 80, became the first patient in the world (2) _____ device, which is an artificial retina. Mr Flynn suffers from a condition called age-related macular degeneration (AMD). This (3) _____ most common problems with eyesight around the world. Flynn started losing (4) _____ years ago. Doctors told him eight years ago that he had AMD. From that time, his sight became worse and worse. It became so bad that (5) _____ see things out of the corners of his eyes. Everything in the centre of his eyes was blurred and he could not see shapes properly. He said that even looking (6) _____ made him very tired.

Mr Flynn's bionic eye cost $125,000. Britain's national (7) _____ the cost of the operation will come down. This (8) _____ people will be able to have the operation for free. Flynn had the surgery last month. Doctors (9) _____ putting

a microchip in the back of his eye. Doctors are (10) _____ the operation, which they said was a success. Flynn can now read a newspaper and admire the flowers in his garden for the first time in many years. His doctor, professor Paulo Stanga, said: "Mr Flynn's progress (11) _____. He is seeing the outline of people and objects very effectively." Professor Stanga hopes scientists can also help people who have been (12)

Further Reading
Causes of color blindness

Color blindness, also known as **color vision deficiency**, is the decreased ability to see color or differences in color. Color blindness can make some educational activities difficult. Buying fruit, picking clothing, and reading traffic lights can also be more challenging. Problems, however, are generally minor and most people adapt. People with total color blindness may also have decreased visual acuity and be uncomfortable in bright environments.

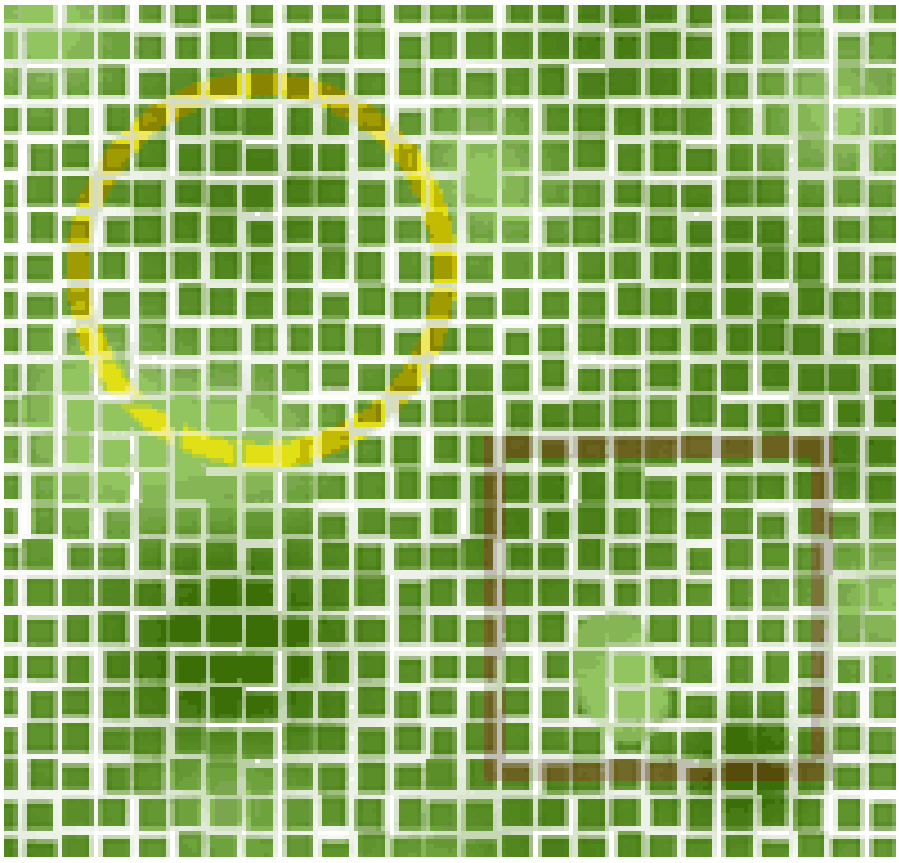
The most common cause of color blindness is due to a fault in the development of one or more of the three sets of color sensing cones in the eye. Males are more likely to be color blind than females as the genes responsible for the most common forms of color blindness are on the X chromosome. As females have two X chromosomes, a defect in one is typically compensated for by the other, while males only have one X chromosome. Color blindness can also result from physical or chemical damage to the eye, optic nerve, or parts of the brain. Diagnosis is typically with the Ishihara color test; however a number of other testing methods also exist.

There is no cure for color blindness. Diagnosis may allow a person's teacher to change their method of teaching to accommodate the decreased ability to recognize color. Special lenses may help people with red-green color blindness when under bright conditions. There are also mobile apps that can help people identify colors.

Red-green color blindness is the most common form, followed by blue-yellow color blindness and total color blindness. Red-green color blindness affects up to 8% of males and 0.5% of females of Northern European descent. The ability to see color also decreases in old age. Being color blind may make people ineligible for certain jobs in certain countries. This may include pilot, train driver, and armed forces. The effect of color blindness on artistic ability, however, is controversial. The ability to draw appears to be unchanged and a number of famous artists are believed to have been color blind

Based on clinical appearance, color blindness may be described as total or partial. Total color blindness is much less common than partial color blindness. There are two major types of color blindness: those who have difficulty distinguishing between red and green, and who have difficulty distinguishing between blue and yellow.

- Total color blindness
- Partial color blindness
    - Red–green
        - Dichromacy (protanopia and deuteranopia)
        - Anomalous trichromacy (protanomaly and deuteranomaly)
    - Blue–yellow
        - Dichromacy (tritanopia)
        - Anomalous trichromacy (tritanomaly)
        - Blue-green trichromacy (tritanomaly)



Color-blind people should see only the yellow circle. Other people should see the yellow circle and the faint brown square.

Corneal Abrasion

UNIT 6

Active Vocabulary

Task. Translate the words given below into your mother tongue.

Corneal Abrasion	
Eyeball	
Protect	
Scratch	
Cornea	
Heal	
Blurry	
Swollen Eyelid	
Saline solution	
Rub	
Stuck	

TEXT

There you were, playing on the beach with your friends, and all of a sudden your eye started to hurt a little. It turned wet and runny, and you could barely see out of it.

What's going on? It's an eye injury called a corneal abrasion.

What Is a Corneal Abrasion?

Most of your eyeball sits in a pocket of bone called the orbital bone, which protects a lot of your eye. But it can't protect the part that faces out. The cornea is a clear tissue that covers and protects the iris (the colored part) and the pupil (the black part).

Your corneas — you have one in each eye — help your eyes focus so you see properly. Just like a skin abrasion is a scratch or scrape on your skin, a corneal abrasion occurs when something scratches, cuts, or damages the cornea.

Just about anything that gets in your eye can damage the cornea. This includes dust, sand, hay, sparks, bugs, pieces of paper, makeup, or even your own fingernail. If it can get in there, it can make a scratch.

Your eyelids and eyelashes try to keep stuff out of your eyes. Your tears also will try to help. If something like sand gets in your eye, your eye will water to try and flush it out. Still, scratches happen sometimes.

Tell a parent or other adult if you have something in your eye. You'll want to have a doctor check it out. Usually, a corneal abrasion heals in a few days and doesn't cause any other problems.

Task

Define the tenses of the sentences.

1. Your eyelids and eyelashes try to keep stuff out of your eyes.

2. You'll want to have a doctor check it out

3. What's going on?

4. There you were, playing on the beach with your friends, and all of a sudden your eye started to hurt a little.

5. It turned wet and runny, and you could barely see out of it.

6. A corneal abrasion affects the way the cornea works, so it can cause vision problems.

Task

Make up sentences using given words.

Symptom	Include	Appear	Protect	Scratch
Rub	Turn	Heal	Problem	Vision

1. _____
2. _____
3._____
4._____
5. _____
6._____
7._____
8._____
9._____
10. _____

Text

What Are the Symptoms of a Corneal Abrasion?

A corneal abrasion affects the way the cornea works, so it can cause vision problems. Things may appear blurry or you may not be able to see as well. Other symptoms can include:

- a watery eye and increased tears
- feeling like something is in your eye
- pain
- red or bloodshot eyes
- swollen eyelids
- sensitivity to light

Good First Steps to Take

Until you can visit the doctor, ask an adult to help you take these steps:

- If you wear contact lenses, take them out.
- Rinse your eye with clean water or a saline solution. Many schools have eye-rinse stations that you can use.
- Blink several times or pull your upper eyelid over your lower one. Your lower eyelash may be able to brush away something stuck to the underside of your upper eyelid. Pulling on your eyelid will also cause your eyes to produce tears, which can help wash away foreign objects.

And follow these rules so you don't make the eye injury worse:

- Don't rub your eye.
- Don't touch it with anything like a cotton swab or tweezers.
- Don't try to remove something that's stuck in your eye.

BEFORE READING / LISTENING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

Blind pilot flies from London to Sydney

a.	A blind British Airways pilot flew a Boeing 747 across the world.	T / F
b.	A blind pilot wanted to raise money for charity.	T / F
c.	The pilot wanted to fly around the world ever since he was 25.	T / F
d.	The cash raised and not the achievement means most to the pilot.	T / F
e.	The pilot raised over two million dollars for a blindness charity.	T / F
f.	The pilot has also climbed mountains and run across the Sahara.	T / F
g.	His next plan is to become a Formula One racing driver.	T / F
h.	The article said the pilot is making a will to give his money away.	T / F

2. SYNONYM MATCH: Match the following synonyms from the article:

a.	tiny	partnered
b.	aim	desire
c.	accompanied	completion
d.	fulfillment	collect
e.	privilege	joined
f.	raise	minute
g.	preventable	achievements
h.	competed in	honour
i.	feats	goal
j.	will	stoppable

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

a.	landed his	sighted co-pilot

b.	accompanied by a	blind
c.	the fulfillment of	feats
d.	totally	there’s a way
e.	big	tiny aircraft
f.	preventable	deal
g.	To add to his	blindness
h.	an inspiration	proof
i.	living	an amazing dream
j.	where there’s a will,	to blind and sighted people

Text
What Do Doctors Do?

You'll need to see the doctor if you have an eye problem that could be a scratched cornea. The doctor will make sure the corneal abrasion isn't serious. And your doctor will help you treat the abrasion so it heals and doesn't get worse.

The doctor will examine your eye and will want to know:

- when the problem started
- what got in your eye (you might not know)
- what symptoms you're having (watery eyes, pain, etc.)
- if it's affecting your vision

In some cases, the doctor will do a test on your eye to see if you have a corneal abrasion. A fluid called fluorescein is placed on the surface of the eye, and then the doctor looks at the eye under a light that is filtered blue. The fluorescein causes the abrasion to glow bright green under the light. The doctor may also do some vision tests.

If something is still in your eye, your doctor can safely remove it. He or she also may tell you to use eye drops or ointment for a couple of days. If your eye hurts, the doctor may suggest pain medications. If you wear contact lenses, your doctor may tell you not to wear them for a few days.

If the corneal abrasion doesn't heal in a few days or if any of your symptoms get worse, let a doctor know right away.

How Can I Prevent a Corneal Abrasion?

You can prevent injuries by wearing eye protection (such as goggles or a facemask) when you're enjoying sports like skiing, snowboarding, hockey, and lacrosse. Safety goggles can protect your eyes when you're using tools or experimenting in science class.

If you go outside on a sunny day, wear sunglasses, especially if you're on the water or out in the snow. If you have pets, be careful when you're playing with them because cats, dogs, and other animals can scratch an eye by accident.

If you wear contact lenses, make sure they fit properly and always use them as directed. Keep your fingernails neatly trimmed so you don't scratch your eye when you put in or remove your contacts.

WHILE READING / LISTENING

GAP FILL: Put the words into the gaps in the text.

A blind British pilot _____ his tiny aircraft in Sydney on Monday to complete a record-breaking _____ halfway around the world. Miles Hilton-Barber left London on March 7 and flew nearly 22,000 kilometres to Australia. His aim was to _____ money for charity. He did not fly _____, but was accompanied by a sighted co-pilot who helped Hilton-Barber by telling him what _____ were on the navigation _____. The 58-year-old aviator said: "It's the fulfillment of an amazing dream. I've been waiting to do this flight for about four years." He added: "I've wanted to be a pilot since I was a kid. Now I'm totally blind but I've had the _____ of flying more than halfway around the world." He described the most important thing for him: "The big deal is not me doing this, it's raising _____," he said.

raise
landed
funds
flight
figures
privilege
instruments
solo

Hilton-Barber has been blind for 25 years. He hopes his _____ will _____ over two million dollars for the charity Seeing is Believing, which works to _____ preventable blindness in developing countries. His intercontinental flight is not the first adventure he has been on. In 1999 he _____ in the "Toughest Foot-race on Earth" a run across the Sahara Desert. He then went on to take part in the "Coldest Marathon on Earth", across Siberia. To add to his _____, he has climbed Mt Kilimanjaro and Mt Blanc, Africa and Europe's highest mountains. He also _____ the Malaysian Grand Prix lap record for a blind driver in a 200 kilometre-per-hour Lotus. His achievements are an _____ to blind and sighted people everywhere. Hilton-Barber is living proof that anything is possible, and that where there's a _____, there's a way.

will
competed
raise
cut
trip
inspiration
set
feats

Active vocabulary

Task. Translate the words given below into your mother tongue.

Amaurosis fugax	
Leber congenital	
Cerebrocortical	
Coronary Artery	
Temporary	
Stroke	
Autosomal recessive disorder	
Necrosis	
Injection	
Quinine amaurosis	

LISTENING

Listen and fill in the spaces.

A blind British pilot _____ aircraft in Sydney on Monday to complete a record-breaking flight _____ the world. Miles Hilton-Barber left London on March 7 and flew nearly 22,000 kilometres to Australia. _____ money for charity. He did not fly solo, but was accompanied _____ co-pilot who helped Hilton-Barber by telling him what figures were on the navigation instruments. The 58-year-old aviator said: "It's the fulfillment _____ dream. I've been waiting _____ for about four years." He added: "I've wanted to be a pilot since I was a kid. Now I'm totally blind but I've had _____ flying more than halfway around the world." He described the most important thing for him: "The _____ me doing this, it's raising funds," he said.

Hilton-Barber _____ 25 years. He hopes his trip will raise over two million dollars for the charity Seeing is Believing, which _____ preventable blindness in developing countries. His intercontinental flight is not the first adventure _____ on. In 1999 he competed in the "Toughest Foot-race on Earth" _____ the Sahara Desert. He then went on to take part in the "Coldest Marathon on Earth", across Siberia. To _____ feats, he has climbed Mt Kilimanjaro and Mt Blanc, Africa and Europe's highest mountains. He _____ Malaysian Grand Prix lap record for a blind driver in a 200 kilometre-per-hour Lotus. His achievements are _____ blind and sighted people everywhere. Hilton-Barber is living proof that anything is possible, and that where _____, there's a way.

Text
Amaurosis

Amaurosis is a medical term used to describe vision loss that is not associated with a visible lesion. This disorder is divided into several different types, which are categorized according to specific causes and symptoms. These types include amaurosis fugax, Leber congenital amaurosis, and thiamine-related cerebrocortical necrosis. The use of quinine was once a relatively common cause of this condition, but this medication is no longer extensively used. Specific questions or concerns about this type of eye disorder should be discussed with a doctor.

Amaurosis fugax is a potential symptom of coronary artery disease and may occur just before a stroke occurs in some people. A temporary sudden loss of vision in one eye is characteristic of this condition. A blockage of the carotid artery is often a contributing factor to the development of this type of vision loss and will be carefully monitored by a doctor. Blood-thinning medications and dietary changes are possible treatment methods, although surgical intervention may occasionally become necessary.

Leber congenital amaurosis is an inherited disorder that causes a baby to be born with impaired vision. This is an autosomal recessive disorder, meaning that both parents must carry a copy of the defective gene responsible for this condition, although it is possible for neither parent to actually have any symptoms of this disorder. There is no specific treatment methods approved for use in this condition, and those affected are often considered legally blind. Tests for this disorder may not lead to an accurate diagnosis until later in childhood, although some visual disturbances can be diagnosed within hours or days following delivery.

Thiamine-related cerebrocortical necrosis causes cells responsible for vision to be destroyed as a result of low thiamine or vitamin B-1 in the body. Foods that are good sources of this vitamin include eggs, rice, and spinach. Oral nutritional supplements or injections may also be used to

treat this type of vitamin deficiency. A doctor should be consulted for assistance in developing an individualized treatment plan.

LANGUAGE

CORRECT WORD: Put the correct words from a–d below in the article.

A blind British pilot (1) ___ his tiny aircraft in Sydney on Monday to complete a record-breaking (2) ___ halfway around the world. Miles Hilton-Barber left London on March 7 and flew nearly 22,000 kilometres to Australia. His aim was to (3) ___ money for charity. He did not fly solo, but was accompanied by a sighted co-pilot who helped Hilton-Barber by telling him what (4) ___ were on the navigation instruments. The 58-year-old aviator said: "It's the fulfillment of an amazing dream. I've been waiting to do this flight for about four years." He added: "I've wanted to be a pilot (5) ___ I was a kid. Now I'm (6) ___ blind but I've had the privilege of flying more than halfway around the world." He described the most important thing for him: "The big deal is not me doing this, it's raising funds," he said.

Hilton-Barber has been (7) ___ for 25 years. He hopes his trip will raise over two million dollars for the charity Seeing is Believing, which works to (8) ___ preventable blindness in developing countries. His intercontinental flight is not the first adventure he has been on. In 1999 he (9) ___ in the "Toughest Foot-race on Earth" a run across the Sahara Desert. He then went on to take (10) ___ in the "Coldest Marathon on Earth", across Siberia. To add to his feats, he has climbed Mt Kilimanjaro and Mt Blanc, Africa and Europe's highest mountains. He also (11) ___ the Malaysian Grand Prix lap record for a blind driver in a 200 kilometre-per-hour Lotus. His achievements are an inspiration to blind and sighted people everywhere. Hilton-Barber is living proof that anything is possible, and that where there's a (12) ___, there's a way.

1.	(a)	land	(b)	landing	(c)	landed	(d)	lands
2.	(a)	flight	(b)	flew	(c)	flier	(d)	fly
3.	(a)	elevate	(b)	raise	(c)	increase	(d)	lift
4.	(a)	fingers	(b)	figs	(c)	figure	(d)	figures
5.	(a)	during	(b)	ever	(c)	since	(d)	for
6.	(a)	totally	(b)	total	(c)	all	(d)	whole
7.	(a)	blindly	(b)	blinded	(c)	blind	(d)	blindness
8.	(a)	cut	(b)	slice	(c)	chop	(d)	saw
9.	(a)	competition	(b)	competitor	(c)	completed	(d)	competed
10.	(a)	apart	(b)	parts	(c)	part	(d)	partner
11.	(a)	bet	(b)	set	(c)	wet	(d)	let
12.	(a)	might	(b)	will	(c)	should	(d)	could

What is Autism?

UNIT 7

Active Vocabulary
Task. Translate the words given below into your mother tongue.

Treatment	
Spectrum	
Impairment	
Flexibly	
Behave	
Agree	
Obstacle	
Pediatrician	
Suspect	
Plasticity	
Respond	
Follow	
Cognitive milestone	
Pretend	
Target	
Explore	
Estimate	

TEXT

As a parent, you never want to believe that your precious bundle has a problem. But when it comes to autism, catching it early—ideally by the age of eighteen months—makes a huge difference. But no matter your child's age, don't lose hope. Treatment can reduce the disorder's effects and help your child learn, grow, and thrive.

What is autism?

Autism is a spectrum of closely related disorders with a shared core of symptoms. Autism spectrum disorders appear in infancy and early childhood, causing delays in many basic areas of development, such as learning to talk, play, and interact with others.

The signs and symptoms of autism vary widely, as do its effects. Some autistic children have only mild impairments, while others have more obstacles to overcome. However, every child on the autism spectrum has problems, at least to some degree, in the following three areas:

- Communicating verbally and non-verbally
- Relating to others and the world around them
- Thinking and behaving flexibly

There are different opinions among doctors, parents, and experts about what causes autism and how best to treat it, but also there is much that we still don't know. There is one fact, however, that everyone agrees on: early and intensive intervention helps. For children at risk and children who show early signs, it can make all the difference.

One baby's story

Melanie is a healthy one year old, but her parents are worried about her development because she's not doing many things that her older brother did at her age, like playing peek-a-boo and mimicking expressions and gestures. Melanie's mom and dad try to engage her with toys, songs, and games, but nothing they do gets her interest, let alone a laugh or a smile. In fact, she rarely makes eye contact. And although her hearing has been checked and is normal, she doesn't babble, make other baby noises, or respond when her parents call her name. Melanie needs to be checked out by a child development specialist right away.

Task

BEFORE READING / LISTENING

1. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

Autism in U.S. Children on the Rise

a.	The rate of autism among kids in the US is increasing.	T / F
b.	A report said there were 110 new cases of autism this year.	T / F
c.	There is a greater chance for girls to be autistic than boys.	T / F
d.	A researcher said a simple fact explained the increase in autism.	T / F
e.	Autism can have a negative impact on a child's learning.	T / F
f.	There are several tests that make autism very easy to diagnose.	T / F
g.	An autism expert said we needed to better understand genetics.	T / F
h.	The expert was worried there was no explanation for the rise in autism.	T / F

2. SYNONYM MATCH: Match the following synonyms from the article.

1.	estimates	a.	statistics
2	likely	b.	relate
3.	figures	c.	ignored
4.	detection	d.	worry
5.	ruled out	e.	differing
6.	concern	f.	guesses
7.	negative	g.	investigate
8.	varying	h.	probable
9.	explore	i.	harmful
10.	interact	j.	discovery

3. PHRASE MATCH: (Sometimes more than one choice is possible.)

1.	Autism among	a.	attention
2	1	b.	diagnose
3.	boys are four times more	c.	results
4.	come to our	d.	in 110 children
5.	a true increase in risk cannot be	e.	learning

6. the cause of great
7. hold back
8. extremely difficult to
9. produce varying
10. how they may interact

f. ruled out
g. children in the USA
h. with each other
i. likely to suffer
j. concern

TEXT
How parents can spot the warning signs

As a parent, you're in the best position to spot the earliest warning signs of autism. You know your child better than anyone and observe behaviors and quirks that a pediatrician, in a quick fifteen-minute visit, might not have the chance to see. Your child's pediatrician can be a valuable partner, but don't discount the importance of your own observations and experience. The key is to educate yourself so you know what's normal and what's not.

Monitor your child's development. Autism involves a variety of developmental delays, so keeping a close eye on when—or if—your child is hitting the key social, emotional, and cognitive milestones is an effective way to spot the problem early on. While developmental delays don't automatically point to autism, they may indicate a heightened risk.

Take action if you're concerned. Every child develops at a different pace, so you don't need to panic if your child is a little late to talk or walk. When it comes to healthy development, there's a wide range of "normal." But if your child is not meeting the milestones for his or her age, or you suspect a problem, share your concerns with your child's doctor immediately. Don't wait.

Don't accept a wait-and-see approach. Many concerned parents are told, "Don't worry" or "Wait and see." But waiting is the worst thing you can do. You risk losing valuable time at an age where your child has the best chance for improvement. Furthermore, whether the delay is caused by autism or some other factor, developmentally delayed kids are unlikely to simply "grow out" of their problems. In order to develop skills in an area of delay, your child needs extra help and targeted treatment.

Trust your instincts. Ideally, your child's doctor will take your concerns seriously and perform a thorough evaluation for autism or other developmental delays. But sometimes, even well-meaning doctors miss red flags or underestimate problems. Listen to your gut if it's telling you something is wrong, and be persistent. Schedule a follow-up appointment with the doctor, seek a second opinion, or ask for a referral to a child development specialist.

Regression of any kind is a serious autism warning sign

Some children with autism spectrum disorders start to develop communication skills and then regress, usually between 12 and 24 months. For example, a child who was communicating with words such as "mommy" or "up" may stop using language entirely, or a child may stop playing social games he or she used to enjoy such as peek-a-boo, patty cake, or waving "bye-bye." **Any loss of speech, babbling, gestures, or social skills should be taken very seriously,** as regression is a major red flag for autism.

Signs and symptoms of autism in babies and toddlers

If autism is caught in infancy, treatment can take full advantage of the young brain's remarkable plasticity. Although autism is hard to diagnose before 24 months, symptoms often surface

between 12 and 18 months. If signs are detected by 18 months of age, intensive treatment may help to rewire the brain and reverse the symptoms.

The earliest signs of autism involve the absence of normal behaviors—not the presence of abnormal ones—so they can be tough to spot. In some cases, the earliest symptoms of autism are even misinterpreted as signs of a "good baby," since the infant may seem quiet, independent, and undemanding. However, you can catch warning signs early if you know what to look for.

Some autistic infants don't respond to cuddling, reach out to be picked up, or look at their mothers when being fed.

Early signs

Your baby or toddler doesn't:

1. Make eye contact, such as looking at you when being fed or smiling when being smiled at
2. Respond to his or her name, or to the sound of a familiar voice
3. Follow objects visually or follow your gesture when you point things out
4. Point or wave goodbye, or use other gestures to communicate
5. Make noises to get your attention
6. Initiate or respond to cuddling or reach out to be picked up
7. Imitate your movements and facial expressions
8. Play with other people or share interest and enjoyment

Task

WHILE READING / LISTENING

GAP FILL: Put the words into the gaps in the text.

Autism _____ children in the USA is rising. This is according to a new report from the Centers for Disease Control and Prevention. It _____ that 1 in 110 children in the United States suffers from the developmental disorder. It also says boys are four times more _____ to suffer from autism than girls. Researchers compared the statistics of a 2002 report into autism with _____ for 2006. Lead author of the report Dr Catherine Rice gave one _____ reason for the increase. She said: "Some of the increases are _____ to better detection, particularly among children who may not have come to our _____ in the past." She had no simple explanation for the rise and added that "a true increase in risk cannot be _____ out".

attention
estimates
possible
ruled
among
due
likely
figures

Autism has been the _____ of great concern for many years now. The disease can hold back learning and have a negative _____ on a child's social interaction. Scientists understand very little about it compared with _____ medical conditions. It is extremely difficult to diagnose because it means a careful _____ of a child's behaviour. Different tests on the same child can _____ varying results. Autism specialist

explore
analysis
cause
large
impact
produce

Geraldine Dawson said more money was needed to better understand autism. She explained: “The point is that we need to better _____ both the role of genetics and environment, and how they may _____ with each other.” She was worried that no one had answers for the _____ increase in autism.

interact
other

TEXT
Developmental red flags

The following delays warrant an immediate evaluation by your child’s pediatrician:

By 6 months: No big smiles or other warm, joyful expressions

By 9 months: No back-and-forth sharing of sounds, smiles, or other facial expressions

By 12 months: Lack of response to name

By 12 months: No babbling or “baby talk”

By 12 months: No back-and-forth gestures, such as pointing, showing, reaching, or waving

By 16 months: No spoken words

By 24 months: No meaningful two-word phrases that don’t involve imitating or repeating

Signs and symptoms in older children

As children get older, the red flags for autism become more diverse. There are many warning signs and symptoms, but they typically revolve around impaired social skills, speech and language difficulties, non-verbal communication difficulties, and inflexible behavior.

Signs of social difficulties

1. Appears disinterested or unaware of other people or what’s going on around them
2. Doesn’t know how to connect with others, play, or make friends
3. Prefers not to be touched, held, or cuddled
4. Doesn’t play "pretend" games, engage in group games, imitate others, or use toys in creative ways
5. Has trouble understanding feelings or talking about them
6. Doesn’t seem to hear when others talk to him or her
7. Doesn't share interests or achievements with others (drawings, toys)

Basic social interaction can be difficult for children with autism spectrum disorders. Many kids on the autism spectrum seem to prefer to live in their own world, aloof and detached from others.

Signs of speech and language difficulties

1. Speaks in an abnormal tone of voice, or with an odd rhythm or pitch (e.g. ends every sentence as if asking a question)
2. Repeats the same wordsor phrases over and over
3. Responds to a question by repeating it, rather than answering it
4. Uses language incorrectly (grammatical errors, wrong words) or refers to themselves in the third person
5. Has difficulty communicating needs or desires
6. Doesn't understand simple directions, statements, or questions
7. Takes what is said too literally (misses undertones of humor, irony, and sarcasm)

Children with autism spectrum disorders have difficulty with speech and language. Often, they start talking late.

Task

LISTENING – Listen and fill in the gaps

Autism among children in the USA is rising. This _____ new report from the Centers for Disease Control and Prevention. It estimates _____ in the United States suffers from the developmental disorder. It also says boys are four times more _____ autism than girls. Researchers compared _____ 2002 report into autism with figures for 2006. Lead author of the report Dr Catherine Rice gave one possible reason for the increase. She said: "Some of the increases _____ detection, particularly among children who may not have come to our attention in the past." She had no simple explanation for the rise and added that "a true _____ cannot be ruled out".

Autism has been the cause _____ for many years now. The disease can hold back learning and have _____ on a child's social interaction. Scientists understand very little about it compared with other medical conditions. It is extremely difficult to diagnose because it means _____ a child's behaviour. Different tests on the same child can _____. Autism specialist Geraldine Dawson said more money was needed to better understand autism. She explained: "The point is that we need to better explore _____ genetics and environment, and how they may interact with each other." She was worried that no one _____ the large increase in autism.

TEXT
Signs of nonverbal communication difficulties

1. Avoids eye contact
2. Uses facial expressions that don't match what he or she is saying
3. Doesn't pick up on other people's facial expressions, tone of voice, and gestures
4. Makes very few gestures (such as pointing). May come across as cold or "robot-like."
5. Reacts unusually to sights, smells, textures, and sounds. May be especially sensitive to loud noises.

6. Abnormal posture, clumsiness, or eccentric ways of moving (e.g. walking exclusively on tiptoe)

Children with autism spectrum disorders have trouble picking up on subtle nonverbal cues and using body language. This makes the "give-and-take" of social interaction very difficult.

Signs of inflexibility

1. Follows a rigid routine (e.g. insists on taking a specific route to school)
2. Has difficulty adapting to any changes in schedule or environment (e.g. throws a tantrum if the furniture is rearranged or bedtime is at a different time than usual)
3. Unusual attachments to toys or strange objects such as keys, light switches, or rubber bands. Obsessively lines things up or arranges them in a certain order.
4. Preoccupation with a narrow topic of interest, often involving numbers or symbols (e.g. memorizing and reciting facts about maps, train schedules, or sports statistics)
5. Spends long periods watching moving objects such as a ceiling fan, or focusing on one specific part of an object such as the wheels of a toy car
6. Repeats the same actions or movements over and over again, such as flapping hands, rocking, or twirling (known as self-stimulatory behavior, or “stimming”). Some researchers and clinicians believe that these behaviors may soothe children with autism more than stimulate them.

Causes of autism

Until recently, most scientists believed that autism is caused mostly by genetic factors. But groundbreaking new research indicates that environmental factors may be just as important in the development of autism—if not more so—than genes.

It appears that certain babies are born with a genetic vulnerability to autism that is then triggered by something in the external environment, either while he or she is still in the womb or sometime after birth.

It’s important to note that the environment, in this context, means anything outside the body. It’s not limited to things like pollution or toxins in the atmosphere. In fact, one of the most important environments appears to be the prenatal environment.

Prenatal factors that may contribute to autism

Taking antidepressants during pregnancy, especially in the first 3 months
Nutritional deficiencies early in pregnancy, particularly not getting enough folic acid
The age of the mother (children born to older fathers also have a higher risk of autism)
Complications at or shortly after birth, including very low birth weight and neonatal anemia
Maternal infections during pregnancy
Exposure to chemical pollutants, such as metals and pesticides, while pregnant
While more research on these prenatal risk factors is needed, if you’re pregnant or trying to conceive, it can’t hurt to take steps now to reduce your baby’s risk of autism.

Reducing the risk of autism: Tips for expectant mothers

Take a multivitamin. Taking 400 micrograms of folic acid daily helps prevent birth defects such as spina bifida. It's not clear whether this will also help reduce risk of autism, but taking the vitamins can't hurt.

Ask about SSRIs. Women who are taking an SSRI (or who develop depression during pregnancy) should talk with a clinician about all the risks and benefits of these drugs. Untreated depression in a mother can also affect her child's well-being later on, so this is not a simple decision to make.

Practice prenatal care. Eating nutritious food, trying to avoid infections, and seeing a clinician for regular check-ups can increase the chances of giving birth to a healthy child.

Task

LANGUAGE – MULTIPLE CHOICE

Autism (1) ____ children in the USA is rising. This is according to a new report from the Centers for Disease Control and Prevention. It (2) ____ that 1 in 110 children in the United States suffers from the developmental disorder. It also says boys are four times more (3) ____ to suffer from autism than girls. Researchers compared the statistics of a 2002 report into autism with (4) ____ for 2006. Lead author of the report Dr Catherine Rice gave one possible reason for the increase. She said: "Some of the increases are due to better (5) ____, particularly among children who may not have come to our attention in the past." She had no simple explanation for the rise and added that "a true increase in risk cannot be (6) ____ out".

Autism has been the (7) ____ of great concern for many years now. The disease can hold back learning and have a negative impact (8) ____ a child's social interaction. Scientists understand very little about it compared with other medical conditions. It is (9) ____ difficult to diagnose because it means a careful analysis of a child's behaviour. Different tests on the same child can produce varying results. Autism specialist Geraldine Dawson said more money was needed to (10) ____ understand autism. She explained: "The point is that we need to better explore both the (11) ____ of genetics and environment, and how they may interact (12) ____ each other." She was worried that no one had answers for the large increase in autism.

Put the correct words from the table below in the above article.

1.	(a)	among	(b)	between	(c)	surrounded	(d)	along with
2.	(a)	estimation	(b)	estimate	(c)	estimates	(d)	estimating
3.	(a)	likable	(b)	liked	(c)	liking	(d)	likely
4.	(a)	figured	(b)	figures	(c)	figuring	(d)	figure
5.	(a)	detect	(b)	detects	(c)	detector	(d)	detection
6.	(a)	rules	(b)	ruler	(c)	ruled	(d)	ruling
7.	(a)	because	(b)	cause	(c)	case	(d)	caused
8.	(a)	on	(b)	in	(c)	at	(d)	to
9.	(a)	extremely	(b)	extremes	(c)	extremity	(d)	extreme
10.	(a)	good	(b)	goodly	(c)	better	(d)	well
11.	(a)	roll	(b)	rule	(c)	real	(d)	role
12.	(a)	at	(b)	with	(c)	on	(d)	to

Text
Autism and vaccines

While you can't control the genes your child inherits, or shield him or her from every environmental danger, there is one very important thing you can do to protect the health of your child: make sure he or she is vaccinated on schedule.

Despite a lot of controversy on the topic, scientific research does not support the theory that vaccines or their ingredients cause autism. Five major epidemiologic studies conducted in the U.S., UK, Sweden, and Denmark, found that children who received vaccines did not have higher rates of autism. Additionally, a major safety review by the Institute of Medicine failed to find any evidence supporting the connection. Other organizations that have concluded that vaccines are not associated with autism include the Centers for Disease Control and Prevention (CDC), the U.S. Food and Drug Administration (FDA), the American Academy of Pediatrics, and the World Health Organization (WHO).

Myths and facts about childhood vaccinations

Myth: Vaccines aren't necessary.

Fact: Vaccines protect your child from many serious and potentially deadly diseases, including measles, meningitis, polio, tetanus, diphtheria, and whooping cough. These diseases are uncommon today because vaccines are doing their job. But the bacteria and viruses that cause these diseases still exist and can be passed on to children who aren't immunized.

Myth: Vaccines cause autism.

Fact: Despite extensive research and safety studies, scientists and doctors have not found a link between childhood vaccinations and autism or other developmental problems. Children who are not vaccinated do not have lower rates of autism spectrum disorders.

Myth: Vaccines are given too early.

Fact: Early vaccination protects your child from serious diseases that are most likely to occur—and most dangerous—in babies. Waiting to immunize your baby puts him or her at risk. The recommended vaccination schedule is designed to work best with children's immune systems at specific ages. A different schedule may not offer the same protection.

Myth: Too many vaccines are given at once.

Fact: You may have heard theories that the recommended vaccine schedule overloads young children's immune systems and may even cause autism. But research shows that spacing out vaccinations doesn't improve children's health or lower their risk of autism, and as noted above, actually puts them at risk for potentially fatal diseases.

What to do if you're worried

If your child is developmentally delayed, or if you've observed other red flags for autism, schedule an appointment with your pediatrician right away. In fact, it's a good idea to have your child screened by a doctor even if he or she is hitting the developmental milestones on schedule. The American Academy of Pediatrics recommends that all children receive routine

developmental screenings, as well as specific screenings for autism at 9, 18, and 30 months of age.

Schedule an autism screening. A number of specialized screening tools have been developed to identify children at risk for autism. Most of these screening tools are quick and straightforward, consisting of yes-or-no questions or a checklist of symptoms. Your pediatrician should also get your feedback regarding your child's behavior.

See a developmental specialist. If your pediatrician detects possible signs of autism during the screening, your child should be referred to a specialist for a comprehensive diagnostic evaluation. Screening tools can't be used to make a diagnosis, which is why further assessment is needed. A specialist can conduct a number of tests to determine whether or not your child has autism. Although many clinicians will not diagnose a child with autism before 30 months of age, they will be able to use screening techniques to determine when a cluster of symptoms associated with autism is present.

Seek early intervention services. The diagnostic process for autism is tricky and can sometimes take a while. But you can take advantage of treatment as soon as you suspect your child has developmental delays. Ask your doctor to refer you to early intervention services. Early intervention is a federally funded program for infants and toddlers with disabilities. Children who demonstrate several early warning signs may have developmental delays. They will benefit from early intervention whether or not they meet the full criteria for an autism spectrum disorder.

LISTENING TAPESCRIPT

UNIT 1

THE LISTENING TAPESCRIPT

Education

Education is one of the most important things in our lives. Don't you agree? It can make the difference between success and failure. An education can bring us knowledge and make us rich. In rich countries, people are lucky to have good schools. Children start learning from a very young age. They can further their education and go to higher education or university. In Japan, there are even private schools for babies to learn English. It's a shame that in many rich countries, many children don't want to learn. Perhaps schools need to find better ways to teach so children want to learn. It's sad that in many parts of the world, children want to learn but can't. Make sure you never stop learning. Education is the key to a better future.

UNIT 2

THE LISTENING TAPESCRIPT

Culture

I'm really interested in the culture of other countries. I don't know why, but I always think other cultures are more interesting than my own culture. Every time I travel, I learn wonderful, strange, amazing and interesting things about other cultures. One of the biggest surprises I had was when I went to the USA as a child. I'm English so I thought Americans had the same culture as me. When I went to America I understood Americans and Brits are very different people. Understanding the culture of other people is very important. It helps us all to get along. If everyone really tried to learn about other cultures, the world would be a more peaceful place. The world is becoming smaller, so I think this is happening.

UNIT 3

THE LISTENING TAPESCRIPT

Language

Where would we be without language? We'd all be in our own worlds and we'd never really have a life. Can you imagine never talking to anyone? Of course if there was no language, we wouldn't be able to use body language or sign language. The fact that we do have languages means we have gone to the moon and built things like the Internet – which also needs a special computer language to work properly. I think language is amazing. It means we can tell anyone anything. I often think it's a shame there are so many languages in the world. If there was only one language, we could all communicate better. Perhaps that way, we'd all understand one another better. What would the world language be? At the moment, English.

UNIT 4

THE LISTENING TAPESCRIPT

Blue most common eye colour in Britain

Scientists have made a map of the eye colour of people in Britain. They found out that the most common colour is blue. The scientists say that thousands of years ago, all British people's eyes were brown. The researchers found that 48 per cent of British people have blue eyes, 30 per cent of people have green eyes and 22 per cent have brown. The area around Edinburgh in Scotland was the place where most people had blue eyes. Over half (57 per cent) of those in and around Edinburgh have blue eyes. The southwest of England has the fewest blue-eyed people. Just 35 per cent of people living there are blue eyed. The scientists say they do not know why some regions of Britain have a lot of blue-eyed people.

Alistair Moffat, the lead researcher of the study, said the number of people with blue eyes is increasing because people find them more attractive. This means people with blue eyes are more successful at finding a partner and having children with blue eyes. He compares blue eyes to the tail of a peacock, saying a more colourful tail will get a peacock more mates. Dr Moffat says people are attracted to the sparkle in blue eyes. He said light reacts with blue eyes to give a glitter effect. Darker eyes absorb light so they generally have less sparkle. Another scientist, Hans Eiberg, offers an explanation why blue eyes are popular. He said: "There is something attractive about blue eyes, maybe because they used to be so rare."

UNIT 5

THE LISTENING TAPESCRIPT

Man gets world's bionic eye

A man in Britain can see again because of a new bionic eye. Ray Flynn, 80, became the first patient in the world to get the new device, which is an artificial retina. Mr Flynn suffers from a condition called age-related macular degeneration (AMD). This is one of the most common problems with eyesight around the world. Flynn started losing his sight ten years ago. Doctors told him eight years ago that he had AMD. From that time, his sight became worse and worse. It became so bad that he could only see things out of the corners of his eyes. Everything in the centre of his eyes was blurred and he could not see shapes properly. He said that even looking at simple things made him very tired. Mr Flynn's bionic eye cost $125,000. Britain's national health service hopes the cost of the operation will come down. This means many more people will be able to have the operation for free. Flynn had the surgery last month. Doctors spent four hours putting a microchip in the back of his eye. Doctors are very happy with the operation, which they said was a success. Flynn can now read a newspaper and admire the flowers in his garden for the first time in many years. His doctor, professor Paulo Stanga, said: "Mr Flynn's progress is truly remarkable. He is seeing the outline of people and objects very effectively." Professor Stanga hopes scientists can also help people who have been blind from birth.

UNIT 6

THE LISTENING TAPESCRIPT

Blind pilot flies from London to Sydney

A blind British pilot landed his tiny aircraft in Sydney on Monday to complete a record-breaking flight halfway around the world. Miles Hilton-Barber left London on March 7 and flew nearly 22,000 kilometres to Australia. His aim was to raise money for charity. He did not fly solo, but was accompanied by a sighted co-pilot who helped Hilton-Barber by telling him what figures were on the navigation instruments. The 58-year-old aviator said: "It's the fulfillment of an amazing dream. I've been waiting to do this flight for about four years." He added: "I've wanted to be a pilot since I was a kid. Now I'm totally blind but I've had the privilege of flying more than halfway around the world." He described the most important thing for him: "The big deal is not me doing this, it's raising funds," he said.

Hilton-Barber has been blind for 25 years. He hopes his trip will raise over two million dollars for the charity Seeing is Believing, which works to cut preventable blindness in developing countries. His intercontinental flight is not the first adventure he has been on. In 1999 he competed in the "Toughest Foot-race on Earth" a run across the Sahara Desert. He then went on to take part in the "Coldest Marathon on Earth", across Siberia. To add to his feats, he has climbed Mt Kilimanjaro and Mt Blanc, Africa and Europe's highest mountains. He also set the Malaysian Grand Prix lap record for a blind driver in a 200 kilometre-per-hour Lotus. His achievements are an inspiration to blind and sighted people everywhere. Hilton-Barber is living proof that anything is possible, and that where there's a will, there's a way.

UNIT 7

THE LISTENING TAPESCRIPT

Autism in U.S. Children on the Rise

Autism among children in the USA is rising. This is according to a new report from the Centers for Disease Control and Prevention. It estimates that 1 in 110 children in the United States suffers from the developmental disorder. It also says boys are four times more likely to suffer from autism than girls. Researchers compared the statistics of a 2002 report into autism with figures for 2006. Lead author of the report Dr Catherine Rice gave one possible reason for the increase. She said: "Some of the increases are due to better detection, particularly among children who may not have come to our attention in the past." She had no simple explanation for the rise and added that "a true increase in risk cannot be ruled out".

Autism has been the cause of great concern for many years now. The disease can hold back learning and have a negative impact on a child's social interaction. Scientists understand very little about it compared with other medical conditions. It is extremely difficult to diagnose because it means a careful analysis of a child's behaviour. Different tests on the same child can produce varying results. Autism specialist Geraldine Dawson said more money was needed to better understand autism. She explained: "The point is that we need to better explore both the role of genetics and environment, and how they may interact with each other." She was worried that no one had answers for the large increase in autism.

DICTIONARY

Phonetic symbols

used in the dictionary

Consonants

p	pen	/pen/	s	so	/səʊ/			
b	bad	/bæd/	z	zoo	/zuː/			
t	tea	/tiː/	ʃ	shoe	/ʃuː/			
d	did	/dɪd/	ʒ	vision	/ˈvɪʒn/			
k	cat	/kæt/	h	hat	/hæt/			
g	got	/gɒt/	m	man	/mæn/			
tʃ	chain	/tʃeɪn/	n	no	/nəʊ/			
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/			
f	fall	/fɔːl/	l	leg	/leg/			
v	van	/væn/	r	red	/red/			
θ	thin	/θɪn/	j	yes	/jes/			
ð	this	/ðɪs/	w	wet	/wet/			

Vowels and diphthongs

iː	see	/siː/	ʌ	cup	/kʌp/
i	happy	/ˈhæpi/	ɜː	bird	/bɜːd/
ɪ	sit	/sɪt/	ə	about	/əˈbaʊt/
e	ten	/ten/	eɪ	say	/seɪ/
æ	cat	/kæt/	əʊ	go	/gəʊ/
ɑː	father	/ˈfɑːðə(r)/	aɪ	five	/faɪv/
ɒ	got	/gɒt/	aʊ	now	/naʊ/
ɔː	saw	/sɔː/	ɔɪ	boy	/bɔɪ/
ʊ	put	/pʊt/	ɪə	near	/nɪə(r)/
u	actual	/ˈæktʃuəl/	eə	hair	/heə(r)/
uː	too	/tuː/	ʊə	pure	/pjʊə(r)/

(r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly; otherwise it is omitted. In American pronunciation, every 'r' of the ordinary spelling is retained.

What is Special education?

Education	\□e-jə-□kā-shən\	Образование
Special education	\□spe-shəl\	Специальное образование
Vocational Education	\vō-□kā-shnəl, -shə-nᵊl\	Профессионально-техническое образование
Aided education	\□ād\	Вспомогательное образование
Monitor	\□mä-nə-tər\	Монитор, контролировать
Disability	\□dis-ə-□bi-lə-tē\	инвалидность
Disorder	\(□)dis-□o□r-dər, (□)diz-\	расстройство
Behavior	\bi-□hā-vyər, bē-\	Поведение
Development	\di-□ve-ləp-mənt, dē-\	Развитие, разработка
Benefit	\□be-nə-□fit\	Выгода
Additional	\□be-nə-□fit\	дополнительный
Approach	\ə-□prōch\	Подход
Remedial education	\ri-□mē-dē-əl\	Коррективное образование
Special needs education	\□nēd\	Особые потребности образования
Disrupt	\dis-□rəpt\	Срывать, разрушать
Reduce	\ri-□düs, -□dyüs\	уменьшить
Improve	\im-□prüv\	улучшать
Community	\kə-□myü-nə-tē\	сообщество
Intellectual giftedness	\□in-tə-□lek-chə-wəl/ \□gif-təd\	Интеллектуальная одаренность
Environment	\in-□vī-rə(n)-mənt/	Окружающая среда
Equipment	\i-□kwip-mənt\	Оборудование

Delay	\di-□lā, dē-\	задержка
Due to	\□dü, □dyü\	Из-за
Requirement	\-□kwī(-ə)r-mənt\	требование
Appropriate	\ə-□prō-prē-□āt\	Подходящее
Available	\ə-□vā-lə-bəl\	Доступный
Ambiguous	\am-□bi-gyə-wəs\	двусмысленный
Response	\ri-□spän(t)s\	Ответ, отклик
Impairment	\im-□per\\-mənt/	Повреждение, ухудшение
Unique	\yu□-□nēk\	уникальный
Cognitive	\□käg-nə-tiv\	познавательный
Indentify	\(□) □ī- denf-ti-f□ī/	идентифицировать
Delivery	\di-□li-v(ə-)rē, dē-\	Доставка
Peer	\□pir\	Вглядываться, ровестник

Cultural development of abnormal child

Fuse	\□fyüz\	Сливаться
Research	\ri-□sərch, □rē-□\	Исследование
Maturation	\□ma-chə-□rā-shən\	Созревание
Coincide	\□kō-ən-□sīd/	совпасть
Adapt	ə-□dapt, a-\	адаптироваться
Accommodate	\ə-□kä-mə-□dāt\	вмещать
According	\ə-□ko□rd/	В соответствии
Artificial	\□är-tə-□fi-shᵊl\	искусственный
Merge	\□mərj\	сливаться
Controversy	/kän-trə-□vər-sē/	Дискуссия, полемика
Fusion	\□fyü-zhᵊn\	сращение
Generate	\□je-nə-□rāt\	генерировать
Handicapped child	/□han-di-□kap, -dē-□kapt\\□chī(-ə)ld\	ребенок-инвалид
Mankind	/□man-□kīnd/	Человечество

stunted intellectual development	\□stənt\ see above	отсталое интеллектуальное развитие
deductive inaccuracy	\di-□dək-tiv, dē-// i-□na-kyə-rə-sē/	дедуктивная неточность
conceptual absurdity	/kən-□sep-chə-wəl/ \əb-□sər-də-tē/	концептуальный абсурд
impressionability	\im-□pre-sh(ə-)nə- bi-lə-tē\	Впечатлительность
mental retardation	\□men-tᵊl\ /rē-□tär-□dā-shən/	умственная отсталость
congenital	\kən-□je-nə-tᵊl/	Врожденный
mind	\□mīnd\	Ум, разум
remain	\ri-□mān\	Оставаться
coexist	\□kō-ig-□zist\	Сосуществовать
distinguish	\di-□stiŋ-(g)wish\	Выделить

Sign language

Manual communication	\□man-yə-wəl/ \kə-□myü-nə-□kā-shən\	Руководство по коммуникации
Facial expression	\□fā-shəl\ \ik-□spre-shən\	Выражение лица
Body language	/'□bä-dē\ \□laŋ-gwij/	Язык тела
Deaf	/□d□f/	Глухой
Distinguish	/d□□st□ŋgw□□/	Выделить
Simultaneous	/□sa□m□l□te□nij□s/	одновременный

Similarity	/□s□m□□ler□ti/	сходство
Depend	/d□□p□nd/	зависеть
Confuse	/k□n□fju□z/	спутать
Common	/□k□□m□n/	общий
Invent	/□n□v□nt/	Изобретать, выдумывать
Treatise	/□tri□t□s/	Научный труд
Speculate	/□sp□kj□□le□t/	спекулировать
Descendant	/d□□s□nd□nt/	потомок
Relate	/r□□le□t/	Иметь отношение
Dump	/□d□mp/	свалка
Facilitate	/f□□s□l□□te□t/	содействовать
Precursor	/pr□□k□s□/	предвестник

Exceed	/□k□si□d/	превышать
Fluent	/□flu□w□nt/	Беглый, плавный
Spread	/□spr□d/	Распространение
Island	/□a□l□nd/	Остров
Gesture	/□□□st□□/	Жест
Throughout	/θru□a□t/	На протяжении
Minor	/□ma□n□/	Незначительный
Conventional	/k□n□v□n□□nl□/	общепринятый
Contribute	/k□n□tr□bju□t/	Делать вклад
Incidence	/□□ns□d□ns/	Падение
Sacrifice	/□sækr□□fa□s/	Жертвовать
Establishment	/□□stæbl□□m□nt/	Создание, учреждение

Why do some people need glasses and others don't?

Cornea	/□ko□nij□/	Роговица
Pupil	/□pju□p□l/	Зрачок
Iris	/□a□r□s/	Радужная оболочка
Vision	/□v□□□n/	Видение
Capture	/□kæpt□□/	Захватить
Interpret	/□n□t□pr□t/	Истолковывать
Nearsighted	/□ni□□sa□t□d/	Близорукость
Farsighted	/□f□□□sa□t□d/	Дальновидность
Distort	/d□□sto□t/	Искажать
Retina	/□r□t□n□/	Сетчатка
Refractive	/r□□frækt□v/	Преломляющий
Prescription	/pr□□skr□p□□n/	Рекомендация, давность
Measure	/□m□□□/	Мера
Shape	/□□e□p/	Форма
Eyeball	/□a□□b□□l/	глазное яблоко

Blindness

Blindness	/□bla□nd/	слепота
Differ	/□d□f□/	отличаться
Injury	/□□n□☐ri/	травма
Muscular degeneration	/□m□skj☐l□/ /d□□□□n☐□re□t/	дистрофия
Leprosy	/□l□pr☐si/	проказа
Glaucoma	/gla□□ko□m☐/	глаукома
Onchocerciasis	\□äŋ-kō-□sər-□kī-ə- -□sēz /	Онхоцеркоз
Blood vessel	\□blәd\ \□ve-sәl\	Кровеносный сосуд
Cornea	/□ko□nij☐/	Роговица
Ocular inflammatory disease	\□ä-kyə-lər\ \in-□fla-mə-□to□r-ē\ \di-□zēz\	Глазной воспалительное заболевание
Malignancies	\-nən(t)-sē\	Злокачественные
Hereditary	\hə-□re-də-□ter-ē\	Наследственный
Poison	\□po□i-z^{ə}n\	Яд
Prenatal care	\(□)prē-□nā-t^{ə}l\ \□ker\	Дородовой уход
Nutrition	\nu□-□tri-shən/	Питание
Hygiene	\□hī-□jēn/	Гигиена
Hypertension	\□hī-pər-□ten(t)-shən\	повышенное кровяное давление
Diabetes mellitus	\□dī-ə-□bē-tēz\-□me-lə-təs\	сахарный диабет
Exhibit	\ig-□zi-bət\	Выставка, показывать
Pain	\□pān\	боль

Infant	\□in-fənt\	Младенец
Occur	\ə-□kər\	Происходить
Inherit	\in-□her-ət/	Унаследовать
Childbirth	\□chī(-ə)l(d)-□bərth\	Роды
Retardation	\□rē-□tär-□dā-shən/	запаздывание
Provide	\prə-□vīd\	Снабжать
Pregnant	\□preg-nənt\	Беременость
Prematurity	□/prē-mə-□tyu□r/	Преждевременность
Errand	\□er-ənd/	Поручение

Corneal Abrasion

Corneal Abrasion	\□ko□r-nē-ə\ \-əl \ə-□brā-zhən\	Царапина на роговице

Eyeball	\□ī-□bo□l\	глазное яблоко
Protect	\prə-□tekt\	Защищать
Scratch	\□skrach\	Царапины
Cornea	\□ko□r-nē-ə\	Роговица
Heal	\□hēl\	Заживать
Blurry	\□blər-ē\	Размытые
Swollen Eyelid	swol·len	Опухание веко
Saline solution	\□sā-□lēn/ \sə-□lü-shən\	физиологический раствор
Rub	\□rəb\	Натирать
Stuck	\□stik\	Застревать

Amaurosis fugax	\□a-mo□-□rō-səs\ \-□f(y)ü-□gaks\	преходящая слепота
Leber congenital	\kən-□je-nə-tᵊl/	врожденная Лебера
Cerebrocortical	\sə-□rē-brə\ /□ko□r-ti-kəl\	Коры больших полушарий
Coronary Artery	\□ko□r-ə-□ner-ē/ \□är-tə-rē/□	Коронарная артерия
Temporary	\□tem-pə-□rer-ē\	Временный
Stroke	\□strōk\	Инсульт
Autosomal recessive disorder	\□o□-tə-□sō-məl\ \ri-□se-siv\ \(□)dis-□o□r-dər/	Аутосомно-рецессивное расстройство
Necrosis	\nə-□krō-səs/	Некроз
Injection	\in-□jek-shən\	Инъекция, Впрыскивание
Quinine amaurosis	\□kwī-□nīn\□/a-mo□-□rō-səs/	хинин амавроз

What is Autism?

Treatment	\□trēt-mənt\	Лечение
Spectrum	\□spek-trəm\	Спектр
Impairment	\im-□per\ \-mənt\	Ухудшение, повреждение
Flexibly	\□flek-sə-b lē\	Гибко
Behave	\bi-□hāv/	Вести себя
Agree	\ə-□grē\	Соглашаться
Obstacle	\□äb-sti-kəl/	Препятствие
Pediatrician	\□pē-dē-ə-□tri-shən\	Педиатр
Suspect	\□səs-□pekt/	Подозревать
Plasticity	\pla-□sti-sə-tē\	Пластичность
Respond	\ri-□spänd\	Отклик, ответ
Follow	\□fä-(□)lō\	Следить
Cognitive milestone	\□käg-nə-tiv\ \□mī(-ə)l-□stōn\	Когнитивная веха
Pretend	\pri-□tend\	Делать вид, притворяться
Target	\□tär-gət\	Цель
Explore	\ik-□splo□r\	Исследовать
Estimate	\□es-tə-□māt\	Оценка

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