

Unit 9

Sorry you are handicapped!¹

ในบทที่ 7 นักศึกษาได้อ่านและรับทราบปัญหาของเด็กถนัดมือซ้ายมาแล้ว ในบทนี้นักศึกษาจะได้อ่านเรื่องของคนพิการ และความรู้สึกของพวกเขาที่มีต่อคนปกติว่าเป็นอย่างไร รวมทั้งจะได้ทราบคำแนะนำจากคนพิการโดยตรงว่ามีความต้องการให้คนปกติปฏิบัติต่อพวกเขาอย่างไรบ้าง เพราะเมื่อพูดถึงคนพิการแล้ว คนทั่วไปจะรู้สึกว่าพวกเขาคือผู้ที่น่าสงสารและควรได้รับการเอาใจใส่เป็นพิเศษ ซึ่งอาจจะไม่เป็นเช่นดังกล่าวเสมอไป คนพิการบางคนก็ไม่ต้องการความสงสารจากใครเลยก็มี ดังนั้นเมื่อนักศึกษาได้อ่านเรื่องนี้แล้ว ความรู้สึกของนักศึกษาที่เคยมีต่อคนพิการอาจเปลี่ยนแปลงไปก็ได้ แต่สิ่งที่สำคัญกว่าก็คือ ความรู้ความเข้าใจ ตลอดจนคำแนะนำที่ได้จากการอ่านเรื่องนี้ คงจะเป็นสิ่งที่ช่วยยให้ท่านปฏิบัติต่อคนพิการได้ถูกต้องและตรงกับความต้องการของพวกเขามากขึ้น

READING 1

Able-bodied people rarely know how to act toward the disabled. Many are usually embarrassed by those who are physically impaired in any way. Their reactions are even worse in the case of the mentally impaired. Unfortunately, our society provides neither any real help for those who are handicapped nor a place to which they feel they can usefully belong and contribute their skills. Worse still, the vast majority of people who are not disabled are not prepared for coming into contact with the disabled. As a result, most normal people—or rather non-

¹ Heaton, Brian. *Topics in English: A Reading Skills Course 2*, Longman Asia

disabled people—appear as foes rather than as friends to the physically and mentally impaired.

Some of the following advice may surprise you because it has been written by someone who is disabled. It is typical of the way most disabled people want non-disabled people to act toward them.

“My first piece of advice would be to recognize us as ordinary people and not to ignore us. On the one hand, there is no need to stare at us but, on the other hand, it hurts us if you look away in embarrassment. Talk directly to us and not to anyone who may be with us. Above all, don’t talk about us to anyone accompanying us as if we were not there.”

“Secondly, don’t group all handicapped people together. Remember that there are different forms of disabilities. The needs of blind people, for example, differ greatly from those who are deaf or lame.”

“Thirdly, avoid the temptation to pity us and, above all, to patronize us. Telling us how brave we are or how much you admire us is not helpful in any way at all. It merely indicates to us that you are trying to hide that you think having an impairment is intolerable. For a lot of disabled people, our difference forms an important part of our identity. We have grown up with it, and it is an essential part of us. Some of us do not wish to be normal; we simply want to be ourselves.”

“Respect our privacy and avoid asking us personal questions which you would never dream of asking non-disabled people”

“In addition, always try to respect our independence, and never rush in to help us. Certain people even attempt to help us without first asking if we want help. If you do want to help us, please ask us precisely what you can do for us. Later, after you have given us help, don’t expect us to be eternally grateful to you.”

“Finally, appreciate what we can do in the community. Many of us do the same kinds of jobs which you do. We have just as great a need to earn a living as you have. There are many things we can do to be of use to society, and we often have different and valuable insights to offer.”

Word Study

disable (adj.)	= unable to use your body properly, especially your legs or arms
embarrassed (adj.)	= feel shy; ashamed
impair (v)	= to weaken; to damage
handicap (v, n)	= physical or mental disability
contribute (v)	= help or make successfully
vast (adj.)	= extremely large
foe (n)	= enemy
lame (adj.)	= unable to walk properly
temptation (n)	= attraction (in both good and bad senses)

patronize (v)	= act or behave towards someone in a friendly way
intolerable (adj.)	= so bad and extreme that no one can bear
precisely (adv.)	= exactly
eternal (adj.)	= lasting forever
grateful (adj.)	= causing one to feel thankful
insights (n)	= wisdom in dealing with problems

Vocabulary Exercise

Choose the letter of the correct word which can be used in the blank in each of the following sentences. Use a dictionary to help you decide which is the correct word.

1. "What was your _____ to the news of Tom's success?" "I was very surprised."

a. action	b. activity
c. inactivity	d. reaction
2. I could not hide my _____ when I realized that I had forgotten to button up my shirt.

a. disappointment	b. sadness
c. worry	d. embarrassment
3. Try to resist the _____ to laugh when you see Alice's new hat!

a. likelihood	b. temptation
c. probability	d. attraction

4. Do the police know the _____ of the man who has lost his memory?
- a. existence
b. characteristic
c. nature
d. identity
5. I'd like to take this letter to my room to read: there is no ____ here.
- a. loneliness
b. independence
c. privacy
d. quietness
6. Living near a bus stop gives the old man a feeling of _____, especially
as he hates to rely on people to give him a lift every day.
- a. support
b. carelessness
c. pleasure
d. independence
7. I _____ everything which you have done to help me.
- a. thank
b. appreciate
c. understand
d. enjoy
8. Mr. Lee is a very important member of the business _____ in Taipei.
- a. division
b. community
c. category
d. team

Comprehension Questions

A. Read the text as quickly as you can and answer each of the following questions.

1. How many pieces of advice does the disabled people give?
-

2. What should people do before helping anyone who is disabled?

3. How can handicapped people benefit society?

B. What can you discern from this text about the feelings of disabled people?

Decide whether the statements which follow are true or false, according to what you can either read in the text or infer it.

1. They have a lot of pride in themselves and their achievement. _____

2. Few are better about their disabilities. _____

3. Many wonder why they themselves are disabled rather than someone else.

4. They don't like other people to feel sorry for them. _____

5. They are often embarrassed by the nature of their disabilities. _____

6. They are envious of people with healthy bodies. _____

7. They want to be treated like ordinary people and not in a special way.

8. They like non-disabled people to recognize their courage in facing up to their disabilities. _____

9. They are very sensitive to the way in which other people treat them.

10. They hate flattery, especially when it concerns their courage in dealing with their disabilities. _____

Grammar Point

Adjective Clauses (Relative Clauses)

Adjective Clause คือ clause ที่ทำหน้าที่ขยายคำนาม หรือสรรพนามให้มีความหมายที่ชี้เฉพาะเจาะจงและชัดเจน มีข้อสังเกตคือ Adj. clause นั้นจะต้องขึ้นต้นด้วย Relative pronouns ได้แก่ who, whom, which (that), whose หรือ Relative adverbs ได้แก่ when, where สำหรับตำแหน่ง Adjective Clause ดังกล่าวนี้อาจวางอยู่หลังคำนาม หรือ สรรพนามที่ต้องการขยายเสมอ

Example : a. Many people are mentioned in our history books.

b. The people who are mentioned most often in our history books are great soldiers and conquerors.

ประโยค a กล่าวถึงคนทั่วไป ส่วนประโยค b มี adjective clause ขยายคำนามคำว่า people เป็นการบอกให้ทราบว่ากลุ่มคนที่มีชื่อบันทึกไว้ในหนังสือประวัติศาสตร์คือ ทหารผู้ยิ่งใหญ่หรือผู้พิชิตแห่งสงคราม

ก่อนที่นักศึกษาจะลงมือทำแบบฝึกหัด ขอให้ศึกษาเพิ่มเติมถึงวิธีการรวมประโยคโดยใช้ Adjective Clause แสดงข้อมูลรายละเอียดของคำนามได้จากตัวอย่างดังต่อไปนี้

A. This is a well-built truck. *The truck* will save you money.

B. This is a well-built truck *that* (or *which*) will save you money.

[The clause modifies *truck*. *That*, the relative pronoun, is the subject in the adjective clause.]

A. Here is the book. I borrowed *the book* [or *it*] yesterday.

B. Here is the book *which* I borrowed yesterday. [*Which* is the direct object in the adj. clause.]

- A. The firm hired Mr. Brown. The boss had known Mr. Brown in Italy.
- B. The firm hired Mr. Brown , *whom* the boss had known in Italy. [*Whom* is the direct object in the adj. clause.]
- A. She is a young artist. I admire the young artist's [or her] work.
- B. She is a young artist *whose work* I admire.

The relative adverbs *when* and *where* introduce adjective clauses in combinations meaning “time when” and “place where.” The following examples show that the subordinator is really the equivalent of an adverbial prepositional phrase.

- A. Beth and I recalled the time. We considered ourselves rebels *at that time*.
- B. Beth and I recalled the time *when* we considered ourselves rebels.
- A. This is the spot. The explorers came ashore *at this spot*.
- B. This is the spot *where* the explorers came ashore.

These clauses in the B sentences are logically considered *adjective clauses* because they immediately follow nouns that require identification, and the clauses give the identifying material. If you remember the “time- when” and “time- where” combinations, you will not confuse this type of adjective clause with other subordinators clauses that may use the same subordinators.

NOTE: In certain adjective clauses the relative word is often unexpressed; the meaning is instantly clear without it: the food (*that*) we eat, the house (*which*) he lived in, the man (*whom*) you saw; the time (*when*) you fell down, and so on.

Activity 1:

Combine each of these pairs of sentences so that the second became a relative clause.

1. The photographs are not very good. They were taken by my younger brother.

2. The letters are full of interesting news. They reached me two days ago.

3. The eggs are bad. I bought them yesterday.

4. The girl is very pretty. She lives opposite my house.

5. She fell in love with the man. She had never met him before.

6. The house belongs to me. Its doors are painted green.

7. The person told the police what happened. He saw the accident.

8. Tell us about the passenger. His luggage was searched.

Activity 2.

Some sentences are given below. Rewrite them with an adjective clause using hints in brackets.

Example: Many people are glorified in history books.

(... who are glorified ... are not the most civilized.)

= The people who are glorified are not the most civilized.

1. Statues are often found on all pillars.

(... which are often found... are usually of conquerors and soldiers.)

2. Nations still fight each other to settle disputes.

(... which still fight... are behaving like savages.)

3. A few important people helped civilization forward.

(The people who helped... are often not mentioned in history books at all.)

4. Some countries defeated others in war and ruled over them.

(The countries which defeated... were considered great.)

5. Many people fight to settle quarrels.

(...who fight... are not much better than animals and savages.)

6. Someone launched a seaworthy boat for the first time.

(The man who... made all the world's great navies possible.)

7. Some man first calculated the length of the year.

(...really helped civilization forward.)

8. Some farmer first manured his field.

(... taught us how to produce better crops)

Activity 3.

Add the missing 'relative pronoun' where needed.

1. The man _____ met yesterday lent me some money.

2. John, _____ wife is ill, cannot come to the party.

3. That is the hotel in _____ we stayed last summer.

4. Are these all the exercises _____ you have done?

5. This is the dog _____ I bought last week.

6. She is the only girl _____ he has ever loved.

7. There is little _____ you can do to help him.

8. The news bulletin _____ I heard a few months ago said that all hope had been abandoned.

9. She wants to retire to Panama City, _____ freezing weather is unknown.

10. Suda is going to study abroad in August _____ my son will come home.
