

## SEMINAR 4 SPORT AND THE DISABLED

Before you read, discuss in groups of 3-4 the following questions:

1. Do you know any people with disabilities? Which problems may they encounter in the Czech Republic?
2. Below are listed the top rated problems the disabled have to face according to a US survey. Try to find a solution for some of them. Compare your suggestions with others.



1. *Stereotyped Attitudes about PWD<sup>1</sup>s*
  2. *Discrimination*
  3. *Being Patronized<sup>2</sup>*
  4. *Social Ostracization<sup>3</sup>*
  5. *Ignorance*
  6. *Bigotry<sup>4</sup>*
  7. *Accessibility<sup>5</sup>*
  8. *Teasing<sup>6</sup> and Bullying<sup>7</sup> (Peer Abuse<sup>8</sup>)*
  9. *Unemployment (There is 60% to 70% unemployment in the PWD Community.)*
  10. *Handicapped Parking Spaces being illegally taken by Non-PWDs (Outsiders).*
3. What is the current Czech policy on education of children with disabilities?
  4. What do you know about the Paralympic Games?

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1 PWD - Person With Disabilities  
2 patronize - chovat se blahosklonně/povýšeně  
3 ostracization - vyloučení ze společnosti  
4 bigotry - úzkoprsost  
5 accessibility - dostupnost  
6 teasing - posmívání  
7 bullying - šikana  
8 peer abuse - zneužívání vrstevníky

## READING

### Education of Students with Physical Disabilities

I. In the field of special education, physical disabilities refer to a wide variety of conditions that may **interfere** with a child's ability to perform everyday activities. Such conditions include problems with muscles, such as muscular dystrophy; problems involving the central nervous system, such as cerebral palsy; problems with the structure of the skeleton, such as spina bifida or missing limbs; and health problems, such as cystic fibrosis and heart disorders. For some children, physical disabilities are simply structural or health problems that do not require special **educational facilities** or services. For other children, however, the physical disabilities may interfere with their ability to walk, write, speak, or take care of their personal needs. Still others may be able to do all of these things but may not be able to accomplish one or more of them easily, or they may need more time or special assistance for certain school activities.

II. Some special **residential** schools for students with physical disabilities were developed in Europe and the United States in the 19th century, but most of these schools had closed by the 1970s. At that time, many children with physical disabilities in the United States attended classes at special education centers in their community school system. These schools were specially designed to **eliminate** stairs, narrow doorways, and other barriers to students in wheelchairs, and to provide a concentration of specialists in one building. Today, however, a higher number of conventional school buildings are designed to be "barrier-free." Many students with physical disabilities attend their regular neighborhood schools where they receive the same social and academic benefits as students without disabilities. Specialists travel to those schools to provide whatever special services and equipment the students may need.

III. Most adaptive aids for students with physical disabilities are custom-designed to fit their physical size, abilities, and needs. The aids many children use are not very noticeable or unusual, such as pencils with specially designed handles for children with **impaired** motor skills. Other children, however, may need elaborate aids to perform any activity. These include aids to allow for greater mobility, such as electric or manually operated wheelchairs or crutches; seats specially designed to facilitate movement and posture; adaptive aids for turning pages, eating; and communication aids. Aids to assist in communication include materials and equipment ranging from simple books of pictures to **sophisticated** computer-based devices. The children use this equipment to interact with others in ways that take advantage of their individual abilities.

IV. While many students with physical disabilities have the same ability to learn as other students, some of them also have learning **disorders**, mental retardation, or other conditions that require special services. In these cases, specialists work together with the child's family to design a program for the child's unique situation. Often, education for children with such multiple disabilities **emphasizes** the development of language and communication, and personal, social, and **vocational** skills, rather than academic learning.

**Task 1** Scan the text and think of a title for each paragraph.

**Task 2** Guess the meanings of the words in bold from the context.

**Task 3** Match the below words under the corresponding column.

*muscular dystrophy    learning disorders    cerebral palsy    obsessive-compulsive disorder*  
*autism    spina bifida    missing limbs    cystic fibrosis    anorexia nervosa    heart disorder*

PHYSICAL DISORDERS	MENTAL DISORDERS

## COLLOCATIONS

**Task 4** Match the beginning of each sentence on the left with its ending on the right.

- |   |   |
|---|---|
| 1. Health problems can seriously interfere          | a, successfully accomplished.   |
| 2. A rather difficult task has been                 | b, of their individual abilities.   |
| 3. Schools facilities were designed to meet         | c, with a student's work.   |
| 4. School programs for disabled students range      | d, for providing service and equipment.   |
| 5. Children use special aids to take full advantage | e, special requirements of children   |
| 6. Specialists are responsible                      | f, from a modified program in regular classes to placement in a special school. |

## ACADEMIC WRITING I.

Here are some useful collocations used in academic writing:

- |                                 |  |
|---------------------------------|--|
| Give an account of              | Support evidence                         |
| Defend strenuously              | Play a part in                           |
| Set out powerful arguments      | Propose a theory, /put forward a theory/ |
| Play a central role             | Acknowledge the sources                  |
| Challenge a theory              | Key factors                              |
| Go into detail                  | Perfect example                          |
| Make a significant contribution | Clear illustration                       |
| Provide evidence                | Powerful/mighty arguments                |
| Support a claim                 | Strong tendency                          |
| Establish a connection          | Make reference to                        |
| Carry out a study/research      | Raise questions                          |
| Gather evidence                 | Lay emphasis on                          |

Take into consideration  
 Draw attention to  
 Make a comparison  
 Touch on an issue

Draw a conclusion  
 Disagree profoundly  
 Fall into several categories

**Task 5** Match the parts of collocations on the left (column A) with their endings on the right (column B):

A	B
Set out	several categories
Establish	a connection
Carry out	questions
Acknowledge	the sources
Raise	consideration
Fall into	powerful arguments
Take into	a study /research

**Task 6** Find expressions going together with the following words:

<i>make</i>	<i>draw</i>	<i>play</i>	<i>theory</i>
.....the best of.....	.....a picture.....	....the piano.....	to form a theory
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

**Task 7** Choose the correct collocation:

1. His paper makes a **significant/ phenomenal** contribution to the field.
2. He **sets /puts** out some **hard/powerful** arguments.
3. She defends **faithfully/strenuously** her theory.
4. The Prime Minister played a **centralized/central** role in the political crisis in 1811.
5. The author goes into **strong/great** detail to support her argument.
6. In her latest book she gives an **account/report** of Karl Marx’s philosophy and **yields/provides** evidence to **facilitate/support** the claim that Garпов seriously misinterpreted Marx.
7. He **draws/pulls** attention to new research.
8. The book **raises/rises** some key questions.

## **Bibliography and Works Cited – Home study**

Both Bibliography and Works Cited refer to a list of all the materials consulted during research, written assignments, and other academic texts (referred to directly or indirectly in the text) written at the end of the work. Such lists are organised alphabetically and must be complete, accurate, and consistent in the use of one style. The two prominent styles are APA (American Psychological Association) and MLA (Modern Languages Association). APA is more commonly used in Social Sciences and uses the term Bibliograph, while MLA is used in the Arts, and uses the term Works Cited. They both contain essentially the same information, though the order in which this information appears differs slightly. Below you will find several examples of each style. Note that the punctuation in each style is very important.

### **Citing Books**

- MLA  
Last name, First name. Title of the Book Used. Place of publication: Publisher, Year.  
Sicher, Efraim. Style and Structure in the Prose of Isaak Babel. Columbus, OH: Slavica Publishers Inc., 1986.
- APA  
Last name, Initial. (Year). *Title of the book used*. Place of publication: Publisher.  
Sicher, E. (1986). *Style and structure in the prose of Isaak Babel*. Columbus, OH: Slavica Publishers Inc.

\*N.B.\* Notice that in MLA, the capitalization of the original book title remains the same, while in APA only the first word of the title and proper nouns are capitalized.

### **Citing An Essay or Chapter in a Collection or Anthology**

- MLA  
Last name, First name. "Title of Essay." Title of Collection. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Pages.  
Luplow, Carol. "Paradox and the Search for Value in Babel's Red Cavalry." Red Cavalry: A Critical Companion. Ed. Charles Rougle. Evanston, IL: Northwestern University Press, 1996. 69-93.
- APA  
Last name, Initial. (Year). Title of essay. In Editor's Name (Ed.), *Title of collection*. (pp. page numbers) Place of Publication, Publisher.  
Luplow, C. (1996). Paradox and the search for value in Babel's red cavalry. In C. Rougle (Ed.), *Red cavalry: a critical companion*. (pp. 69-93) Evanston, IL: Northwestern University Press.

### **Citing Articles in Scholarly Journals or Periodicals**

1. MLA  
Last name, First name. "Title of Article." Title of Journal Volume.Issue (Year): pages.  
Haber, Edythe C. "The Mythic Structure of Bulgakov's The Master and Margarita." Russian Review. 34.4 (1975): 382-409.
2. APA  
Last name, Initial. (Year). Title of article. *Title of Journal*, volume number (issue number), pages.  
Haber, E.C. (1975). The mythic structure of Bulgakov's The master and Margarita. *Russian Review*, 34 (4), 382-409.

### **Citing Websites**

1. MLA  
Last name, First name. "Title of Webpage." Website Name. Day Month Year posted. Publisher.  
Day Month Year accessed. <URL>

Stolley, Karl. "MLA Formatting and Style Guide." *The OWL at Purdue*. 10 May 2006. Purdue University Writing Lab. 2 Feb. 2009. <<http://owl.english.purdue.edu/owl/resource/557/01>>

2. APA

Last name, Initial. (Year, Month posted). Title of the webpage. *Website name*. Retrieved month day, year, from URL.

Stolley, K. (10 May 2006) APA Formatting and Style Guide. *The OWL at Purdue*. Retrieved Feb. 2, 2009, from <http://owl.english.purdue.edu/owl/resource/560/01/>

**\*N.B.\*** Citing information online can be problematic, as you may not be able to find all of the information listed above. If this is the case, fill in all the information you were able to find.

**Task 7** Look at the bibliographical entries below and state

- a) whether they are in APA or MLA format,
- b) whether they are for a book, journal article, chapter in a book, or website.

1. **Example:** Barratt, Andrew. *Between Two Worlds: A Critical Introduction to The Master and Margarita*. Oxford: Clarendon Press, 1987. **MLA Book**
2. Conner, W. (1984). Eco- or ethno-nationalism? *Ethnic and Racial Studies*, 7 (3) 342-59.
3. Handler, R. (1988). *Nationalism and the politics of culture in Quebec*. London: MacMillan.
4. Eikhenbaum, Boris. "How Gogol's 'Overcoat' Is Made." *Gogol's "Overcoat": An Anthology of Critical Essays*. Ed. Elizabeth Trahan. Ann Arbor, Michigan: Ardis, 1982. 21-36.
5. Tierney, John. "Darwin the Comedian. Now That's Entertainment!" *The New York Times: Science*. 9 Feb. 2009. The New York Times Company. 10 Feb. 2009. [http://www.nytimes.com/2009/02/10/science/10tier.html?\\_r=1&8dpc](http://www.nytimes.com/2009/02/10/science/10tier.html?_r=1&8dpc)
6. Nilsson, N. A. On the origins of Gogol's overcoat. In E. Trahan (Ed.), *Gogol's Overcoat: An anthology of critical essays*. (pp. 37-60). Trahan 37-60.
7. Jarvis, J. (2009 Feb. 9). The foresight of Google. *Guardian.co.uk*. Retrieved Feb. 10, 2009, from <http://www.guardian.co.uk/media/2009/feb/09/google-future-models>

Adapted from <http://www.victoria.ac.nz/llc/>, CJVA1B