

Good day students,

Today we will continue reading texts about inclusive teaching. Pay attention to any unknown word or phrase.

Later, we will do some grammar exercises.

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
(reproduced with kind permission)*

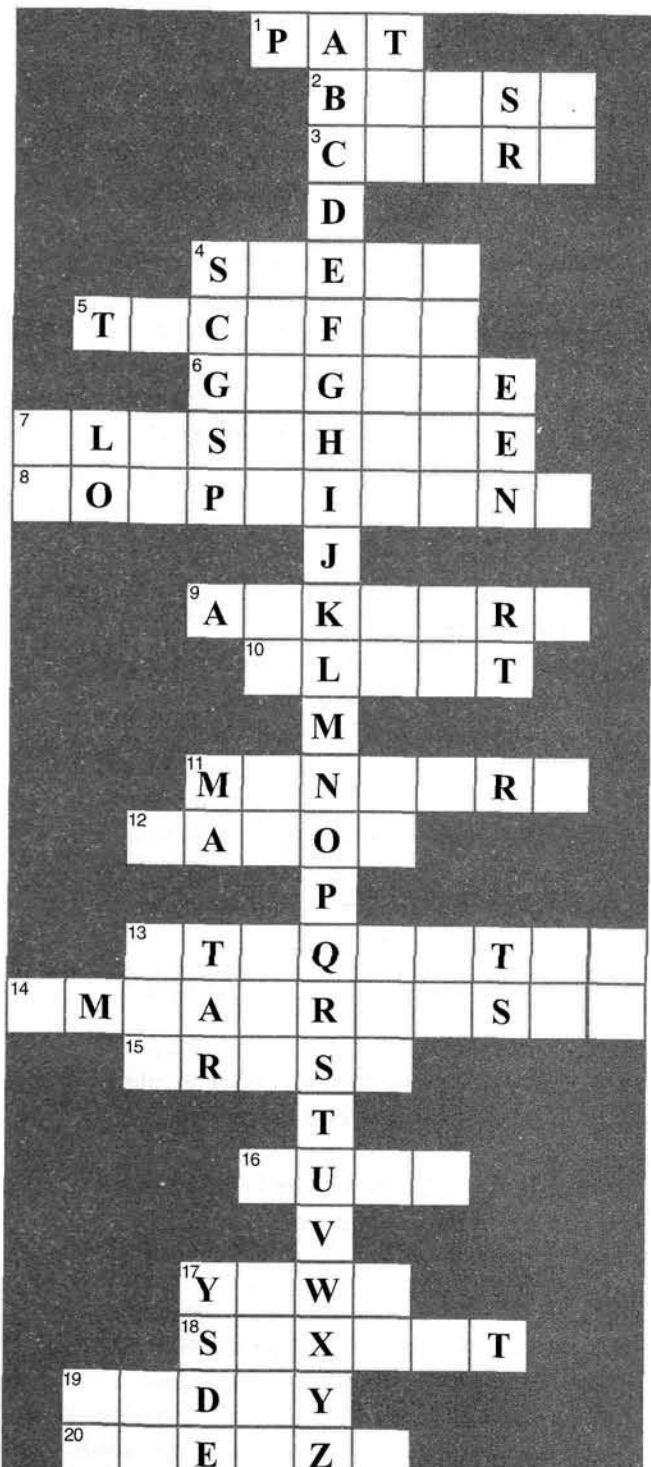
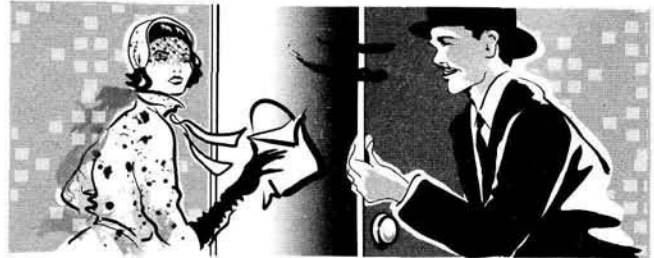
module 3

Vocabulary

The right way to behave

1 Use the clues to complete the puzzle. The number of letters and part of speech are given in brackets.

- 1 To touch someone lightly (e.g. on the back) with the palm of your hand. (3, verb)
- 2 To go red in the face, often because you're embarrassed. (5, verb)
- 3 A quality that makes people like you and feel attracted to you. (5, noun)
- 4 To use offensive words, e.g. when you are angry. (5, verb)
- 5 A way of saying things so that people are not hurt or offended. (7, adjective)
- 6 A quiet laugh, like a child's, often out of nerves or embarrassment. (6, verb / noun)
- 7 To use religious or holy words in a way that offends people's religious beliefs. (9, verb)
- 8 A remark that tells someone they have done well or look nice. (10, noun)
- 9 Difficult, embarrassing or inconvenient. (7, adjective)
- 10 Honest, even if this means upsetting people. The opposite of *sharp*. (5, adjective)
- 11 Ways of behaving in a social situation. They can be good or bad. (7, noun)
- 12 Something that cannot be mentioned or discussed. (5, noun / adjective)
- 13 The formal rules for polite behaviour in a particular situation. (9, noun)
- 14 Feeling ashamed, nervous and uncomfortable. (11, adjective)
- 15 Showing no awareness of other people's feelings. (5, adjective)
- 16 Not polite. Likely to offend people. (4, adjective)
- 17 To open your mouth wide because you are tired or bored. (4, verb / noun)
- 18 Discriminating against one sex in favour of the other. (6, adjective)
- 19 A colloquial word meaning unreliable or untrustworthy. (5, adjective)
- 20 Expect people to say *Bless You!* or *Gesundheit!* when you do this. (6, verb / noun)



Word building

4 Complete the sentences on the right by changing the word in capitals to the correct form (noun, adjective, etc.). If necessary, use a good monolingual dictionary (e.g. *The Longman Dictionary of Contemporary English*) to help you.

Before you write your answer, check the following points.

- Think about what kind of word is required (noun, adjective, etc.) e.g. *tradition* (noun) → *traditional* (adjective).
- In many cases, there may be more than one noun / adjective, etc. Check the dictionary definition to make sure you get the right one. (e.g. *immigrant* / *immigration*).
- Think about whether you need to add a prefix (e.g. *un-*, *over-*, *under-*).

Grammar: modals

Mixed modals

5 Which of the phrases in the box below could replace the phrases in bold in the text without changing the meaning?

am unable to am unwilling to
are sometimes will possibly
was unable to perhaps went
perhaps you are is it OK to
refuses to
is not the correct thing to
I'm absolutely sure you are
are able to it's advisable to
I feel it is necessary to
It would've been a good idea for
you to have
Is it possible for you to

Modern Manners

Once upon a time it was considered

(1) *gentlemanly* for men to open doors for women – but nowadays there's a danger that the gesture might actually be (2) Is it (3) to suggest that a woman is incapable of opening the door for herself?

GENTLEMAN

INTERPRET

ACCEPT

For many Asian people, blowing your nose in public is seen not only as (4) – just think of all those germs flying into the air – but as something which is actually (5) : so if in doubt ... sniff!

HYGIENE

OFFEND

Is it OK for teachers to wear jeans and a T-shirt to class? Teachers who want to create the (6) that they are relaxed and approachable might think so, but some students do consider it (7) to come to class casually dressed, and such a casual attitude might even be seen as (8) to those students who expect their teachers to dress smartly.

IMPRESS

PROFESSION

RESPECT

Neither a Borrower nor a Lender be

- 1 Borrowing and lending money is a sticky subject. Where large sums of money are concerned, (1) **you should** always try to be businesslike about it, but (2) **I must** warn you that such transactions (3) **can be** absolutely fatal to friendships. Always consider the worst scenario, 'What if I (4) **can't** pay her back? What if she (5) **won't** repay me?' If you (6) **can**, borrow from a bank. It's much less embarrassing, even though it (7) **might** cost you a bit more. With smaller sums, (8) **you may be** one of those people who is vague about these things ... In fact, with the advent of automatic cash machines this really (9) **shouldn't** happen. Only a few years ago, if you'd missed the bank 10 by 3.30 on a Friday a typical conversation (10) **might've gone** something like this:
- 'My dear, dear friend (11), **may I** ask you an enormous favour?'
'Of course ... anything.'
'(12) **Would you** be so kind as to lend me £20 ... just till Monday?'
15 '£20?! No I certainly (13) **will not!** (14) **You must be** out of your mind. Are you telling me you're broke again?'
'No, it's just that I got to the bank late and so I (15) **couldn't** get any money out.'
'Well, (16) **you should've** got there earlier. Serves you right.'
20 Better to avoid such embarrassment, eh?

Semi-modals

6 Rewrite the following sentences using the appropriate form of *ought to*, *need to* or *have to*.

- The restaurant accepted euros, so it wasn't necessary to change our money.
The restaurant accepted euros, so we didn't have to change our money.
- It would've been a good idea for us to check the train times before we set out.
.....
- It's not necessary to book tickets in advance: you can just turn up on the day.
.....
- It was unnecessary for you to take so much trouble ... but thanks anyway!
.....
- Was it necessary for you to pay for the whole week, or can we pay day-by-day?
.....
- Your suit should be cleaned as soon as possible.
.....
- It wasn't necessary to pay for our meals. They were included in the price of the holiday.
.....
- It would be a good idea for you to buy some mosquito repellent for your holiday
.....
- Do you think it's advisable for us to take some food for the journey?
.....
- It's not necessary to get a visa if you're only staying for a week.
.....

7 Complete the sentences with an appropriate form of the verb *dare*.


- Martin *daren't* tell Lizzie that he's desperately in love with her in case she laughs in his face.
- Because we were all so afraid of her, we tell Suzanna that she'd made a mistake.
- Don't threaten me again! I'll call the police!
- I tell Lucy what's really happened to her pet goldfish – she'd be terribly upset.
- How suggest that I lied to your parents!
- It's his first holiday abroad, but I say he's old enough to look after himself.

Pronunciation

Rhyming sounds

8 a) Circle the two words that rhyme with the modal verb in bold.

- | | | | | | |
|---|--------------|--------|----------|-------|----------------|
| 1 | might | bite | straight | white | wait |
| 2 | could | cold | ruled | wood | stood |
| 3 | need | we'd | lid | beard | read (present) |
| 4 | dare | far | their | wear | here |
| 5 | ought | caught | note | sort | out |
| 6 | can't | ant | aren't | want | aunt |

b)  [3.1] Listen and check. Practise saying the rhyming words, copying the voices on the recordings.

Patterns to notice

Abstract nouns followed by relative clauses

9 Complete the sentences with *why*, *where* or *which*.

- Nobody really knows the reason *why* Teresa decided to cancel the wedding.
- Recently, there have been a number of cases our security measures have proved ineffective.
- The 1990s was a period in being computer-literate became more and more important in the job market.
- I absolutely loved the film *Angry Sky*. The part the hero returns home had me in floods of tears!
- I am not at all satisfied about the way in our complaint was dealt with.
- I really can't see children shouldn't be allowed in the garden.
- It was one of those situations nobody can really be blamed.
- Nobody can be completely sure about the extent to people are influenced by what they read in the newspapers.
- Things with our neighbours have got so bad, we've reached the point we've thought about moving house.