



Introduction

How do you spell your name?

A a [ei]

B b [bi:]

C c [si:]

D d [di:]

E e [i:]

F f [ef]

G g [dʒi:]

H h [eitʃ]

I i [ai]

J j [dʒei]

K k [kei]

L l [el]

M m [em]

N n [en]

O o [əu]

P p [pi:]

Q q [kju:]

R r [a:]

S s [es]

T t [ti:]

U u [ju:]

V v [vi:]

W w ['dʌblju:]

X x [eks]

Y y [wai]

Z z [zed]

Phonetic symbols

used in the dictionary

Consonants

p	pen	/pen/	s	so	/səʊ/
b	bad	/bæd/	z	zoo	/zu:/
t	tea	/ti:/	ʃ	shoe	/ʃu:/
d	did	/dɪd/	ʒ	vision	/'vɪʒn/
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	/fɔ:l/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

Vowels and diphthongs

i:	see	/si:/	ʌ	cup	/kʌp/
i	happy	/'hæpi/	ɜ:	bird	/bɜ:d/
ɪ	sit	/sɪt/	ə	about	/ə'baʊt/
e	ten	/ten/	eɪ	say	/seɪ/
æ	cat	/kæt/	əʊ	go	/gəʊ/
ɑ:	father	/'fɑ:ðə(r)/	aɪ	five	/faɪv/
ɒ	got	/gɒt/	aʊ	now	/naʊ/
ɔ:	saw	/sɔ:/	ɔɪ	boy	/bɔɪ/
ʊ	put	/pʊt/	ɪə	near	/niə(r)/
u	actual	/'æktʃuəl/	eə	hair	/heə(r)/
u:	too	/tu:/	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.

Types of syllables

Общая таблица.

	1й тип слога (открытый, алфавитный)	2й тип слога (закрытый)	3й тип слога	4й тип слога
A	[ei] Mate, fate, name, frame.	[ʔ] Mat, back, sack, snap.	[a:] Car, star, bar, nar.	[ɛə] Hare, mare, fare, care.
E	[i:] he, me	[e] Wet, hen, zest.	[ə:] Boner, meter.	[iə] Here, mere,
I	[ai] File, vine, size, mice.	[i] Pit, hint, flip, did.	[ə:] Stir, skirt.	[aiə] Wire, fire,.
O	[ou] Hoe, vote, go, tone.	[ɔ] Mop, slop, top.	[ɔ:] Nor, for, form.	[ɔ:] Store, more, snore.
U	[ju:] Blue, glue, clue, duke.	[ʌ] Dull, skull, null, up.	[ə:] Shur, blur, fur, turn.	[juə] Cure, manure.
Y	[ai] Byte, sky,	[i] Myth, mystic,	[ə:] Myrtle,	[aiə] Byre, tyre.

Pronouns - Местоимения

- I – my Я – мой
- You – your Ты, вы, Вы – твой, ваш, Ваш
- He – his Он – его
- She – her Она – ее
- It - its Оно, это –его, ее
- We - our Мы – наш
- They – their Они - их

Nice to meet you!

- Hello/Hi! Goodbye! Bye! See you!
- What is your name/surname? My name is ...
- How old are you? I'm nineteen/twenty...
- Where are you from? I'm from Kazakhstan.
- What do you do? I'm a student/teacher.
- I'm an artist.
- How are you?
- I'm fine/OK/bad.
- Have a nice day!
- Thank you! You're welcome.
- Nice to meet you. Nice to meet you too.

Introduction

- Hello. What's your name?
 - Tom.
 - Are you Tom Banks?
 - No, I'm not. I'm Tom King.
 - You're in room 2.
 - Sorry?
 - You are in room 2.
 - OK. Thank you.
- Excuse me.
 - Hello. Are you Tom?
 - Yes. Nice to meet you.
 - Nice to meet you.
 - Am I late?
 - Yes, you are.
 - Sorry!

Colours

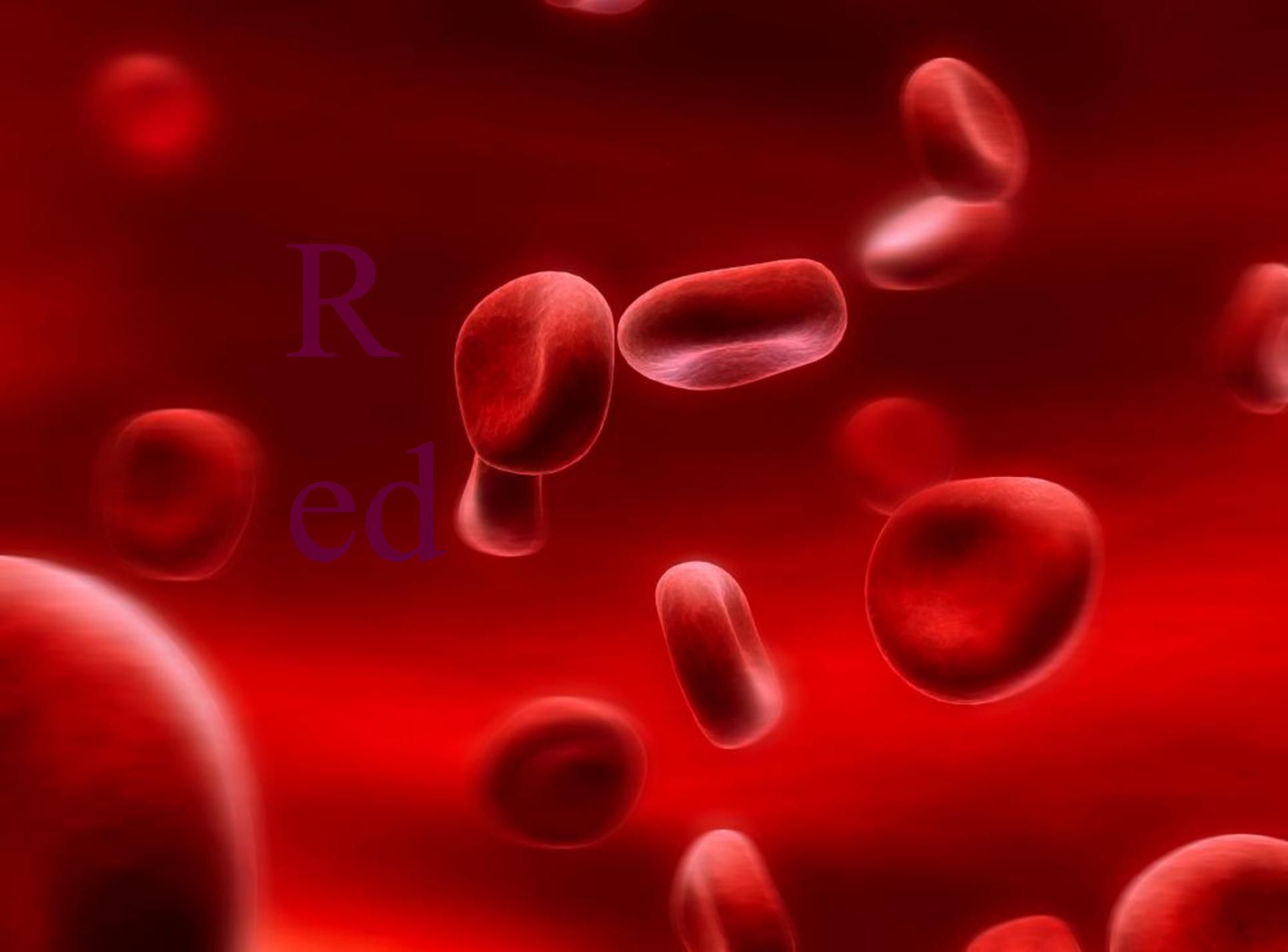
- What is your **favorite colour**?
- My favourite colour **is blue**.
- My favourite colours **are red and pink**.



GREEN

BLUE

R
ed



Pink





Yellow

A close-up, high-angle shot of a large pile of ripe, bright orange oranges. The oranges are tightly packed, filling the entire frame. The lighting is bright, highlighting the textured, bumpy surface of the fruit. The color is a vibrant, warm orange. In the center of the image, the word "Orange" is written in a large, elegant, red serif font.

Orange

A photograph of a sunset over the ocean. The sun is low on the horizon, creating a bright orange and yellow glow that reflects on the water. The sky is filled with dark, dramatic clouds. The word "Purple" is written in a large, white, serif font in the upper right quadrant of the image.

Purple

Violet



Black



White



A close-up, top-down view of a large quantity of dark brown, roasted coffee beans. The beans are densely packed and fill the entire frame, creating a rich, textured background. The lighting highlights the glossy surface of the beans and the characteristic crease on each side.

Brown

G
re
y



Look at the chart and say the COLOUR not the word

YELLOW	BLUE	ORANGE
BLACK	RED	GREEN
PURPLE	YELLOW	RED
ORANGE	GREEN	BLACK
BLUE	RED	PURPLE
GREEN	BLUE	ORANGE

Left – Right Conflict

Your right brain tries to say the colour but your left brain insists on reading the word.

I Like/Love/Don't like/+V-ing

What do you like doing?

- I like **reading/dancing/dreaming/ surfing the Internet.**

What don't you like doing?

- I don't like **cleaning the house/washing the dishes.**
- I love **going out/chatting** with my friends.
- I hate **dancing/knitting.**
- Do you like watching movies? + Yes, I do.
- No, I don't.

Yes or No?

- Hello / Hi
- Goodbye
- Thank you
- Please
- I'm sorry/ Forgive me
- Excuse me
- Always
- No
- Yes

Can you read?

- [ˈsaɪkl]
- [ˈsei]
- [teɪk]
- [baɪt]
- [pəʊl]
- [deɪ]
- [flu:t]
- [nju:]
- [ˈpi:tə]
- [ˈbi:və]
- [dʒɪm]
- [gʊɡl]
- [gɜ:l]
- [nɜ:s]
- [ˈɑ:tɪst]
- [ˈməʊdəl]
- [pəˈli:s]
- [tiˈtʃə]
- [ˈri:də]
- [peɪnt]
- [pleɪ]
- [ˈæθlɪt]
- [bæt]
- [kʊk]
- [ˈpaɪlət]
- [steɪk]
- [smaɪl]
- [weɪtə]
- [ˈæktrɪs]

+ To be

Singular

- I **am** a student (I'm) / I **am** happy
- You **are** a doctor (You're) / You **are** sad
- He **is** a dentist (He's) / He **is** hot
- She **is** an actress (She's) She **is** clever
- It **is** a dog (It's) / It **is** brown

+ To be

Plural

- We **are** teachers (we're)/ We **are** hungry
- You **are** cooks (you're) / You **are** thirsty
- They **are** pilots (they're)
/ They **are** cold

?

-

- **Am** I sad?
- **Is** he a magician?
- **Are** you a singer?
- **Are** we nurses?
- **Is** it a cat?
- **Are** they clever?

- **I am not (I'm not)** sad.
- **He is not (isn't)** a magician.
- **You are not (aren't)** a singer.
- **It is not (isn't)** a cat.
- **They are not (aren't)** clever.

Numbers

- 56
 - 759
 - 2456
 - 31900
 - 104227
 - 8923458
 - 34271891
- What is your telephone number?
 - My telephone number is 87772345678
(eight-seven-seven-seven-...)

- $23+57=80$

twenty plus fifty seven is eighty

1. $79+11=$

2. $142-32=$

3. $567+33=$

4. $111-87=$

5. $1567-876=$

6. $25890+110=$

7. $3489660-1824560=$

Plural

1 variant

1. Book
2. Memory
3. Dance
4. Dress
5. Hero
6. Wolf
7. Boy
8. Man
9. Child
10. Tooth
11. News
12. Progress
13. Toy

2 variant

1. Girl
2. Woman
3. Dog
4. Cat
5. Watch
6. Lady
7. Day
8. Monkey
9. Loaf
10. Dream
11. Goose
12. Mouse
13. Ox

Possessive case

Singular

- Boy's toy
- Woman's bag
- Cat's tail
- Tom's car
- Adam's wife
- Jane's eyes

Plural

- Boys' toys
- Cats' eyes
- The Potters' house
- Women's bags
- Children's toys
- Mice's tails

Professional foreign language

- Professional foreign language as an educational discipline.
- Special terminology.
- Scientific style.

Key words

- profession
- term
- language
- style
- science
- training
- development
- mental functions (perception, memory, thinking, volition, emotion)
- cognition
- knowledge
- research
- abstract
- article
- journal

Key questions

- What does mean “professional language”?
- What is term? What kinds of terms do students use in their profession?
- What are ways of word-formation?
- What is a style? What styles do you know?
- What is science? What are basic elements of scientific method?
- What features of scientific style?

- **Recommendations:**

- First students work with *Glossary* and find the meaning of necessary key words.
- Make up a list of special terms you use in their profession and learn them.
- Study ways of word formation and complete practical exercises.
- Reading the text about scientific style. (Text #1)
- Analyze the abstract of the article as an example. (Text #2)

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- **Grammar**

- 1. Review of noun categories: plural forms, article, possessive case, singular and plural forms.
- 2. Verb to be in Present, Past and Future Tenses.
- 3. Personal and possessive pronouns.
- 4. Word-formation rules.

What is science?

Science is “knowledge attained through study or practice” or “knowledge covering general truths of the operation of general laws, esp. as obtained and tested through scientific method and concerned with the physical world”. (English Comprehensive Dictionary)

Scientific Method Basic Elements: Formulation of a question, Hypothesis, Prediction, Testing, Analysis

- **DNA example**
- The basic elements of the scientific method are illustrated by the following example from the discovery of the structure of **DNA (Deoxyribonucleic acid)**:
- **Question:** How genetic information **was stored** in DNA?
- **Hypothesis:** *Linus Pauling, Francis Crick and James D. Watson hypothesized* that DNA had a **helical structure**.
- **Prediction:** If DNA had a helical structure, its **X-ray diffraction pattern** would be **X-shaped**.
- **Experiment:** Rosalind Franklin crystallized pure DNA and performed X-ray diffraction to produce photo 51. The results showed an X-shape.
- **Analysis:** When Watson saw the detailed diffraction pattern, he immediately recognized it as a **helix**.

Disability as a risk factor? Development of psychopathology in children with disabilities

Abstract

Empirical research has established that **children with disabilities** are more likely to **develop** psychopathology than **children without disabilities**. But too little is known about the association between disability and **psychopathology**. The aim of this article is to discuss developmental psychopathological models that conceptualise the connection between **childhood** disability and psychopathology. Empirical studies of psychopathology among children with a **congenital hearing impairment** and children with **cerebral palsy** will be reviewed, representing in-depth examples of association between disability and psychopathology. Both a congenital hearing impairment and cerebral palsy were found to be dominating risk factors for all types of psychopathology, but no relationship was identified between **degree of disability** and risk of psychopathology. The higher risk cannot be explained by **biological impairments** alone. To explain the contradictory findings, **developmental models** of disability and psychopathology are applied. Within a multifactorial developmental psychopathological perspective and a dialectical model of disability (Vygotsky, 1993), it is suggested that disability can be understood as an **incongruence** between the individual development of the child and demands and expectations in the specific relations and institutions in which the child participates. This incongruence creates and strengthens negative factors for the child with disability and results in a higher risk of psychopathology.

- **Keywords:** Cerebral palsy; Deafness; Developmental psychopathology; Disability; Hearing impairment; Vygotsky's defectology;
- **Development Key Words:** hearing-impaired children; cerebral-palsy; psychiatric disorder; mental health; physical-disabilities; behavior problems; prevalence; deaf; hemiplegia; individuals
- **Research Areas:** Education & Educational Research; Rehabilitation
- **Language:** English

Questions

- **Task:**

Answer the questions:

- 1) What is this article about? It is about ...
- 2) What special terms are in the abstract? Give the translation of them.

Find highlighted words and explain their meanings.

- **Complete sentences with the words:**

- a) Both a congenital hearing impairment and cerebral palsy were found to be dominating risk factors for all types of 1 _____, but no relationship was identified between degree of 2 _____ and risk of 3 _____.
- b) Disability can be understood as an incongruence between the individual development of the child and demands and expectations in the specific relations and institutions in which the child participates
- c) Empirical 4 _____ has established that 5 _____ are more likely to develop psychopathology than 6 _____.