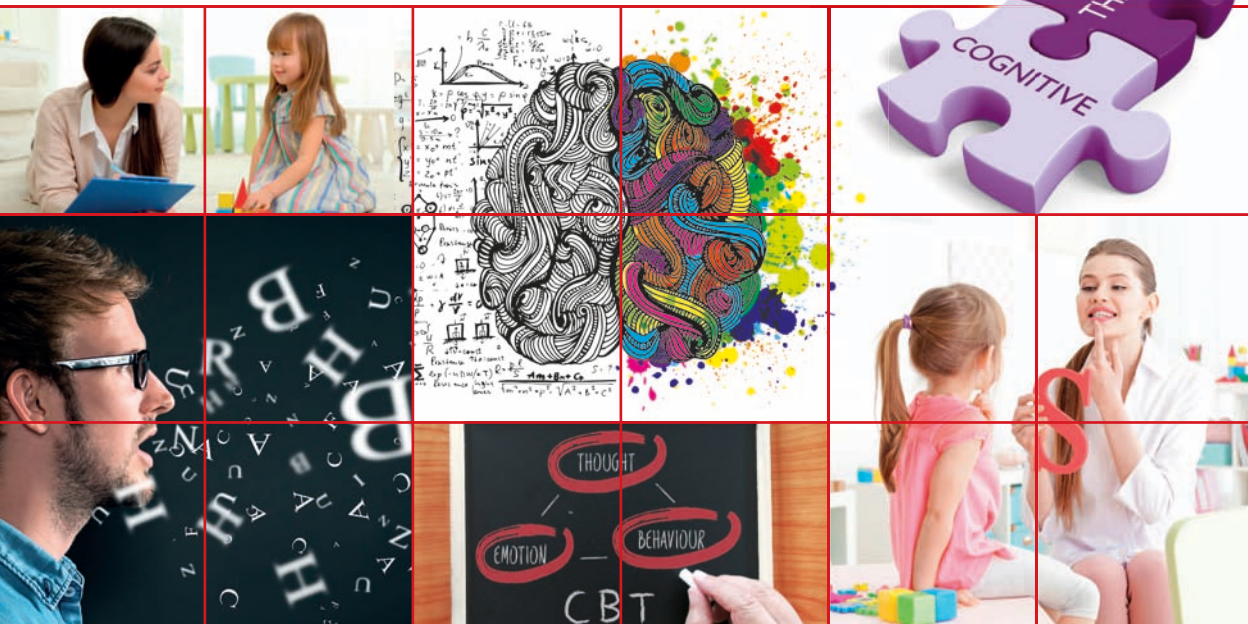


Anna Treger ■ Bronisław Treger

# Special Education Vocabulary

Podręcznik do nauki  
angielskiego słownictwa  
z zakresu pedagogiki specjalnej

in Use



wydawnictwo  
**poltext**

PLIK  
mp3  
DO POBRANIA  
GRATIS

**Special  
Education  
Vocabulary**  
**in Use**

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**Podręcznik do nauki  
angielskiego słownictwa  
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# Wstęp

Autorzy mają nadzieję, że publikacja *Special Education Vocabulary in Use. Podręcznik do nauki angielskiego słownictwa z zakresu pedagogiki specjalnej* będzie użyteczną pomocą w pracy nad rozbudowaniem sprawności językowych polegających na znajomości słownictwa, biegłości stylistycznej oraz swobodnym i dokładnym rozumieniu dłuższych wypowiedzi z zakresu pedagogiki specjalnej zarówno w mowie (przykładowo: wykład, opinia, konwersacja), jak i w piśmie (podręcznik, artykuł, informacja internetowa) formułowanych w języku angielskim.

Niniejsza książka w zamyśle autorów ma służyć nie tylko studentom pedagogiki specjalnej, lecz także innych kierunków nauk o wychowaniu oraz dalszych powiązanych dyscyplin badawczych i praktycznych, takich jak praca socjalna, psychologia, socjologia, fizjoterapia, pielęgniarstwo...

Może być również przydatna dla tych rodziców, rodzeństwa, krewnych, wolontariuszy bezinteresownie i dzielnie wspomagających osoby z niepełnosprawnością, którzy by lepiej spełniać rolę wsparcia, zamierzają systematycznie aktualizować swą wiedzę o postępach pedagogiki specjalnej nie tylko w Polsce, ale i w czołowych ośrodkach zagranicznych. To również ze względu na nich podręcznik został opracowany tak, aby mógł być pożyteczną pomocą zarówno do nauki w grupie pod opieką lektora, jak i dla osób przedkładających samokształcenie. Autodydaktom test sprawdzający, a także dokładny i szczegółowy klucz znajdujące się na końcu książki będą pozwalały na kontrolę postępów w opanowaniu materiału.

## Special Education Vocabulary in Use

„Nie ma kaleki, jest człowiek” – podkreślała niezmiennie i stanowczo Maria Grzegorzewska (1888–1967), uczona, która jak mało kto przyczyniła się do ukształtowania pedagogiki specjalnej w naszym kraju. Jedną z rzeczy najcenniejszych w dziedzictwie pozostawionym przez Grzegorzewską jest bez wątpienia koncepcja humanistycznych fundamentów aksjologicznych pedagogiki specjalnej. W codziennej działalności zarówno naukowej, jak i wychowawczej przekłada się to m.in. na staranne unikanie mowy wykluczającej. Do problemu eliminowania języka naznaczającego przykłada się dziś dużą wagę w pedagogice anglosaskiej. Znalazło to odzwierciedlenie w niniejszym podręczniku – tak w uwagach o dziejach edukacji specjalnej i przemianach terminologii, jak i w odpowiednich ćwiczeniach.

Struktura książki i ćwiczeń jest podobna do kompozycji wcześniej opublikowanej w wydawnictwie Poltext pozycji *Psychology Vocabulary in Use. Podręcznik do nauki angielskiej terminologii psychologicznej* (II wydanie, Warszawa 2018). Niniejsza publikacja liczy dziesięć rozdziałów poświęconych wybranym ważnym działom pedagogiki specjalnej. O kluczu i teście była już wzmianka powyżej. Całość zamykają dodatkowe ćwiczenia i słownik z podstawową terminologią. Każdy z rozdziałów po tekście wprowadzającym zawiera zestaw ćwiczeń i zadań umożliwiających poznanie angielskiej terminologii pedagogiki specjalnej i utrwalenie biegłości językowej w tym zakresie. Ćwiczenia są urozmaicone. Jedne z nich sprawdzają rozumienie tekstu czytanego (pytania typu prawda/fałsz, quizy), inne to zadania wielokrotnego wyboru, uzupełniania luk własnymi odpowiedziami, ćwiczenia ze słowotwórstwa, dopasowywanie słów do definicji/opisów i zastępowanie wyrażen z języka potocznego terminami naukowymi. W każdym z tekstów wprowadzających i w niektórych ćwiczeniach wytłuszczone zostały terminy mające kluczowe znaczenie dla danej problematyki pedagogicznej.

Książka odwołuje się do zasad ortografii brytyjskiej. Jest przeznaczona w zasadzie dla osób, które opanowały kurs General English przynajmniej na poziomie średnio zaawansowanym.

Nagrania mp3 wybranych tekstów z książki można pobrać bezpłatnie ze strony internetowej wydawnictwa po wpisaniu w okienko kodu, który znajduje się na przednim skrzydełku okładki.

Autorzy dziękują za rzeczowe rady, wsparcie redakcyjne i słowa zachęty, które były nieocenioną pomocą przy pisaniu tej książki.

Przede wszystkim dziękujemy Pani Profesor Joannie Głodkowskiej, dyrektor Instytutu Pedagogiki Specjalnej APS – bez Jej aprobaty nie przystąpilibyśmy do prac nad podręcznikiem. Rzecz jasna wyrazy wdzięczności odnoszą się również do wszystkich pozostałych uczestniczek zespołu redakcji naukowej wymienionych na stronach tytułowych publikacji. Dziękujemy także za życzliwą pomoc Profesorowi Grzegorzowi Szumskiemu, Doktor Justynie Gasik, Susan Carton z St. Angela's College, Sligo oraz Terence'owi Clark-Wardowi.

Doskonale układała się nam współpraca z wydawnictwem Poltext dzięki niekwestionowanemu profesjonalizmowi Państwa Redaktorów Marka Rostockiego i Anny Żółcińskiej.

Nie musimy dodawać, że za wszystkie niedociągnięcia i ewentualne błędy wyłączną odpowiedzialność ponoszą autorzy podręcznika.

Warszawa, Tri Studničky 2018



# UNIT 5.

## SPEECH AND LANGUAGE IMPAIRMENTS

### Exercise 1



Read the text and decide if the statements below are true (T) or false (F).

### SPEECH AND LANGUAGE IMPAIRMENTS

Although considered one special education category, **speech** and **language impairments** are actually types of **communication disorders** affecting an individual's ability to engage in verbal discourse effectively with others. Like other impairments, they range in severity, may be genetic or acquired, primary or secondary to other disorders, and further broken down into more specific problems.

Speech impairments are divided into three subtypes, i.e. problems with articulation, voice and fluency. In **articulation disorders**, speech sounds are **substituted, omitted, distorted** or **added**. The most common example of an articulation error is a **lisp**, which affects **sibilant sounds** (such as /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/). **Voice disorders** occur when the vocal cords don't vibrate in a normal manner. They involve difficulties with **pitch** (high or low quality of a sound), **loudness** (intensity or magnitude of a sound) and **quality of voice** (distinctive attributes of a sound). In **fluency disorders** (**stuttering/stammering** or **cluttering**), the flow of speech is disrupted by involuntary

## Special Education Vocabulary in Use

**repetitions, prolongations, blocks** (in the case of stuttering/stammering) and **omissions or distortions** of sounds/syllables (in the case of cluttering).

Speech impairments may occur from various conditions. In the case of articulation disorders, the causes include biological factors, such as damage to specific parts of the brain or nerves that control speech muscles (e.g. from cerebral palsy), damage to specific parts of the brain involved in speaking, and impairments in the muscles and bones that make **speech sounds** (e.g. a **cleft palate** or a **cleft lip**). Voice disorders may be due to laryngeal webs or clefts, noncancerous growths (e.g. polyps, nodules or cysts) or overuse of the vocal cords (or folds) by screaming or shouting. Fluency disorders, on the other hand, may be genetic and run in families.

Speech impairments may also be associated with other disorders, such as hearing loss, learning disabilities or intellectual disability. Often, the causes of speech impairments remain unclear.

When a person has trouble understanding other people (**receptive language**) or expressing himself or herself (**expressive language**), then he or she has a language impairment. Language impairments encompass difficulties in the following areas: the **form, content** and **function** of language. The form of language consists of three components: **phonology** (the sound system of language including the rules that govern the combination of sounds into syllables and words), **morphology** (the set of rules governing the forms of words, specifically inflected forms) and **syntax** (the set of rules governing the structure of sentences, in particular word order and punctuation). The content of language essentially consists of **semantics** that governs the meaning of words and sentences. And finally, function refers to the social convention of language. It includes **pragmatics**, which is the study of language with regard to the context and social aspects of communication.

Language impairments have different causes, such as heredity and poor language development caused by environmental deprivation (e.g. lack of stimulation and/or an appropriate role model during key developmental periods). Like speech impairments, they can exist in conjunction with other disorders, such as intellectual disability, ADHD or ASD.

## UNIT 5. SPEECH AND LANGUAGE IMPAIRMENTS

1. Speech impairments refer to difficulties in either understanding or using words.
2. Some communication disorders may have no clear cause.
3. A lisp is an example of a language impairment.
4. Speech and language impairments may be related to other disorders.
5. Vocal fatigue may result in a voice disorder.
6. Difficulty understanding what other people are saying is referred to as expressive language.
7. Poor parenting may increase the likelihood of language impairments in children.
8. Language impairments tend to run in families.
9. Phonological disorder represents problems with the production of individual sounds.

### Exercise 2

Choose the correct answer.

1. Stacy talks too fast, mispronouncing and slurring some words. As a result she is difficult to understand even for her parents. Based on this description, Stacy may meet the criteria for \_\_\_\_\_.
  - a) stammering
  - b) cluttering
  - c) stuttering
  - d) lisping
2. Susan tells her mother that she needs to get some 'nanas' (bananas) to try a new cocktail recipe. Susan's speech error is known as an articulation disorder of \_\_\_\_\_.
  - a) addition
  - b) substitution

## Special Education Vocabulary in Use

- c) distortion
  - d) omission
3. 11-year-old Martin is having dinner with his family. At some point his mother notices that he is not really eating, but playing with his food, so she asks, 'What is the matter, dear?' Martin replies, 'It's too ssssspicy.' Martin's difficulty moving from the 's' in 'spicy' to the remaining sounds is known as \_\_\_\_\_.
- a) block
  - b) distortion
  - c) repetition
  - d) prolongation
4. Although Scott is 9 years old, he keeps making mistakes, such as 'I runned home' or 'They buyed a new car.' Mistakes of this type demonstrate Scott's difficulty applying irregular verb forms due to his limited awareness of \_\_\_\_\_.
- a) semantics
  - b) pragmatics
  - c) morphology
  - d) syntax
5. After Becky returns home from school, she tells her mother that Angela, her classmate, has broken the leg. Her mother feels sorry for Angela and says, 'Poor girl', to which Becky responds, 'But she isn't poor. She lives in a beautiful house.' The fact that Becky misunderstands her mother indicates that she has problems with \_\_\_\_\_.
- a) semantics
  - b) syntax
  - c) morphology
  - d) pragmatics
6. Bob, a 12-year-old student, complains of an inappropriately elevated pitch and a hoarse, rough voice quality, which have been present for many years. In all probability, Bob has a(n) \_\_\_\_\_ disorder.

## UNIT 5. SPEECH AND LANGUAGE IMPAIRMENTS

- a) articulation
  - b) fluency
  - c) voice
  - d) phonological
7. Mark has word-retrieval problems and he is commonly unable to get the specific ideas out. He was trying, for instance, to describe his stay in the mountains with his parents, but he didn't remember many words, such as 'funicular' or 'trekking poles' so he called them 'that fast thing on tracks' and 'those long things.' Mark's problems indicate that he has deficits in the \_\_\_\_\_ domain.
- a) semantics
  - b) morphology
  - c) pragmatics
  - d) syntax
8. Dustin has little awareness of rules regarding production and combination of sounds. He can pronounce a sound accurately in one word and not in others, e.g. he may omit the 's' sound in 'bus' but can say it clearly in 'soup.' He can also say a sound correctly, but may use it the wrong position in a word, or in the wrong word and say 'doe' for 'go'. It seems that Dustin's problems are related to \_\_\_\_\_.
- a) articulation
  - b) phonology
  - c) syntax
  - d) morphology
9. Although Will has a good grasp of grammar and vocabulary, he has trouble using language in a socially appropriate way. He doesn't know, for instance, that he should address his teachers with terms of respect and politeness, not by using slang words. Will's problems with adjusting language to suit the situation represent deficits in \_\_\_\_\_.
- a) phonology
  - b) pragmatics
  - c) semantics
  - d) syntax

## Special Education Vocabulary in Use

10. Matthew is in his first year of primary school, but he still hasn't advanced from utterances such as 'I can't will go with you.' His incorrectly structured sentences show that he has difficulties with \_\_\_\_\_.
- a) syntax
  - b) pragmatics
  - c) semantics
  - d) morphology
11. Betsy misarticulates the 's' and 'z' sounds, making sounds similar to the 'th.' For instance, instead of saying 'sun' or 'zoo', she will say 'thun' or 'thoo.' The way Betsy produces certain sounds is an indicator that she \_\_\_\_\_.
- a) stammers
  - b) stutters
  - c) lisps
  - d) clutters
12. On the first day of his psychology class, Boris together with other students was asked to introduce himself. When his turn came, he opened his mouth but all he could utter was 'Mah ... mah ... mah ... .' These involuntary pauses in which Boris was unable to say his own name are called \_\_\_\_\_.
- a) repetitions
  - b) distortions
  - c) prolongations
  - d) blocks

### Note!

**Lisp** is used both as a noun (e.g. 'He has a lisp', 'She speaks with a (slight/pronounced) lisp') or a verb (e.g. 'He lisps on the 's' and 'z' sounds'). It also occurs in a gerundive form (e.g. 'Lisping is an articulation disorder').

**Stutter**, **stammer**, **clutter** behave much in the same way, e.g. 'She stutters a little', 'The boy developed a stutter', 'There is no cure for stuttering', 'I have

## UNIT 5. SPEECH AND LANGUAGE IMPAIRMENTS

(a bit of) a stammer’, ‘He stammered (out) his name’, ‘She was diagnosed with a clutter.’

**Language impairment** is not the same as **language delay**.

Children with language impairments acquire language in an abnormal sequence, unlike typically developing children.

Children with language delays acquire language in the same sequence as other children their age, but at a slower rate. Many of them don’t have an impairment and eventually catch up with their peers.

### Exercise 3

a) Complete the table with the correct forms of the missing parts of speech, for example: *repetition* – *repeat*.

Noun	Verb
articulation	
distortion	
	add
lisp	
	omit
prolongation	
substitution	

b) Complete the sentences below with the words from the table. More than one answer may be possible. Change the form if needed.

1. Holly \_\_\_\_\_ the sounds she finds difficult to pronounce. She may, for example, say ‘uk’ to refer either to ‘book’ or ‘look.’
2. It’s natural for children to \_\_\_\_\_ as they learn to speak. Many of them eventually grow out of it, but some don’t, even with the help of a speech therapist.

## Special Education Vocabulary in Use

3. Lawrence's poor \_\_\_\_\_ makes his speech unintelligible, which in turn causes him to become frustrated and unwilling to speak.
4. At age 9, Colin still \_\_\_\_\_ harder sounds for easier ones, such as 'wamp' for 'lamp' or 'tat' for 'cat.'
5. When Dennis sings, you would never say that he has any speech impairment. His singing is smooth with no \_\_\_\_\_ (e.g. m-m-m-other) or repetition of sounds, which always occurs when he speaks.
6. When you insert an extra sound within a word (e.g. 'humber' for 'hummer' or 'balue' for 'blue'), you make it hard for other people to understand you, even though they know the context and are used to your \_\_\_\_\_ errors.
7. Although I'm not a child anymore, I still \_\_\_\_\_ the 'r' sound. Try as I might, I will always say 'w' for 'r' like 'wain' instead of 'rain.'

## Exercise 4

Replace the underlined parts of the sentences with the words in the box.

dysfluent, slurred, restricted, blocked, flawed, hoarse

1. Dough has a limited range of vocabulary compared to children the same age.
2. Children with language impairments tend to use incorrect grammatical structures, e.g. ones without past-tense 'ed' and third-person-singular 's' endings.
3. The boy's voice is noticeably different from that of others his age. It tires easily and sounds rough.
4. Because Harry's speech sounded unclear, as if he were drunk, the bus driver refused to allow him on the bus.
5. It's not easy to communicate with Anne as her speech is not smooth, full of repetitions and prolongation of sounds.



## UNIT 5. SPEECH AND LANGUAGE IMPAIRMENTS

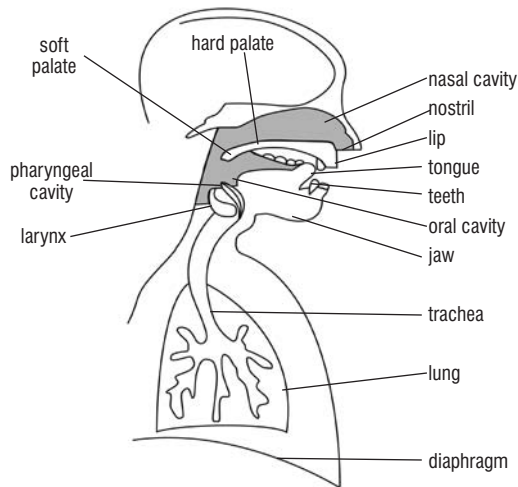
6. Usually when Heather wants to say a word, her speech is stopped with no sound coming out, even for several seconds.

### Exercise 5



Complete the text with the correct form of the verbs in the box.

resonate, shape, expel, modify, vibrate

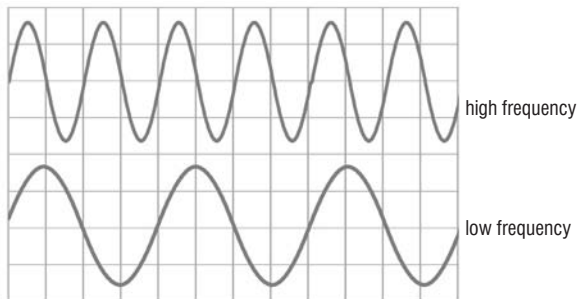
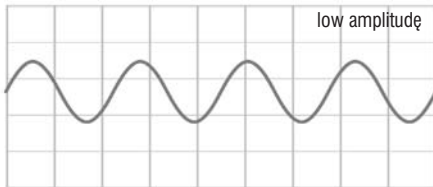


Production of speech sounds is arguably the most complex motor behaviour performed by humans, which requires a precise coordination of various muscles, nerves and body parts. The whole process starts in the lungs and ends in the oral cavity, and this – in a nutshell – is what it looks like.

As air is \_\_\_\_\_ (1) from the **lungs**, it moves up through the **trachea** (or the **windpipe**) into the **larynx**, where the **vocal cords** are located (the larynx and the vocal cords are referred to as the **vibrating system**). The air-flow causes the vocal cords to \_\_\_\_\_ (2) and produce raw sounds. The frequency (speed) of vibrations of the vocal cords affect the pitch of the sound, whereas the amplitude (size) of the vibrations affect its loudness. The sounds are then \_\_\_\_\_ (3) as they \_\_\_\_\_ (4) through the **pharynx** (throat), **oral cavity** (mouth) and **nasal cavity** – the **resonating**

## Special Education Vocabulary in Use

**system.** Finally, they are \_\_\_\_\_ (5) into specific speech sounds by **the articulation mechanisms** (or **speech mechanisms**), which include the tongue, **soft** and **hard palate**, teeth, lips and jaws. From there, air is expelled into the atmosphere.



### Exercise 6



Complete the text with the phrases in the box.

speech therapy, speech clinic, speech-related tension, speech sound errors, speech impairments, speech apparatus, speech correction, speech imperfection, speech-language pathology, speech centres

## A BRIEF HISTORY OF THE FIELD

The profession of \_\_\_\_\_ (1) started during the late 1800s. At first it was an avocation of certain professionals, in particular doctors and

## UNIT 5. SPEECH AND LANGUAGE IMPAIRMENTS

educators, whose main interest was to improve people's speech. Treatment programmes offered at the time were mainly addressed to individuals with dysfluency and \_\_\_\_\_ (2), and were not based at schools. In the USA, \_\_\_\_\_ (3) was first available in public schools in the early 1900s. For example, in 1910 the Chicago public schools began to provide special services for students with fluency problems, and in 1913 the New York public schools started services for students with mild and moderate \_\_\_\_\_ (4). Unfortunately, students with more serious impairments were excluded from public school intervention services and were either educated in private schools or institutionalised, if they received any services at all.

As interest and scholarly activities in this newly emerging field continued, a number of organisations, institutes and societies dedicated to the advocacy of students with speech impairments were initiated and scientists began to focus their work on speech, hearing and language disorders.

In 1914 the University of Wisconsin opened the first \_\_\_\_\_ (5) in the USA. In 1916 Dr James Sonnett Greene founded the New York Institute for Speech Disorders, which developed into the National Hospital for Speech Disorders. In 1921 Dr Frederic Martin established The Martin Institute for Speech Correction in Ithaca, which, after being relocated to Bristol in 1936, became the National Institute for Voice Disorders. In 1925 the American Academy of Speech Correction – AASC (it went through four name changes before finally settling on the American Speech-Language-Hearing Organisation – ASHA – in 1978) was established by a small group of professionals led by Robert West, a professor at the University of Wisconsin who is regarded as the father of speech-language pathology. AASC's main aim was to promote 'scientific, organized work in the field of speech correction.' In 1935 the Flo Brown Memorial Laboratory, the first formal laboratory for research, clinical practice and professional training in speech correction, was organised at the University of Wichita.

Lee Edward Travis and Wendell Johnson are two other leading figures in the field who were involved in extensive research on stuttering at the University of Iowa. Travis claimed that people with a stutter have \_\_\_\_\_ (6) in both cerebral hemispheres of the brain, instead of just the left hemisphere.

## Special Education Vocabulary in Use

As a result, the two hemispheres were competing for control of speech, which led to discoordination of \_\_\_\_\_ (7) and in turn to stuttering. Johnson, who was influenced by Sigmund Freud's psychoanalytic theory of stuttering, believed that the development of this \_\_\_\_\_ (8) was caused by parents' misinterpretation of their child's speech. They mistook the child's normal dysfluency for stuttering and expected from the child a level of speaking performance that was beyond the child's ability at the time. The child's subsequent reaction was \_\_\_\_\_ (9) and anxiety, which eventually led to stuttering.

A crucial step in the growth and expansion of speech-pathology services was the development of screening procedures by the US military to identify recruits with speech and hearing impairments during World War II. This led to clinical and research studies, and subsequently to effective \_\_\_\_\_ (10). After the war the findings from these studies were included in speech-language pathology programmes at universities throughout the country. Subsequently, public schools started to hire more and more speech-language pathologists to provide services to students with speech impairments. Although these services increased, prior to the 1950s many students with more severe impairments were unidentified or inadequately educated. Being considered intellectually inferior and unfit for formal schooling, their education involved mainly learning basic everyday life and survival skills. Through the joint efforts of many organisations and parents of children with speech and language impairments, however, these students were gradually admitted to public schools in the 1950s and 1960s. Over time came understanding that many articulation problems were developmental and they would go away by themselves with age. Therefore, in 1970s speech-language pathologists began to work less with children with mild articulation disorders and focused on working with children with profound speech and language impairments.

**REVISE AND CHECK**

**Exercise 1**

Match the words in column A to the words in column B to make correct collocations.

- | <b>A</b>                | <b>B</b>   |
|-------------------------|------------|
| 1. throat               | a) pitch   |
| 2. vocal                | b) system  |
| 3. oral/nasal           | c) muscles |
| 4. soft/hard            | d) palate  |
| 5. speech               | e) sounds  |
| 6. high/low             | f) cords   |
| 7. resonating/vibrating | g) cavity  |

**Exercise 2**

Decide whether each statement is characteristic of a speech or a language impairment. Put a tick mark (✓) in the appropriate column.

Characteristic	Speech	Language
Articulation (incorrect production of speech sounds)		
Content (impaired comprehension of the meaning of words)		
Fluency (interruption to the smooth flow of speech)		
Form (inappropriate application of grammatical patterns)		

## Special Education Vocabulary in Use

Use (inability to use language in socially accepted ways)		
Voice (deviation in pitch, loudness or quality of voice)		

### Exercise 3

Choose the correct option.

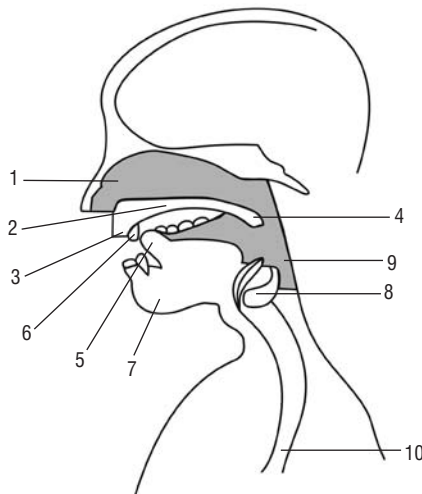
1. June *stutters/lisps/stammers* when she attempts to say the 's' or 'z' sounds but because she is only 4 years old her parents hope that she will outgrow it over time.
2. Communicating with others can be hard for children with speech impairments. Sometimes they *omit/distort/substitute* sounds in words. These are usually sounds at the end of words that are left out, e.g. 'g' in 'dog', which becomes 'do.'
3. Ever since puberty, Miles, now 16, has had problems controlling the *loudness/pitch/magnitude* of his voice. It's too high for a boy his age and on the phone he is often mistaken for a girl.
4. Due to his deficits in *phonology/semantics/morphology*, Brett may hand you a ball when you have asked clearly for a bell.
5. Chad's voice is *blocked/dysfluent/hoarse* as if he has caught a cold, which prevents him from making *smooth/rough/slurred* sounds.
6. Penelope was born with a *hard/cleft/soft* palate and its effects can still be heard years after surgical correction and speech therapy.
7. As a child Connie developed a *clutter/lisp/stutter* so debilitating that even though she tried to push the words out of her mouth, she couldn't often produce any sound at all.
8. Because Pearl has trouble remembering new words, her vocabulary is *flawed/incorrect/restricted* compared to her peers. When she can't recall or doesn't know appropriate words, she uses non-specific ones, such as 'stuff' or 'thing.'

## UNIT 5. SPEECH AND LANGUAGE IMPAIRMENTS

9. Samuel L. Jackson is one of the celebrity stutterers who openly talks about his *language/speech/speaking* imperfection and how he learnt to manage it.
10. Like most preschoolers, Tanya is going through a period of normal developmental *dysfluency/delay/disorder*, but her parents are convinced that she needs professional intervention.
11. Adam's *receptive/communicative/expressive* language is age-appropriate, but what he says is barely intelligible.
12. My brother often gets speech *dysfluency/stutter/blocks* when he speaks face to face with people he doesn't know. He feels so stressed that he can't get any word out.

### Exercise 4

Write the names of the organs used in the production of speech.



Doskonalenie sprawności językowej to znajomość słownictwa, biegłość stylistyczna oraz swobodne i dokładne rozumienie wypowiedzi z zakresu pedagogiki specjalnej. Książka jest dedykowana nie tylko studentom pedagogiki specjalnej, ale także studentom powiązanych dyscyplin badawczych i praktycznych, takich jak praca socjalna, psychologia, socjologia, fizjoterapia oraz pielęgniarstwo. Podręcznik został opracowany tak, aby mógł służyć zarówno do nauki w grupie pod opieką lektora, jak i do samokształcenia.

Testy sprawdzające oraz klucz z prawidłowymi odpowiedziami pozwalają na kontrolę postępów w opanowaniu materiału.

Każdy z rozdziałów zawiera zestaw ćwiczeń i zadań umożliwiających utrwalenie biegłości językowej w zakresie angielskiej terminologii pedagogiki specjalnej.

Ćwiczenia są urozmaicone:

- sprawdzają rozumienie tekstu czytanego (pytania typu prawda/fałsz, quizy),
- zawierają zadania wielokrotnego wyboru,
- ćwiczenia ze słowotwórstwa,
- dopasowywanie słów do definicji i opisów,
- zastępowanie wyrażen z języka potocznego terminami naukowymi.

W każdym z tekstów wprowadzających i w niektórych ćwiczeniach wyodrębniono terminy mające kluczowe znaczenie dla danej problematyki pedagogicznej.

W książce stosowane są zasady ortografii brytyjskiej (British English). Korzystanie z niej wymaga opanowania kursu General English przynajmniej na poziomie średnio zaawansowanym.



Nagrania mp3 wybranych tekstów z książki  
są dostępne **GRATIS** na stronie internetowej wydawnictwa.

