

REFLECT ON YOUR OWN PRACTICE

- ◆ Remember that the child is always far more important than any condition or syndrome. Make sure that your language reflects this.
- ◆ Avoid drawing attention to a child's disability, difference or condition needlessly.
- ◆ Ask the child or their parents about their preferences in terms of language.
- ◆ Contact support groups or voluntary organisations if you are unsure about the correct language.

CASE STUDY

Geraldine works in a primary school as a classroom assistant. When asked in the supermarket about her job, she says 'Well, I look after one child who suffers from cystic fibrosis, and in the afternoons I help two dyslexic children'.

- 1 Why does this type of remark encourage stereotyping of children?
- 2 Work out what Geraldine might say instead.

Attitudes and stereotypes

The way we think about disability affects the care and education of people with disabilities. This is why it is important to examine the stereotypes and attitudes that are common in society. A good starting point is to understand that discrimination against people with disabilities is not new, but centuries old. In the past, babies with disabilities were left to die, physical differences were mocked and later institutions were built to house the 'defective'. Disability was seen as a 'curse' bringing shame and stigma upon the child and his or her family. Attitudes towards disability were probably founded on ignorance, poverty and religious bigotry. Today, we are faced with the remnants of those attitudes but we no longer have the excuse of ignorance and poverty as we are a relatively well-educated and prosperous society.

"One of the things I really hate is when people come up to me and say that I must be a wonderful person to have been chosen by God to suffer in this way."

Sophie's mum

Stereotypes

Stereotypes are the images that we hold of groups of people. They tend to reflect society's prejudices and lack of knowledge. They are unhelpful because they lead people to assume that they 'know' about a person who is part of a stereotyped group. These assumptions can prevent us from considering each person as an individual. The controversy surrounding definitions relates to the way that this can reinforce stereotypes.

Stereotypes of disabled people /

There are many stereotypes of disabled people, most of which are propagated by the media. It is worth being aware of current stereotypes as there is a danger that they might unwittingly influence our own approach towards children.



Common stereotypes of disabled people.

Disabled people are helpless and dependent /

This stereotype tends to mean that disabled people are to be pitied and are seen as needing others. Traditionally, this stereotype was used by charities in order to raise funds. This stereotype also produces the expectation that disabled people should be grateful.

Disabled people are heroic and brave /

This stereotype puts a lot of pressure on disabled people to be cheerful, accepting and ready to 'make the most of their condition'. It is propagated by media stories of disabled people who 'despite the odds' have achieved in some way. This stereotype does not allow for people to have complex emotions and sees disabled people as being different rather than ordinary.

Disabled people are to be feared /

Stories about innocent people who have been attacked, and novels and films such as the Hunchback of Notre Dame have produced this outdated stereotype. In the past it largely contributed to the setting up of 'mental hospitals' and the out-casting of disabled people.

Disabled people cannot have a fulfilling life /

This stereotype promotes the assumption that disabled people cannot have 'quality of life'. It assumes that disabled people will not be able to have a family, get a job or take on responsibility. The focus remains continually on the person's impairment rather than on the person themselves.

In a survey conducted by the Leonard Cheshire Foundation, nearly one-third of people questioned thought that wheelchair users were 'less intelligent'; and 44 per cent of opinion leaders thought that using a wheelchair would present a major obstacle to gaining employment.

*Scope: An Introduction to Disability Issues
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Grammar: continuous verb forms

General

- 5** Underline the most suitable form of the verb in the text below.

J12 Meeting Opens Tomorrow in Kanalgirie

- 1 Over the last few hours, hundreds of delegates from all over the world (1) *are arriving* / *arrived* / *have been arriving* for the J12
- 5 meeting of leading industrialised nations, which this year (2) *had been taking place* / *is taking place* / *took place* in the quiet Canadian mountain resort of Kanalgirie. The
- 10 Canadian President, Bernard Leroy, (3) *has been delivering* / *has delivered* / *will be delivering* the opening address when the Conference opens tomorrow
- 15 morning. The Canadian police, who (4) *are preparing* / *have been preparing* / *prepared* for the event since late last year, (5) *are taking* / *take* / *took* huge precautions to
- 20 avoid the violence which (6) *has been marking* / *marked* / *was marking* last year's summit in Berlin. They (7) *have thrown* / *have been throwing* / *throw* an
- 25 18km security cordon around the area, and last night they (8) *are not allowing* / *have not been allowing* / *were not allowing* anyone to pass through –
- 30 including journalists who usually (9) *are having* / *have* / *were having* full access to the delegates. From tomorrow, police (10) *have*



- also been blocking* / *were also blocking* / *will also be blocking* all mobile phone signals – to prevent bombs being triggered by remote control, a police spokesman
- (11) *has said* / *said* / *was saying* last night.
- 'The politicians here seem (12) *to be isolating* / *to isolate* / *to have been isolating* themselves from the free press,' said one journalist.
- 45 'There's no doubt that governments (13) *are becoming* / *become* / *were becoming* more and more security conscious and less and less concerned with personal
- 50 freedom. (14) *It gets* / *It's getting* / *It will be getting* harder and harder for us to gain access to the people who, over the next few days,
- (15) *are making* / *have been making* / *will be making* decisions which will affect all our lives ... and that's something that should concern us all.'

Special uses of continuous forms

- 6** Complete the sentences with the correct form of the verb in brackets.

- a 'Have you got any plans for the summer?'
'Yes, *we're spending*
(we / spend) a couple of weeks at my uncle's house in the mountains.'
- b Shall we ring your parents to say why we're late? They must
(get) worried.
- c How can we decide on where to spend our holiday if
(you / constantly / change) your mind?
- d Are you going home already?
(I / hope) you'd give me a hand with the washing-up.
- e Stuart
(forever / devise) ridiculous schemes which he thinks will attract more business.
- f Let's call Patrick. He might
(know) the answer.
- g This isn't really a good time to phone him. He might
(work) on his assignment.
- h I find it very annoying that you
(always / compare) my cooking to your mother's.
- i 'Excuse me ... my friend and I
(wonder) if you'd mind having your photograph taken with us.'
- j You really must
(make) more of an effort to make friends.

Verbs which change meaning in continuous and simple forms

7 Choose the best form of the verb in brackets to complete the sentences.

- a I *expect* (expect / have expected / am expecting / was expecting) you're wondering why I asked you all here today. Well, let me explain ...
- b 'Is something the matter? You look worried.'
'No, I (think / thought / have thought / 'm thinking) about how to tell my parents the bad news, that's all.'
- c From the shopkeeper's puzzled expression, I could see that James (has / had / was having / is having) a lot of difficulty making himself understood.
- d We (admire / have admired / are admiring / were admiring) the painting on the staircase as we came up. Is it a portrait of your grandfather?
- e Look at that! I haven't worn these jeans for nearly eight years and they (still fit / still fitted / are still fitting / were still fitting) perfectly!
- f There (appeared / appears / is appearing / was appearing) to have been a mistake in processing your order, Mr Phillips. We do apologise.
- g I (see / saw / 'm seeing / was seeing) the chief executive this afternoon – is there anything you want me to say to her?
- h Of all the players you have played against, who is the one you (admire / are admiring / were admiring / have been admiring) the most?
- i As you can see, I (weigh / have been weighing / 'm weighing / was weighing) the flour on my kitchen scales as it's very important to have exactly the right quantity ... there we are, 100g exactly.
- j I'm sorry, but I (don't see / am not seeing / wasn't seeing) how we can get all this work done by next Tuesday.
- k An adult goliath beetle (is weighing / weighs / was weighing / weighed) 70–100g – the same as an apple!
- l I don't know why everyone (is / was / is being / was being) so irritable today. They're not normally like this.
- m When (are you thinking / do you think / have you been thinking / were you thinking) you'll be able to get the work finished?
- n The good news is that Pamela (expects / has expected / is expecting / will be

Patterns to notice

Introducing points in an argument

8 a) Read the text below about global tourism.



Global Tourism

- 1 Tourism is the world's biggest industry. In 1995 there were 567 million tourists worldwide; this number is expected to rise to 937 million by 2010. With improved transport,
- 5 cheaper flights and increased leisure time, many of the countries of the developing world are rapidly becoming tourist meccas. Since the 1960s, mass tourism has become increasingly specialised, encompassing
- 10 sporting and adventure holidays as well as ecological tours. Although the tourist industry employs 127 million people worldwide, the benefits of tourism are not always felt at a local level, where jobs are often low paid
- 15 and menial. Unregulated growth of tourism is causing both environmental and social damage.

b) Using the information in the text and / or your own ideas, complete the sentences below.

- 1 The main consideration is *whether the growth of tourism actually helps people.*
- 2 One point to consider about the tourism industry is
- 3 The most important disadvantage of increasing tourism is
- 4 Another disadvantage is
- 5 A further drawback is
- 6 The main problem is
- 7 A further concern is
- 8 One explanation for the growth in tourism is

Hello students,

Today we will continue with discussion about our main topic (disability), also we will talk about stereotypes and attitudes.

Later we`ll do some grammar exercises and reading.

For any unknown words or difficulties, please contact me via email or instagram.