

**МІНІСТЕРСТВО ОСВІТИ ТА НАУКИ УКРАЇНИ
ЧЕРНІГІВСЬКИЙ НАЦІОНАЛЬНИЙ ТЕХНОЛОГІЧНИЙ
УНІВЕРСИТЕТ**

SOCIAL WORK

Методичні вказівки до практичних занять
з дисципліни "Ділова іноземна мова за професійним спрямуванням"
для студентів спеціальності 231– *Соціальна робота*
освітньо-кваліфікаційного рівня - магістр

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ВСТУП

Методичні вказівки складено відповідно до вимог програми навчання Ділової англійської мови за професійним спрямуванням.

Матеріал вказівок поділено на окремі розділи, кожен з яких містить навчальний текст, фахову лексику та питання розвивального характеру, граматичні вправи.

Крім основних текстів, розрахованих на розвиток фахових мовленнєвих здібностей студентів, до вказівок увійшли професійно спрямовані додаткові тексти, підібрані відповідно до тематики програми. Тексти та різноманітні лексично-граматичні завдання до них можна використовувати для поглиблення фахових знань з іноземної мови та для самостійної роботи студентів.

Основною метою вказівок є розвиток навичок усного мовлення на основі засвоєної термінології по соціальній роботі та забезпечення підготовки студентів до самостійного читання, розуміння й перекладу оригінальної літератури професійного спрямування.

UNIT 1

SOCIAL WORK

“My choice is only my choice”

Task 1. Read and translate the text.

SOCIAL WORK

Social work is the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal. Social work practice consists of the professional application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; providing counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and practicing in relevant legislative processes.

The practice of social work requires knowledge of human development and behavior; of social, economic and cultural institutions and of the interaction of all these factors.

There are different specialties within social work, for example: rural social work, occupational social work, school social work, clinical social work, preventive social work, police social work and others.

Rural social work is practice oriented to helping people who have unique problems and needs arising out of living in agricultural or sparsely populated areas.

School social work is the specialty oriented towards helping students make satisfactory school adjustments.

Psychiatric social work or clinical social work is social work in a mental health setting.

Occupational social work or industrial social work is the provision of professional human services in the workplace through employer-funded programs.

Preventive social work is the professional application of social work theory and methods to the treatment and prevention of psychosocial dysfunction, disability, or impairment, including emotional and mental disorders.

Task 2. Read and memorize the active vocabulary.

abuse – погане або жорстоке ставлення

adjustment – регулювання; узгодження; пристосування

assessment – оцінка

behavior – поведінка

community – суспільство

dependent – залежний, обумовлений

alcohol dependent – алкоголік
drug dependent – наркоман
disability – інвалідність
disadvantage – недолік
disorder – безлад; плутанина
distress – горе, лихо; страждання
faculty – факультет
Humanitarian faculty – гуманітарний факультет
illness – хвороба, захворювання
impairment – погіршення, ослаблення
interaction – взаємодія
offender – злочинець, правопорушник
setting – оточення, навколишня обстановка
service – обслуговування
health services – медичне обслуговування
social services – соціальне обслуговування
support – підтримка
treatment – лікування
work – робота
clinical social work – клінічна соціальна робота
gerontological social work – геронтологічна соціальна робота
industrial social work – соціальна робота на виробництві
medical social work – соціальна робота в медичних установах
occupational social work – соціальна робота за місцем зайнятості
police social work – соціальна робота в поліції
preventive social work – профілактична соціальна робота
psychiatric social work – соціальна робота в психіатрії
rural social work – соціальна робота в сільській місцевості
school social work –

Task 3. Answer the following questions.

1. What faculty trains personnel for working at social services?
2. What does the term «social work» mean?
3. What does a home treatment team provide?
4. What does a family support worker do?
5. How should a family support worker behave?

Task 4. Match the English words with their Ukrainian equivalents.

- | | |
|-----------------------------|--|
| 1) rural social work | a) соціальна робота за місцем зайнятості |
| 2) psychiatric social work | b) клінічна соціальна робота |
| 3) occupational social work | c) превентивна соціальна робота |
| 4) police social work | d) психіатрична соціальна робота |
| 5) preventive social work | e) соціальна робота в поліції |

- 6) medical social work
- 7) school social work
- 8) gerontological social work
- 9) clinical social work
- 10) industrial social work

- f) соціальна робота в сільській місцевості
- g) соціальна робота в школі
- h) соціальна робота на виробництві
- i) геронтологічна соціальна робота
- j) соціальна робота в медичних установах

Task 5. Complete the sentences using the following words/phrases:

behavior; communities; clinical social work; occupational social work; rural social work

1. Social workers help individuals, families and
2. To do the job professionally social worker should possess knowledge of human development and
3. ... is oriented to helping people who live in agricultural or sparsely populated areas.
4. Psychiatric social work is also called
5. provides people with the workplaces through employer-funded programs.

Task 6. According to the text are the following statements true (T) or false (F). Correct the false statements.

1. One of the tasks of social workers is to help communities provide or improve social and health services.
2. Social worker should know not only about human development and behavior, about social, economic and cultural institutions but also about the interaction of all these factors.
3. There are two major specialties within social work: occupational social work and clinical social work.
4. Occupational social work is also called industrial social work.
5. School social work helps students to adapt to school environment.

7. Match these phrases with their definitions.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Rural social work is ... 2. School social work is ... 3. Police social work... 4. Preventive social work is ... 5. Industrial social work is ... | <ol style="list-style-type: none"> a) ... social work in a mental health setting. b) ... application of social work theory and methods to the treatment and prevention of psychosocial dysfunction. c) ... practice oriented to people living in agricultural or sparsely populated areas. d) ... the provision of professional human services in the workplace. e) ... the specialty oriented towards helping students make satisfactory school adjustments. |
|---|--|

8. Fill in the gaps with the following expressions:

_ do not feel _ unfitness in houses _ this approach _ the perspective _ experience _ according to a norm _ the comparison _ do not express _ response _ set by experts _ a relationship

Need

The idea of need refers to:

- the kinds of problem which people
- requirements for some particular kind of ; and
- between problems and the responses available.

A need is a claim for service.

Four main categories of need:

1. Normative need is need which is identified (or set standard); such norms are generally Benefit levels, for example, or standards of , have to be determined according to some criterion.
2. Comparative need concerns problems which emerge by comparison with others who are not in need. One of the most common uses of has been of social problems in different areas in order to determine which areas are most deprived.
3. Felt need is need which people feel – that is, need from of the people who have it.
4. Expressed need is the need which they say they have. People can feel need which they and they can express needs they

9. Read the text and describe principles and methods of casework, community care and personal social services.

Social work

Social work is to some extent defined by the activities of the personal social services and the client groups they deal with. What social workers do is interpreted in various ways.

1. “Casework”, or “direct” work, includes:

- problem solving (as adviser, broker or advocate); – psycho-social therapy;
- meeting the functional tasks of the agency;
- changing behaviour; and
- crisis intervention.

Basic skills include assessment, interviewing and recording; others include groupwork, counselling, negotiation and advocacy. The role of the social worker, and the methods used, depend largely on the interpretation of the problems the worker is dealing with.

2. Community care

The idea of community care is ambiguous. It can refer to care in the community or by the community. Care in the community includes care that is not in an institution – care in ordinary housing and independence or ‘normalisation’. Care by the community includes care through solidaristic social networks – care by community services and care by informal carers.

Community care also refers to the management of care for people in the community. The central idea behind the development of “care management” is the development of a “package” of care from a range of different sources. A ‘package’ is designed for each person taking account of existing sources of support and making use of a range of options to meet that person’s needs. In principle, this should mean that packages can be selected for each individual.

3. Personal Social Services

There is no clear or coherent category of ‘personal social services’, which cover both social work and social care services to people which fall outside the remit of health services. In Britain, these departments have developed as a residual category of services not provided by other services. The categories include:

- mentally ill people;
- elderly people;
- offenders;
- children who are abused, neglected or without support;
- physically ill and disabled people;
- people with learning disabilities.

10. Read the text and write annotation and keywords to it. Explain five levels of service provision, evaluating policy and planning. Analyse the suggested structure of public services.

The structure of public services

A) Five levels of service provision:

1. **Dealing with problems as demands** – this is a reactive approach, where service is provided in response to a specific demand; the response made is prescribed for the person who makes it. Social security clerical officers are examples.
2. **Dealing with problems as situations** – this is generally the level at which professionals work; the test is that the professional is able to define the problem and the response. Doctors, social workers, health visitors, area housing managers and police officers work at this level.
3. **Systematic service provision** – this is a responsibility for performing particular functions within a service. Examples are schools, residential care homes or the units within a hospital.
4. **Comprehensive service provision** – this is the organisation and direction of a service or programme, like a housing department or social services department. There is a broad territorial focus, and specific responses are not prescribed.
5. **Comprehensive field coverage** – this is the level of policy-making and planning, creating a framework of services to meet a range of needs. This level is sometimes missing where coverage is done through programmes and ad hoc services rather than by government.

B) Planning

Policy has to be put into practice. Service planning is a process of making implementation explicit. This is usually represented as either an ‘incremental’ or a ‘rational-comprehensive’ process. Incremental plans are based on what has gone before. The “rational” model has seven stages:

1. Evaluation of the environment – decisions have to be taken in the light of existing situations.
2. The identification of aims and objectives – criteria have to be established by which decisions can subsequently be evaluated.
3. Consideration of the alternative methods which are available.
4. Examination of the consequences – possible consequences are judged against the aims and objectives in order to decide their likely effect.
5. Selection of methods – the choice of methods is guided by consideration of efficiency and practical constraints.
6. Implementation – there has to be a plan for how and when things will be done, and who will do them.
7. Re-evaluation – the consequences of policy are monitored, and fed back into a re-assessment of the environment – at which point the process begins again.

C) Evaluating policy

1. **Effectiveness** – the most basic form of evaluation of policy is to ask whether it meets its objectives. A policy is effective if it meets its aims. It is “cost-effective” if it meets its aims at the lowest cost possible.
2. **Efficiency** – efficiency is an economic concept, which should be distinguished clearly from effectiveness. A process is efficient if it produces goods at the lowest possible cost per unit. Achieving every aim may be inefficient, because some aims are more expensive and difficult than others, and because when agencies are straining to meet targets costs are likely to rise. Public services often have no choice about meeting certain aims – for example, keeping destitute people alive, or ensuring that long-term nursing care is available for frail elderly people – and they tend to aim for cost effectiveness rather than efficiency.
3. **Equity** – the principle of ‘equity’ or fairness is an important issue in service delivery. Equity means that like cases are treated alike. Procedural fairness is concerned with procedures, like nondiscrimination, substantive fairness with outcomes.

11. Describe in other words:

five levels of service provision, planning services, evaluating policy

12. Read the text. Are following statements true or false? Correct the false ones.

1. The care home is for adults with physical handicap.
2. The home exceeds many standards.
3. The clients often take part in the home’s decision making.

4. The staff act as facilitators.
5. Most of the staff is in the home only for a short time.
6. The home organises trips and holidays abroad.
7. Two clients recently divorced.
8. It needs a lot of time to run a home.

This story is about **a care home** in southern England for adults with a learning disability.

The home has an excellent reputation for meeting and often exceeds many standards. The home is especially good at involving the residents in the home's decision making.

"We're very confident in our residents and we always encourage them to take part in deciding how the home is run," says its owner, Pat. "We want them to feel that it is their own home. It's rather like a family, except that there is no mother or father figures. The staff is there to act as facilitators. They work with the clients, not for them, and this is very empowering for our residents." The inspectors had also been impressed by the home's friendly and caring atmosphere. Most of the staff had been there for a long time and loved their jobs, giving the residents a similar consistency of care as they would receive in a family. "We recently had a big party for three staff members who'd reached their ten year anniversary with us," said the manager Pat, "and we've got another one coming up soon. We give our staff a lot of training as our aim is to get them to a standard where they can run the home in this inclusive way, as quickly as possible." The home regularly organises outings and holidays for its residents, both in Britain and abroad. Residents have formed strong friendships since meeting at the home. Two of them recently got married and they have their own room and lounge.

But, most importantly, although the home regularly meets and exceeds all standards, it still continues to look for, and explore new ways of building on its achievements. "I'm not saying it's easy to run a home this way," says Pat. "It's more time consuming, because you have to sit down and listen to what the clients have to say. But at the end of the day, you have a much happier home where both staff and clients feel valued and respected."

13. Read the text and answer the questions:

1. What are the similarities and differences among key inspections, random inspections and thematic inspections?
2. How do inspectors get information before and during inspections?
3. What do the inspectors' reports contain?
4. What are the National Minimum Standards?
5. What can inspectors do to make the services improve their care?

Types of inspection

There are now three different types of inspection:

Key inspections

Key inspections are a thorough look at how well the service is doing. They take into account detailed information provided by the service's owner or manager, and any

complaints or concerns we have received since the last inspection. Our inspectors also ask the views of the people who use those services and their relatives and supporters (people who speak up for or advocate for the person using services). Inspectors look at how well the service is meeting the standards set by the government and decide how they will inspect the service in future. These inspections are mainly unannounced.

Random inspections

Random inspections are short, targeted inspections which focus on specific issues that have come up or check on improvements that should have been made. We also use random inspections to investigate complaints, and sometimes visit for no reason at all. Random inspections are normally unannounced and can take place at any time of the day or night.

Thematic inspections

Thematic inspections focus on a specific issue, such as medication, or a specific area or region so that we can look at trends.

Before an inspection

We decide how well care homes and services are doing by asking those people who know most about them.

We ask:

1. The people who use the services, their families and supporters.
2. Social services and health professionals.

The information we get helps us decide what we need to look at during an inspection.

During an inspection

During an inspection of a care home or care service we:

1. Talk to the people who use the service (and often to their relatives as well) to find out what they think of it.
2. Look at how the service is run to see how the staff are recruited, trained and supported, how the managers and staff treat people, how many there are and how they are managed.
3. Look at how well people are cared for to make sure they are treated with dignity and that their wishes are respected.
4. Review paperwork to check that important information is up to date.

After an inspection

After each inspection we publish a report on our findings:

1. The report looks at how well the service provides good outcomes for the people who use the service.
2. The report also refers to the government's National Minimum Standards which form the basis of what people should expect from care services.
3. The inspector's report identifies what the service does well and lists any improvements they need to make. If things are going wrong, our inspectors work with the service to make sure improvements happen quickly. We also have legal powers to insist on changes. If things do not improve, or if people are not being looked after properly, we can take action to close down a service. (www.csci.gov.uk)

14. Fill in the gaps with the following expressions:

into further education, develop their skills, 16–25 year olds, in October 2002, regular users, the poverty cycle, Northern Ireland, through word-of-mouth, full-time training, 100 young people, creative and fun.

Unemployed young people from some of the most socially deprived areas of are benefiting from drop-in centres where they can learn IT skills while carrying out different community projects. There are now ten such “Bytes” centres, two of which received support through the European Social Fund.

Two new Bytes centres were opened offering activities that motivate youngsters to step off and bring the two sides of the community together.

The centres are open to who are registered unemployed. There are no referrals – the youngsters usually hear about the centres – and there is no obligation to attend. Some are “casual users” who come in only occasionally, while others are who commit themselves to completing a specific project. Young people have the opportunity to work towards a recognised qualification in ICT that is entirely portfolio-based. They choose the topic and then around it, such as searching the internet, producing graphics, or typing a document. “Using ICT in a way that is can really motivate young people to go on to further personal development,” says Jane Brown, Project Director for Bytes. “Our aim is to encourage them back or into employment.” Every week around use the Bytes centre. Since opening some 24 young people have obtained a qualification, 67 have moved into employment and 44 into

15. Read the extract from the Treaty of Lisbon and translate it. Explain the main objectives of EU Social Policy and give practical examples.

European Treaty (Treaty of Lisbon)

Social Policy

The Union and the Member States, having in mind fundamental social rights such as those set out in the European Social Charter signed at Turin on 18th October 1961 and in the 1989 Community Charter of the Fundamental Social Rights of Workers, shall have as their objectives the promotion of employment, improved living and working conditions, so as to make possible their harmonisation while the improvement is being maintained, proper social protection, dialogue between management and labour, the development of human resources with a view to lasting high employment and the combating of exclusion.

With a view to achieving the objectives, the Union shall support and complement the activities of the Member States in the following fields:

- a) improvement in particular of the working environment to protect workers’ health and safety;
- b) working conditions;
- c) social security and social protection of workers;
- d) protection of workers where their employment contract is terminated;
- e) the information and consultation of workers;
- f) representation and collective defence of the interests of workers and employers;

g) equality between women and men with regard to labour market opportunities and treatment at work; h) the combating of social exclusion. (www.europa.eu.int)

16. Read the stories about two women with learning disabilities and describe what problems Linda and Liz have and how they could be solved.

Linda's story

Linda is now 46 and went to a day centre after leaving school. She was living with her parents who felt safe knowing Linda was at the centre, but they thought she was now getting bored and a bit depressed. Supported Employment Services provided a course in work skills training. Then work experience as a canteen assistant followed which went well – initially with one-to-one support and then without. Supported Employment Services found a job for her with a local restaurant and they provided support. She is now working four hours a day, five days a week, and chooses not to go to the day centre.

Liz's story

Liz had work experience of one day each week during her last year at special school. The report in her record of achievement from the employer said how well she carried out her tasks and how valued she was by colleagues.

She told the careers adviser on her final review that she would like to work at the store where she had her work experience placement. When the supported employment service approached the store manager they did indeed remember Liz. They had enjoyed having her with them. However, on realising that Liz was now looking for work, the manager explained that Liz had not done so well in the tasks she had been given and explained some of the problems they had encountered. When questioned about the report in her record of achievement, the manager explained that her report was good as her colleagues had not wished to say anything negative about her. The manager commented: "You can't give someone like that a bad report, can you? You don't want to hurt her feelings."

(www.socialexclusionunit.gov.uk)

17. Read the text and fill in the gaps:

similar situations, you respect, to their opinion, the dangers of drugs, teenagers, a football team, to each other, about drugs.

The Dads against Drugs scheme was set up as a way of helping dads talk to their kids..... . "It's based on the idea that will only listen to parents if they know what they're talking about," explains Pat, one of the dads involved in the scheme. "The organisers set up, which we were invited to join. As well as training and playing together, we get advice about from experts who really know their stuff . One of the most important things we've learnt is to involve the kids and listen This shows you them and that you're not simply telling them what to do. Playing in the team also gives me and the other dads a chance to talk about problems we're having with our kids. It's really useful to hear how others have dealt with"

Grammar Review

1. Put the verb in brackets into the right form of the Future Indefinite Tense:

1. But I (to be) fine tomorrow, I (to do) everything you (to tell) me.
2. You (to go) with me tomorrow?
3. I (not to do) anything to make him mad, I promise.
4. I (to explain) everything tomorrow, about six.
5. I (to say) something to the press in some days, not now, later.
6. You have no business to sit up so late. You (to be) very sleepy tomorrow morning.
7. "You (to go) and (to get) his things ironed", he ordered.
8. They (to come) back in half an hour. Wait and you (to talk) to them then.
9. You fear that he never (to return). But I know that he (to return).
10. It (to be) clear tomorrow and hot as in June.

2. Choose the right form of the verb in brackets:

1. I'm interested in what you (say/says/is saying/are saying) about yourself.
2. "I'm not going to take it, Herb. You (to waste) my time, really."
3. I don't think we (to speak) of the same person.
4. He laughed. She glanced quickly over: "Why (to laugh) you?"
5. I say, listen! Someone (to have) a bath.
6. Water (to boil) at 100 C but your milk (to boil) now.
7. Take along your umbrella. It (to rain). It often (to rain) in England.
8. I want an honest answer. You (to tell) the truth? - I always (to do) so.
9. We (to start) tomorrow morning. He may join us if he (to want).
10. The teacher (to be going) to explain this rule again

3. Put the verbs in brackets into the Past Simple.

1. _____ you _____ out last night or _____ you too tired? **(do/go/be)**
2. They _____ able to come because they _____ so busy. **(not/be/be)**
3. _____ the weather good when you _____ on holiday? **(be/be)**
4. I _____ angry because they _____ late. **(be/be)**
5. What _____ you _____ at the weekend? **(do/do)**
6. _____ you _____ out last night? **(do/go)**
7. We _____ them to our party but they _____ not to come. **(invite/decide)**

4. Choose the word (a,b,c) that best completes the sentence.

1. I ... to the cinema last week.
a) go b) went c) will go
2. The boy usually ... good marks when he was a first-year student.
a) get b) got c) will get
3. Mary and her sister ... chess every evening but today they are going to the theatre.
a) play b) played c) will play
4. She ... very early two days ago.

a) wake up b) woke up c) will wake up

5. He ... a new TV film tomorrow.

a) see b) saw c) will see

6. Some years ago the trains ... at this station.

a) stop b) stopped c) will stop

5. Choose the word (a, b) that best completes the sentence.

1. When did they ... to learn English?

a) begin b) began

2. Did the students ... to the University yesterday?

a) go b) went

3. Who ... here last year? a) live b) lived

4. When did the girl ... cold?

a) catch b) caught

5. Why did you ... a teacher?

a) become b) became

6. The teacher repeated the question, ... he?

a) did b) didn't

7. The boy caught the cold,... he?

a) did b) didn't

8. The students didn't answer at once,... they?

a) did b) didn't

9. In summer we picked berries and mushrooms, ... we?

a) did b) didn't

10. Nick ... at home at that time.

a) was b) were

11. You ... angry with me.

a) was b) were

12. The students ...at the stadium yesterday.

a) was b) were

13. When ... you born?

a) was b) were

14. What ... on at the cinema?

a) was b) were

15. Where ... you at 3 o'clock yesterday?

a) was b) were

Task 6. Complete the text with these adverbs:

Immediately, certainly, luckily, suddenly, unfortunately.

Yesterday was ... a lucky day for me, but it began badly. I left my house. ... I realised I had no money for the bus. I went to ask our neighbours for help. ... they

were out. I began walking to school. I ... remembered we had an exam, and I would be late. I ran all the way. ... my teacher was also late – and she cancelled the exam!

7. Put the verb in brackets into the right form of the Present Indefinite Tense:

1. You (to be) rather old-fashioned in your views, I think.
2. His wife (to be) a former gymnast from Russia.
3. His friend (to have) a headache and has gone to lie down.
4. The whole thing (to seem) fantastic in this championship.
5. Her father (to work) at the Palace of Sports.
6. “I really (to know) nothing about her”, said her close friend.
7. Life (to be) full of surprises. 8. She (to wait) for him to return.

8. Write three forms of the following verbs:

To build, to catch, to choose, to draw, to fall, to fight, to run, to set, to shoot, to spread, to feel, to throw, to put, to let, to come, to send, to spend, to see, to meet.

9. Put the verb in brackets into the right form of the Past Indefinite Tense:

1. I (to see) my friends yesterday and (to accept) their invitation.
2. I (to write) to my cousin three weeks ago and (to get) no reply.
3. She (to look) pleased because George (to give) that lovely ring to her.
4. He (to meet) you both in here about two month ago.
5. I (to call) you at five, but you (to be) not in.
6. I (to teach) that girl to drive myself when she (to be) fifteen.
7. His mother (to die) three or four years ago but he (not to tell) anybody about it.
8. I should like to tell you what (to happen) eighteen months ago.
9. I'm not much of a theatre-goer myself, but my wife (to go) along and (to see) the play last week.

10. Make the sentences negative:

1. The policeman suspects Ralph.
2. They know everyone in this densely populated district.
3. The coach repeated his strict instruction twice.
4. Ronald set the record for short distance.
5. Steven broke the record some months ago.
6. You will repeat these rules before the examination.

11. Fill in the *future simple*, the *present simple* or the *present perfect*.

A My car is being repaired and I don't know when it 1) ...*will be*... (be) ready. I doubt whether I 2) (be able to) collect it before the weekend. I wonder if John 3).....(give) me a lift to the party on Saturday. I'll ask him when he 4).....(come) home.

B I was calling to ask if you'd like to go out after we 1) ...(finish) work tomorrow or if you 2)..... (want) to watch a video instead. Call me back as soon as you 3)...

(get) in. I'll wait until I 4) (hear) from you.

C I will leave the hotel early in case there 1) (be) a lot of traffic. I don't know how long the journey 2) (take) or what time the plane 3) (land), but I 4)(call) you as soon as I 5) (arrive) at the airport. Then I will wait until you 6)(come) to collect me.

D Paula is drinking tea as she is waiting for Charles. She wonders if he 1.....(be) late as usual. She will wait until the clock 2) (strike) five and then she will call him in case he 3) (forget).

12. Fill in the blanks with prepositions where necessary.

1. Much depends ___ getting him to listen to us.
2. She was engaged ___ persuading them that the part was too difficult for her.
3. We suspected her ___ not telling us all she knew but we could not well accuse her ___ hiding facts.
4. Nothing could prevent her ___ buying it on the spot.
5. I thanked him again ___ lending me the car.
6. I don't like his habit ___ making people wait.
7. He has come to apologise ___ causing all that troubles.

UNIT 2

SOCIAL SERVICES

“A welfare state is to try to eliminate problems”

Task 1. Read and translate the text.

SOCIAL SERVICES IN THE 20TH CENTURY

The social services grew extensively in the 20th century. Early in the century in Britain, for example, as well as bringing in the health insurance scheme, the British government introduced pensions for elderly people, insurance payments for people without jobs, and other such benefits. After World War I, the great worldwide industrial slump created new problems, for millions of people were suddenly out of work. During World War II, a new plan for the social services was introduced which led to family allowances (payments to help parents pay for the cost of their children); a national insurance scheme for all; national assistance (now called income support) to replace the old and much despised Poor Law; and a new system of free education for all children. These benefits made Britain into what is known as a welfare state.

A welfare state is one in which the government (national and local) organizes services to try to eliminate problems such as poverty, disease, poor housing, and unemployment. Each person is believed to have a right to a certain standard of

living which includes, for example, the right to treatment for illness. Other welfare states include the Netherlands, France, the Federal Republic of Germany, the Scandinavian countries, and New Zealand.

In the United States, government-funded social and welfare services were introduced somewhat later than in Britain, Europe, and New Zealand. In the 1930s, the years of the great depression, President Franklin D. Roosevelt introduced the New Deal policy to help the 13 million wage earners who had no jobs and the 5 million families living in poverty. Roosevelt believed strongly that if private industries could not provide jobs, then the government should step into help. The 1935 Social Security Act was passed to provide funds to help unemployed workers, and to create old-age pensions for qualified workers retiring after the age of 65.

Task 2. Read and memorize the active vocabulary to the text.

allowance – неоподатковуваний мінімум допомоги, що виплачується на дітей
children's allowance – державна допомога багатодітним сім'ям
cost-of-living allowance – індексація заробітної плати в зв'язку зі зміною прожиткового мінімуму
exclusion allowance – частина допомоги, що не обкладається податком
family allowance – державна допомога багатодітним сім'ям
housing allowance – допомога, що виділяється на оплату житла
prenatal allowance – допомога по вагітності та пологах
retirement allowance – пенсія (по виходу у відставку)
benefit – пенсія
cash benefit – грошова допомога
disability benefit – допомога по інвалідності
in kind benefit – допомога в натуральній формі
insurance benefit – страхова допомога
maternity benefit – допомога, що виділяється в зв'язку з народженням дитини
medical benefit – допомогу у випадку хвороби
public assistance benefit – загальнообов'язкове державне соц. Забезпечення
sick benefit – допомога у випадку хвороби
social benefits – допомоги по соціальному забезпеченню
social security benefits – допомоги по соціальному забезпеченню
social service benefits – допомоги по соціальному забезпеченню
social welfare benefits – допомоги по соціальному забезпеченню
survivors' benefit – допомога у зв'язку з втратою годувальника
unemployment benefit – виплати по безробіттю
unemployment-compensation benefit – виплати по безробіттю
insurance – страхування
insurance scheme – схема страхування
payments – виплати
insurance payments – страхові виплати
unemployment – безробіття

Task 3. Answer the following questions.

1. Did the social services grow extensively in the 20th century?
2. Did the British government introduce pensions for elderly people, insurance payments for people without jobs, and other such benefits early in the 20th century?
3. What benefits made Britain into what is known as a welfare state?
4. What is a welfare state?
5. When was the New Deal policy introduced to help the 13 million wage earners who had no jobs and the 5 million families living in poverty?

Task 4. Match the English words with their Ukrainian equivalents.

- | | |
|-------------------------|--|
| 1) children's allowance | a) державна допомога багатодітним сім'ям |
| 2) housing allowance | b) грошова допомога |
| 3) prenatal allowance | c) страхові виплати |
| 4) sick benefit | d) допомога по вагітності та пологах |
| 5) insurance scheme | e) допомога у випадку хвороби |
| 6) social benefits | f) допомога в натуральній формі |
| 7) insurance payments | g) допомоги по соціальному забезпеченню |
| 8) cash benef | h) допомога по інвалідності |

Task 5. Complete the sentences using the following words/phrases:

treatment for illness; pensions; poverty; a welfare state; poor housing

1. The British government introduced ... for elderly people.
2. A certain standard of living includes, for example, the right to
3. These benefits made Britain into what is known as
4. The government organizes services to try to eliminate problems such as poverty, disease, ... and unemployment.
5. President Franklin D. Roosevelt introduced the New Deal policy to help families living in

Task 6. According to the text are the following statements true (T) or false (F). Correct the false statements.

1. The social services grew extensively in the 20th century.
2. After World War I millions of people were suddenly out of work.
3. During World War II new plan for the social services was not introduced.
4. Other welfare states include the Netherlands, France, the Federal Republic of Germany, the Scandinavian countries, and New Zealand.
5. The 1935 Social Security Act was passed to provide funds to create old-age pensions for qualified workers retiring after the age of 65.

7. Match these phrases to complete the sentences.

1. A welfare state is | a) was introduced to help people who

- | | |
|--|---|
| <p>2. The 1935 Social Security Act</p> <p>3. After World War I</p> <p>4. The New Deal policy</p> <p>5. Each person</p> | <p>had no job.</p> <p>b) ... one in which the government organizes services to try to eliminate social problems.</p> <p>c) ... has a right to a certain standard of living.</p> <p>d) ... the great worldwide industrial slump created new problems.</p> <p>e) ... provided funds to help unemployed workers.</p> |
|--|---|

8. Fill in the gaps with the following expressions:

_ under five years old _ integrated _ children of any age _ collect school-aged children _ registered childminders _ stimulating environment _ occasional care _ early education

Types of childcare:

- a) Crèches – provide for children under eight months old.
- b) Toddler groups – informal groups of parents and carers that meet locally with their children on a regular basis, usually including children who are
- c) Pre-schools and playgroups – provide play time and often to under fi ves.
- d) Day nurseries – provide care for children from birth to four or fi ve and beyond, often with early education and other services.
- e) Out-of-school or ‘kids’ clubs – offer children aged four to 12 a safe and in which they can play and learn outside school hours.
- f) Childminders – usually look after children under 12 in the childminder’s own home and often from a nearby school.
- g) Home childcarers – who work in your own home.
- h) Nannies – provide childcare in your own home and can look after

9. Read the text and describe the working arrangements offered to lone parents.

Helping lone parents into work

Getting advice and support

The first step is to get some advice from your local Jobcentre. A personal adviser can discuss your situation and goals with you, and help you work out what is right for you and your children. If you are claiming Income Support, you will have to go to your local offi ce from time to time for a Work-Focused Interview. This means sitting down with your personal adviser to discuss whether work is an option for you either now or in the future.

Mentoring: independent help and support

Mentors are independent people who are trained to listen, remain unbiased, encourage and support you. You can discuss issues in confi dence with them and get advice to help you overcome barriers and achieve your goals.

Work to suit your needs

There are lots of options when you are ready to get into work. If you have been away from work for a while, you might find you need to spend some time getting used to being back in a work environment.

Or if you are looking for a new job or flexible working arrangements, you might want to explore alternatives to full-time work. These can include:

a) **Part-time work** – a good way to fit work around your family while getting experience and earning money. If you are getting certain benefits, you may be able to get help with childcare costs for up to a year.

b) **Job-sharing** – sometimes two people can share a single full-time job. Look out for jobs advertised as job-share or, if you want to share a job with someone you know, you may be able to suggest it to an employer.

c) **Term-time working** – being off work during the school holidays could be ideal if you have got children at school.

d) **Voluntary work** – this is one way of getting work experience and finding out about an area that interests you.

e) **Flexible working** – some employers offer flexible working arrangements. This might mean choosing your own start and finish times, or working longer hours so you can take more time off, e.g. in the school holidays.

10. Read the text and write annotation to it.

Benefits for children

Child Benefit

Child Benefit is a tax-free benefit paid to most people with children. You do not need to have paid any national insurance contributions to get Child Benefit and it does not matter how much money you have coming in.

You can get Child Benefit if you are responsible for a child aged under 16, or a young person aged under 20 if they are still in full-time education up to A level or equivalent, or on certain approved training courses.

Child Benefit for oldest child – £17.45 – weekly rate.

Child Benefit for other children – £11.70.

Adoption leave and pay

Adoption leave and pay may allow one member of an adoptive couple to take up to a year off work when their new child starts to live with them, with 26 weeks Statutory Adoption Pay.

Unpaid leave to care for a young or disabled child

If you have been at work for a year or more, you may be entitled to take up to 13 weeks' unpaid leave to look after a young child, or 18 weeks' unpaid leave to look after a disabled child. This is called Parental Leave.

Guardian's Allowance

Guardian's Allowance is a tax-free benefit which you can claim if you look after a child who is not your own (biologically or by adoption). Guardian's Allowance is paid at the rate of £12.50 each week for each qualifying child.

Child Trust Fund

The government will give every eligible child a voucher worth at least £250 to start the fund. You use the government voucher to invest in a special account that your child will be able to access when they reach 18. Parents, family and friends can add up to £1,200 to the account each year. There is no tax to pay on the CTF income or any gains (profits) it makes until your child reaches age 18.

To qualify for a voucher you have to be claiming Child Benefit for your child. If you don't open a Child Trust Fund account within 12 months of the date shown on the voucher, the government will open an account for your child.

11. Look up all the vocabulary concerning parents and children in the text and describe the following benefits and allowances from the text in English:

_ Statutory Maternity Pay _ Child Benefit _ Maternity Allowance _ Statutory Adoption Pay _ Incapacity Benefit _ Parental Leave _ Income Support _ Guardian's Allowance _ Jobseeker's Allowance _ Child Trust Fund _ Statutory Paternity Pay

12. Read the text. Are following statements true or false? Correct the false ones.

1. Tim had a good family setting.
2. He has four brothers and sisters.
3. When he was 17, he had to leave home.
4. He stayed in homeless hostels.
5. He started to drink heavily.
6. He was arrested for theft.
7. He wanted to get rid of his addiction.
8. His mentor's name is Jack.
9. Now Tim lives in the supported accommodation.
10. He wants to join the army.

Tim's story

Tim had an unstable upbringing, spending many years in social care as his parents simply couldn't cope with bringing up their five children. When Tim turned 17, his father told him he was no longer welcome to stay at their family home in south London. Having nowhere else to go Tim went to the west end of London where he stayed in various homeless hostels. Unfortunately, but sadly inevitably, Tim was introduced to drugs and found this to help him escape the pain that he felt. After two years and a growing drug dependency, Tim found himself banned for drug taking and bad behaviour from nearly all the homeless hostels. He started to live on the streets and in various local squats, but it wasn't long before he was arrested.

Tim was sentenced to three months for begging and assault on a police officer. Because he was going to be homeless when his prison term was over, he was referred to Outside Link project who secured him supported accommodation for when he was released. Realising that he had options other than returning to the streets and his previous life style, Tim expressed a wish to get his life back on track and kick his heroin addiction.

In the project he was matched with a volunteer mentor Bill who would help him with all aspects of his life support, advice and most importantly a friendly face and a sympathetic ear.

Tim has now been out of prison for three months and is still living in the supported accommodation project. With the help of his mentor Bill, he has been able to access help with independent accommodation through his local leaving care team. Tim has said that the biggest milestone has been the fact that he has been free from drugs. He has been taking part in a community drug rehabilitation programme that was set up for him via the One to One project, before he left prison.

Bill and Tim still meet on a regular basis. In their last meeting Tim said: 'I feel like a regular citizen now and not like someone who people view as second class.' Tim is currently taking part in a training course and hopes to be able to join the army in the future.

13. Read the text. What are the basic rights and duties of parents? Give examples how they are put into use.

What is parental responsibility?

If the parents of a child are married to each other or if they have jointly adopted a child, then they both have parental responsibility. This is not automatically the case for unmarried parents. Having parental responsibility means that you have the right to make important decisions about your child's life in areas like medical treatment and education. But it also means that you have responsibilities. You have a duty to care for and protect the child. According to current law, a mother always has parental responsibility for her child. A father, however, has this responsibility only if he is married to the mother or has acquired legal responsibility for his child. Living with the mother, even for a long time, does not automatically give a father parental responsibility. Parental responsibility does not mean paying maintenance or child support. The two things are not connected. All birth or adoptive parents have a legal duty to financially support their child, even if they do not have parental responsibility. (*www.direct.gov.uk*)

14. Fill in the gaps with the following words:

_ into practice _ care assessment _ cash payments _ arranged _ to keep records _ a short break _ long-term residential care _ to get equipment _ to hire help _ an advocate _ care services _ arrange your services _ empowering _ your council

Direct payments

Direct payments are paid directly from the council into your account. You can use direct payments to choose which are right for you. Direct payments are a way of you by giving you choice of how your care is and control over how it is delivered.

You can use direct payments from an agency, or you can employ someone directly.

You can also use direct payments , to buy a service for your disabled child or to take The one thing you cannot use a direct payment for is

Eligible groups include:

1. disabled adults (this includes older disabled people, people with a learning disability and people who use mental health services);
2. someone caring for a disabled child;
3. someone already receiving social care services.

You can only spend direct payments on care services. You will have to show what you have spent the money on.

Your council should tell you about direct payments when you have your and your care plan is being drawn up. will give you advice on how you should manage the direct payments. If necessary someone in your family or , someone to speak on your behalf, can help you manage the money and Your council will also decide how much money you would need as a direct payment to put your care plan

www.direct.gov.uk

15. Read the text and answer the questions:

1. What are the similarities and differences among key inspections, random inspections and thematic inspections?
2. How do inspectors get information before and during inspections?
3. What do the inspectors' reports contain?
4. What are the National Minimum Standards?
5. What can inspectors do to make the services improve their care?

Types of inspection

There are now three different types of inspection:

Key inspections

Key inspections are a thorough look at how well the service is doing. They take into account detailed information provided by the service's owner or manager, and any complaints or concerns we have received since the last inspection. Our inspectors also ask the views of the people who use those services and their relatives and supporters (people who speak up for or advocate for the person using services).

Inspectors look at how well the service is meeting the standards set by the government and decide how they will inspect the service in future. These inspections are mainly unannounced.

Random inspections

Random inspections are short, targeted inspections which focus on specific issues that have come up or check on improvements that should have been made. We also use random inspections to investigate complaints, and sometimes visit for no reason

at all. Random inspections are normally unannounced and can take place at any time of the day or night.

Thematic inspections

Thematic inspections focus on a specific issue, such as medication, or a specific area or region so that we can look at trends.

Before an inspection

We decide how well care homes and services are doing by asking those people who know most about them.

We ask:

1. The people who use the services, their families and supporters.
2. Social services and health professionals.

The information we get helps us decide what we need to look at during an inspection.

During an inspection

During an inspection of a care home or care service we:

1. Talk to the people who use the service (and often to their relatives as well) to find out what they think of it.
2. Look at how the service is run to see how the staff are recruited, trained and supported, how the managers and staff treat people, how many there are and how they are managed.
3. Look at how well people are cared for to make sure they are treated with dignity and that their wishes are respected.
4. Review paperwork to check that important information is up to date.

After an inspection

After each inspection we publish a report on our findings.

1. The report looks at how well the service provides good outcomes for the people who use the service.
2. The report also refers to the government's National Minimum Standards which form the basis of what people should expect from care services.
3. The inspector's report identifies what the service does well and lists any improvements they need to make. If things are going wrong, our inspectors work with the service to make sure improvements happen quickly. We also have legal powers to insist on changes. If things do not improve, or if people are not being looked after properly, we can take action to close down a service.

16. Read the text and answer the questions:

– **What are the key factors of successful families? Describe them in a more detailed way.**

– **What does the sentence “*We live in a cash rich, time poor society*” mean?**

Successful families

Most parents describe a successful family as one that shares time together and where parents have a good relationship with each other. There are important messages here for policy makers. Far more resources and value need to be placed on supporting

relationships, not just at the point of separation and divorce, but at key times of possible crisis, such as the birth of a child. There is a clear message from parents that a good relationship is vital. Time too is clearly a key factor. As many have said, we live in a cash rich, time poor society. With globalisation comes the 24 hours/7 days-a-week economy, bringing long hours, unsocial shifts and pressure at work which all militate against time with the family. Overall, 65 per cent of women with dependent children work, but as many as 54 per cent of women with children under five work, many part-time. With so many women going back to work much earlier, and staying in work, family time can be a casualty. A recent study suggested that only 15 per cent of families sit down to eat together in the evening; most families eat together just on special occasions. However, meals together are a relaxed and informal way of exchanging information, talking and having an opportunity to check that all is well. Flexible working is crucial in allowing families to balance their work and family responsibilities. Term-time working, flexible hours, a right to return part-time after maternity leave and paid parental leave are all options that could help individual families.

Other aspects of successful families mentioned by parents were:

- _ Having enough money.
- _ Setting and enforcing family rules.
- _ Having family and friends to ask for help when needed.
- _ Having two parents, not one.
- _ A loving environment.
- _ Sharing responsibility for housework and childcare.
- _ Having a decent place to live.
- _ Mutual respect.
- _ Honesty/openness.
- _ Trust.
- _ Discipline.

(www.csa.gov.uk)

Grammar Review

1. Use the correct form of the verb in Present Simple, Present Continuous or Present Perfect:

1. In the evening George often (to go) to see his friends.
2. He just (to meet) them at the stadium.
3. They (to play) a friendly match with the team "Navigator" now.
4. Michael (to like) to read a colourful exciting magazine "Ring".
5. He (to buy) a new issue already.
6. My friend (to read) an interesting article about brothers Klychko now.

2. Use the correct form of the verb in Past Simple, Past Continuous or Past Perfect:

1. When I (to come) to the hostel, my friends (to watch) a Wimbledon tournament.

2. They (to translate) two articles before the tournament started.
3. My brother (to play) computer games the whole evening yesterday.
4. I (to take part) in the Faculty competitions last month.
5. Peter (to set) a record before his team arrived.
6. When Henry (to train) in the swimming-pool he met a world champion.
7. While Oliver (to run), his friend (to jump) at the stadium.

3. Use the correct form of the verb in Future Simple, Future Continuous or Future Perfect:

1. Jennifer (to participate) in the chess tournament next season.
2. She (to arrive) to Sydney a week before the competitions (to start).
3. Brian (to skate) in the skating-rink from 6 till 8 tomorrow.
4. You (to do) these exercises at the next lesson.
5. They (to translate) some articles before the English guest (to arrive) to the University.

4. Put the verbs in brackets into the past simple or the present perfect.

- A** A: I 1) ... 've seen... (see) this film before.
 B: Me too, but I love this actor. He 2) (play) a lot of good roles.
 A: Tom Cruise? I 3) (meet) him, you know.
 B: Really? When?
 A: When I 4) (be) in Los Angeles on holiday.
- B** A: Who is this man?
 B: He's an artist. He 1) (paint) a lot of beautiful pictures.
 A: I think Van Gogh 2) (paint) the most beautiful pictures ever. But his life 3)(be) miserable.
- C** A: I 1) (just/hear from) an old friend of mine.
 B; Oh! Really?
 A; Yes. Jim 2) (write) to me. I 3) (get) the letter this morning.
 B; That's nice. When 4) (you/first/meet) him?
 A: He 5) (live) next door to me for three years, but he 6) (move) away last June and I 7)..... (not/see) him since.

5. Put the verbs in brackets into the past simple or past perfect.

James (sit) outside the office for the interview. He (feel) so nervous that he (not know) what to do himself. The person who (go in). Not like James. He (feel) sure that she (already get) the job. The problem (be) that he (want) this job so much. It (mean) everything to him. He (think) about it such a lot before the day of the interview. He (imagine) himself performing brilliantly at the interview and being offered the job immediately. But now here he (be) feeling terrible. He (cannot remember) all those things he (plan) to say. At that moment, he (almost decide) to get up and leave. But no – he (have to do) this. He (spend) so much time thinking about it that he (cannot give up)

like that. His hands (be) hot and sticky and his mouth(feel dry). Finally the door of the office (open). The woman who (go in) an hour earlier (come out) looking very pleased with herself. She (smile) sympathetically at James. At that moment James (hate) her. The managing director then (appear) at the office door. 'Would you like to come in now, Mr Davis? I'm sorry to have kept you waiting.' James (suddenly wish) that he (go) home after all. He (get up), legs shaking and forehead sweating and (wonder) whether he (look) as terrified as he (feel).

6. Correct the mistakes.

1. I'm playing chess since I was eight years old.
2. I used to eat at that restaurant three times last week.
3. They haven't still delivered my TV.
4. We haven't read yet his letter.
5. I have met this man a week ago.
6. We moved to Glasgow a year before.
7. Mike and Kelly got married last week. They had met each other 4 years ago.
8. I'll make the dinner when I will get home.
9. Take some food in case you will get hungry.
10. The house will have been built until the end of May.
11. Peter still is at school.
12. When was the last time you have seen Tony?

7. Transform the Active Voice into Passive:

1. They sent for a doctor.
2. They looked for the book everywhere.
3. They listened to the lecture with great interest.
4. They always look at this picture.
5. They will look through these letters tomorrow.
6. They often laughed at him.

8. Change the following into the Passive Voice. Leave out the subject of the action.

1. The girls water the flowers every day.
2. They publish this magazine in Paris.
3. We do not discuss such questions at our meeting.
4. Somebody built this castle in the 16th century.
5. They did not show this film last week.
6. They will not finish this work tomorrow.
7. We shall invite him to take part in the concert.
8. The workers repaired this road last year.
9. They write compositions regularly.
10. The travellers made camp not far from the village.

9. Change the following into the Passive Voice, without leaving out the subject of the action.

1. My sister teaches me English.
2. Peter drives the car.
3. The fascists killed her father.
4. His assistant will meet the delegation.
5. Alan opened the door.
6. He put the letter in the envelope.
7. The hunter killed the bear.
8. The guide showed us the monuments of Lviv.
9. The waitress offered me a cup of tea.
10. He showed me the way to the railway station.

10. Choose the right form of the verb.

1. This house (to build) by my great-grandfather in 1790.
2. As a result of an earthquake the house (to burn down) there.
3. The door of this house (to close) for you tomorrow.
4. He (to recognize) by the policeman two days ago.
5. The Paris newspapers declared that the child (to call) Juliet.
6. That building (to paint) yellow some years ago.

11. Fill in the blanks with the necessary verb form:

1. A huge housing program ... (to carry out) now.
2. Something important ... (to announce) over the radio now.
3. Don't enter the room. It is ... (to clean) now.
4. What question ... (to discuss) when you came to the meeting.
5. Your papers ... (to type) from 5 till 6 tomorrow.
6. He ... (to wait for) downstairs.
- 8) Вчора до цього часу робота вже була завершена.
- 9) Ми зрозуміли, що наш лист ще не отримали.
- 10) До того часу, коли вони приїхали, питання було вже вирішено.

UNIT 3

POVERTY

“Poverty exists for many centuries”

Task 1. Read and translate the text.

POVERTY

There is no objective and unique definition of poverty, which is capable to describe exactly when somebody is poor. There has been an evolution in the description of poverty. In these definitions, it is shown that poverty is not only lack of money to buy food, but is also related to living conditions, well-being, health, and possibilities to change the personal situation.

Poverty can be defined in different ways. Every definition leads to different outcomes, to a different group of people, which can be considered as poor and, in relation to this, to different policy measures and a different amount of costs needed to solve the problem of poverty.

Poverty exists for many centuries, but the content of the notion differs from country to country and from time to time. There is a difference in poverty in Western Europe and Eastern Europe. There is also a difference in the meaning of poverty in Western Europe in the last century and today. Last century poverty mostly meant that a part of the population had to struggle for life and did not have enough money to buy food: poverty was an absolute notion. Nowadays most of the Western European countries have comprehensive social security schemes, which cover the whole population. Almost everybody has a basic income and in some countries this income is rather high. In those countries therefore poverty cannot longer be seen as a threat of daily life. There, poverty means that a part of population has arrears in relation to the average population: poverty is a relative notion.

Most discussions distinguish between absolute or primary poverty and relative or secondary poverty. «Absolute poverty» refers to a lack of the basic requirements to sustain physical life. «Relative poverty» is used to demonstrate the inadequacy of definitions of absolute or primary poverty by referring to the cultural needs of individuals and families within the context of the rest of society. An absolute poverty line is a kind of fixed amount. An absolute poverty line is not meant to change with the standard of living in society. People are defined as «poor» if their income is below the line and when some absolute needs are not sufficiently satisfied.

заявник - заявник, проситель

Task 2. Read and memorize the active vocabulary to the text.

applicant – заявник, прохач

conditions – умови

living conditions – житлові умови

income – дохід

lack – відсутність, недостаток; потреба

level – рівень

level of living – рівень життя

poverty level – прожитковий мінімум

subsistence level – прожитковий мінімум

line – черта бідності

bread line – роздача біднякам продуктів харчування

hot line – гаряча лінія

poverty line – прожитковий мінімум

needs – потреби

poor – бідний
 poverty – бідність
 absolute poverty – абсолютна бідність
 primary poverty – первинна бідність
 relative poverty – відносна бідність
 secondary poverty – вторинна бідність
 scheme – схема
 comprehensive social security schemes – схеми соціального страхування
 starvation – голод, недоїдання
 subsistence – існування, життя
 threat – загроза

Task 3. Answer the following questions.

1. Is there objective and unique definition of poverty?
2. What is poverty?
3. Does the content of the notion «poverty» differ from country to country and from time to time?
4. What did the poverty mean last century?
5. What kinds of poverty do most discussions distinguish between?

Task 4. Match the English words with their Ukrainian equivalents.

Task 5. Complete the sentences using the following words/phrases:

Task 4. Match the English words with their Ukrainian equivalents.

- | | |
|----------------------|------------------------|
| 1) well-being | a) добробут |
| 2) lack | b) недостаток; потреба |
| 3) living conditions | c) дохід |
| 4) income | d) потреби |
| 5) applicant | e) житлові умови |
| 6) needs | f) загроза |
| 7) poor | g) схема |
| 8) threat | h) бідність |
| 9) scheme | i) заявник, прохач |
| 10) poverty | j) бідний |

Task 5. Complete the sentences using the following words/phrases:

poverty; relative poverty an absolute poverty line; primary poverty; poor.

1. ... does not change with the standard of living in society.
2. People are ... if some of their absolute needs are not sufficiently satisfied.
3. ... demonstrates the cultural needs of individuals and families within the context of the rest of society.
4. ... exists for many centuries and can be defined in different ways.
5. ... refers to a lack of the basic requirements to sustain physical life

Task 6. According to the text are the following statements true (T) or false (F). Correct the false statements.

1. There is no objective and unique definition of poverty, which demonstrates exactly when somebody is poor.
2. An absolute poverty line means a kind of fixed amount.
3. People are defined as «poor» when they can not sufficiently satisfy some of their absolute needs.
4. Most discussions distinguish between absolute or primary poverty and relative or secondary poverty.
5. «Secondary poverty» is used to demonstrate the inadequacy of definitions of absolute or primary poverty.

7. Match these phrases to complete the sentences.

«Absolute poverty»	... shows the inadequacy of definitions of absolute or primary poverty by referring to the cultural needs of individuals and families within the context of the rest of society.
«Relative poverty»	... is a communication system that provides for immediate and direct telephone contact for people having different problems.
hot line	... is a procedure for distributing to needy people some products that cannot be sold on the open market as they do not meet the optimal quality standards.
poverty line	... is lack of the basic requirements to sustain physical life.
bread line	... is a measure of the amount of money a government or a society believes is necessary for a person to live at a minimum level of subsistence.

8. Fill in the gaps with the following expressions:

_ unemployment _ a vicious cycle _ a way back _ self-esteem _ putting a roof _ to hold on to a place _ addressing the factors _ drug dependency. _ the root causes

Why tackling homelessness is so important

Tackling homelessness is about much more than simply over someone's head.

It is about understanding the causes and that so often lead to homelessness, such as:

- relationship and family breakdown;
- debt and ;
- mental health problems;
- alcohol or

Tackling these issues helps provide for people on a path to homelessness – helping them to live even when facing other challenges in their lives.

We know that – if we do not tackle , many homeless people can get trapped in of deprivation; a cycle that eats away at their confidence and

9. Read the text and answer the questions:

- Who are the people threatened with homelessness and intentionally homeless
- What duties do local authorities have to the homeless, above all young people?
- How do they assess the applicants?
- What is “the priority need group”?
- How do local authorities arrange the housing?

Homeless or threatened with homelessness

You will be considered legally homeless if you have no accommodation which is available and reasonable for you and your household to live in. You will be considered to be threatened with homelessness if you are likely to be homeless within 28 days.

Intentionally homeless

You may be considered ‘intentionally homeless’ if you have deliberately done something which has made you lose your home. However, the definition of intentionally homeless is complicated and a decision made by your local authority can often be successfully challenged. The local authority must look at each case individually. If you lost your home because of genuine financial problems you will not be homeless through your own fault.

If the local authority decides that you are not homeless, it does not have any duties to arrange long-term accommodation for you. However, it will have some duties to help you and must provide advice and assistance in finding accommodation, or provide a temporary place to stay while you find a permanent home.

Help for homeless people

Local authorities have a legal duty to provide help to certain people who are homeless or threatened with homelessness. When a household in difficulty applies to a local authority for housing it must first be assessed as to whether the case is one of homelessness and, if so, whether the applicants are in priority need. The priority need group includes households with dependent children or containing a pregnant woman; people who are vulnerable as a result of old age, mental or physical illness or disability or other special reason; and people who are homeless in an emergency. If both criteria are satisfied then suitable housing must be found, though not necessarily from the council’s own stock. It could be arranged with registered social landlords or private landlords. Local authorities may also, at their discretion, assist homeless households not classified as being in priority need.

Local social services authorities also have a duty to provide accommodation for children and young people over 16 who are leaving care or who are in need for other reasons.

10. Read the text and sum up the main causes of homelessness.

Homelessness

Homelessness is a complex problem; the circumstances of homeless people vary greatly. At root, though, the reasons for homelessness come down to four main issues:

Shortages of housing. If there are not enough places for people to live, then someone has to go without. Because housing is mainly allocated by the market, those who are excluded will generally be the poorest people.

Entitlement to land. In many countries, people squat rather than being homeless. Squatters usually build temporary shelters at first, but over time squatter settlements are built up and the housing on them becomes more established.

Entitlement to housing. If people are not entitled to use the housing which exists, they may be homeless, even when there is no apparent shortage. Some people are excluded because of their circumstances – street children are an example. The main reason for exclusion, however, is financial – homeless people are those who cannot afford the housing which is available.

The personal situation of homeless people. Homelessness is often attributed to the characteristics of the homeless person, such as alcoholism and psychiatric illness, or to the social situation of homeless people, such as unemployment and marital breakdown. This approach needs to be treated with some caution; people in these situations only become homeless if they are excluded from housing or do not have enough resources to secure alternative housing. The central issues are the problems of poverty and exclusion.

Homelessness often arises from a change in personal circumstances. Over a quarter of all households accepted as homeless in England are in their situation because parents, other relatives or friends are no longer able or willing to accommodate them, particularly young homeless people. A further quarter give the breakdown of a relationship with a partner as their main reason for the loss of their last settled home. Research has shown that older homeless people also identified family crises, such as widowhood or marital breakdown, alongside eviction, redundancy and mental illness as reasons for homelessness. (*www.socialexclusionunit.gov.uk*)

11. Explain the following terms from the text in English:

_ shortage of housing _ alternative housing _ to allocate housing _ personal circumstances _ entitlement to housing _ marital breakdown _ squatters _ eviction _ street children

12. Read the text. Are following statements true or false? Correct the false ones.

1. John lived in Liverpool.
2. He went to London, to Gatwick Airport.
3. All the hostels were full, so he slept in a night shelter.
4. Then he went to Birmingham.
5. He found a room in the Foyer Centre.
6. He started to work as a carpenter.

7. He sold The Big Issue.
8. He got a resettlement flat.

John's story

“I was living in Manchester in a flat that had a short-term tenancy and had a job working in McDonald's. Everything was fine until the tenancy was up. The landlord decided not to re-let the property. I was devastated. I was homeless!

I made my way to London, slept rough and eventually made my way to Heathrow Airport, where I slept for a few nights. Every day I phoned the Homeless Team. All the hostels were full, so I was forced to spend a week in a night shelter. This was not pleasant.

I had to do something. I had been told there were hostels in Birmingham, so made my way there. I was lucky: I got a room at The Salvation Army Centre. I was given a key worker and all the support I needed. During this time, I served my term of probation as a painter and decorator. I joined the Centre football team and took part in all the centre activities. I started selling The Big Issue and continued doing so for around four months.

After being at the Centre for ten weeks, I applied for one of the resettlement flats. My application was successful and I moved into the flat: I was determined to make this my home. The Big Issue helped me to purchase a settee and some kitchenware. I started voluntary work in the Centre kitchen. I registered with Learn Direct and did a four-week computer course. At the end of the course, I was given a free computer of my own.

Also, around this time, I was speaking with my Probation Officer who informed me that, because of my positive attitude and hard work, my term of probation had now ended six months earlier than expected.

I registered with Jobcentre to help me look for employment. They provided me with a bike, some clothes for work and a mobile phone so that I could get to work for the early shifts. Following my four-week placement, I was thrilled to be offered a full-time contract of employment, which I am still doing.

Since moving into the Centre, my life has completely turned around. From having nothing, I now have everything: a flat; nice belongings of my own; and not one but two jobs. I do thank everyone at the Centre for their support, trust and faith in me. Without the stability of a roof over my head, I could not have done it.”

(www1.salvationarmy.org.uk)

13. Read the text and describe the social security system in Great Britain.

Social security in Great Britain

The health and social welfare system is part of everyone's life in Britain. It provides help for anyone who is raising a family or who is elderly, sick, disabled, unemployed, widowed or disadvantaged.

Everyone at some point in their lives will receive help from its varied services, ranging from health checks for children, home help for disabled or elderly people or cash benefits to cover periods of unemployment.

The three pillars of the health and social welfare system are:

1. **The National Health Service** – the health of the community is the responsibility of the NHS, free to everyone who lives in Britain. More than 90 % of all health care in Britain is provided by the state through the NHS.
2. **Personal Social Services** – provided by local authorities for elderly and disabled people, those with mental disorders and for families and their children.
3. **Social Security** – designed to secure a basic standard of living for people who are unemployed, help for families and help towards the cost of disablement.

14. Fill in the gaps with the following expressions:

_ disabled young people _ a disability _ family carers _ independently _ more money _ the support _ control _ person-centred planning _ to involve families _ be planned _ service providers _ make choices _ the services _ better

Social care services – direct payments and individual budgets

People with are taking more of their own services. This is really important to help people live..... . Individual budgets are also helping. Direct payments are when people are given money to pay for they need themselves. They can choose what services to spend the money on. They can pay people to give them they want, in the way they choose. Individual budgets are when people are told how much money there is for services and support for them. People say what services they really want and need. They do not have to pay themselves if they do not want to.

We said that both direct payments and individual budgets would make services..... . People would use the money for services they wanted – so good services would get Services would have to listen more to what people want, otherwise they would not get any money. means supporting a person to work out what they want in their life and how services should help them do this. Services should then to give them the things they want and need. Personcentred planning can help think about what they want to do when they leave school and what services they need. It can help them..... , make friends and get involved in the area where they live.

More is being done..... . Regional networks enable to learn from each other and share ideas.

15. Read the stories of two women and write down as much information as possible. Compare their lives.

Ruby is 93 and lives in a care home in Surrey. Here she talks about her experience of what it's like to live in a care home. "Being Welsh, I've always been fiercely independent and like to do things for myself. I worked in a shop and didn't retire until I was 88 – even then, I would have liked to continue. So for me, that's been the only slight drawback to living in a care home. I no longer have the same independence. But I could no longer stay in my own home. I had two falls. I was very upset and nervous, but I think that's only natural really. It's a big step to change your life in such a way, and was difficult getting used to the new routine. Anyway, all the staff

were very kind to me. They were very sympathetic about how upset I was about having to give up my independence.

Luckily, though, I knew the home quite well. I used to come to events here and often ended up helping out, like serving the coffee or something. So at least it wasn't too unfamiliar." It took Ruby a while to settle in because she was so used to always doing everything for herself. But now, she says that she loves it. "I was pleasantly surprised by how kind the staff were, and so patient. What I enjoy most about it is the atmosphere. I've got used to enjoying the security, too. I would be frightened to be on my own at night, now. It's very nice to have everything done for you. You can help out with the cooking, if you want to. But it's nice, too, to know that you don't have to.

The food here is very good and I always enjoy my meals. There are plenty of activities for me to be involved in too. I can't tell you if I have a favourite as I enjoy most of them! There's always something interesting going on here – or else we go out." The home gives its residents a lot of say in the kind of activities they would like to do. There is a wide range, from musical therapy and aromatherapy, concerts, to plays and recitals in the evening. "Sometimes my daughter comes to take me out. Or else, we all go out with one of the activities co-ordinators. I don't feel out of touch, or forgotten. My daughter visits me frequently. My niece also comes – and my granddaughter. I'm very happy here now. All in all, I wouldn't like to live alone again. I think that I made the right decision to come to the home."

Joan is 88 and lives in a ground floor flat in Weybridge. She talks here about her experience of what it's like to receive care at home. "I'm lucky because I live in a block of flats for older people. It's not exactly what you would call sheltered housing. But there is a large lounge on the ground floor. We all meet there quite often to have a chat and a nice cup of tea. So I feel that I have the best of both worlds; the independence of my own flat as well as a social life along the corridor, whenever I want it. On top of that, I have care workers come in to me about three or four times a day. They're always very friendly and helpful." Joan, who has always been the independent sort, started having care only a few years ago: "I'd always managed to look after myself. But then I got ill. After that, my son, my doctor and a few others – I think they were from the council – had a conference about me. I didn't want to move into a home, as I'm happy here in my flat, overlooking the garden. I've been here for some years now, and I have a few good friends in the other flats. So that's when it was decided that I should have care at home.

Now I have someone to come and help me to get up, washed and dressed in the morning and also to give me my first lot of medicine. I have about ten pills to take in the morning and various others throughout the day. For lunch, I usually have something frozen just popped into the microwave. And then another care worker will come after lunch to give me some more pills. Then the last care worker of the day gets me ready for bed, although sometimes I prefer to do that myself, as they come quite early, about seven-thirty. One of them takes my washing to the laundry room

and put it in the washing machine and the tumble drier. After it's dry, she irons it for me, and then puts it all away.

If a friend comes to take me out shopping, or to lunch, I can ring up to let the agency know. They'll adjust the times that the care workers come. They're very good like that." But Joan doesn't believe that having care at home would suit everybody. "I've always been very independent-minded," she says. "But others may prefer to be in a care home. Having care at home is not for everybody, but it suits me. And if I feel a bit lonely, I can just get out my trolley and push it along the corridor to the lounge. There's always sure to be some good company there!" (www.csci.gov.uk)

16. Fill in the gaps with the following expressions:

_ in advance _ on low incomes _ a test of income _ a test of need _ by contributions
_ with physical disabilities _ earn benefits _ social assistance _ administratively simple
_ urgent or exceptional needs _ at work _ compensation _ any non-insurance benefit
_ the discretion of officials _ broad categories _ appropriate patterns of behaviour

Social security benefits

There are five main types of social security benefits.

1. **Social Insurance.** These are benefits paid for The principle behind social insurance is that people by contributions, paid while they are..... .

2. **Means-tested benefits.** These are for people Means tested benefits are based mainly on , though some also include tests of assets or capital.

3. **Non-contributory benefits.** There is no test of contribution or of means, but there may be This is a broad term which can be used for , but which tends to be used specifically for non-means tested benefits. Non-contributory benefits based on a test of need are used, for example, for people , as a form of for severe disability or as a means of meeting special needs (such as a need for social care).

4. **Universal benefits.** These benefits are based on of people with no tests of means or needs, like children or old people. The benefits are , but their wide coverage tends to make them expensive.

5. **Discretionary benefits.** Discretion is widely used in the provision of , the provision of benefits for those in need who are not covered otherwise. Discretionary benefits are given at Because some needs are unpredictable, many social assistance schemes have some kind of discretionary element to deal with Where social assistance is tied to social work, discretionary payments may also be used as a means of encouraging and directing Some provision for discretionary benefits is generally seen as a necessity, because it is impossible to provide for every need

Grammar Review

I. Underline the most suitable verb form in each sentence.

a) *Did you see/Have you seen* my bag anywhere? I can't find it.

- b) Larry *is writing/has been writing/has written* his novel for the last two years.
- c) From the minute he got up this morning Gary *asked/has asked/has been asking* silly questions!
- d) *Have you given/Did you give* Helen my message when you *have seen/saw* her?
- e) Sorry, could you say that again? I *didn't listen/haven't listened/haven't been listening* to you.
- f) The police think that they *found/have found* your wallet, so call this number.
- g) *Did you two meet/Have you two met* before? Eric, this is Amanda!
- h) *Did you meet/Have you met* anyone interesting at the reception?

II. Underline the most suitable time expression.

- a) I haven't seen Gerry *for/since* a long time. How is he?
- b) I can't remember *how long/when* I've had this watch.
- c) I've written to Deborah *last week/recently*.
- d) What have you been doing *today/yesterday*?
- e) Have you eaten Italian food *before/already*?
- f) I've been living here *in/since* the end of last year.
- g) I've been trying to get in touch with David *for ages/for the last time*.

III. Put each verb in brackets into either the Present Perfect Simple or the Present Perfect Continuous.

1. Someone (eat) *has eaten* all the cakes. I'll have to buy some more.
2. What (you buy) your sister for her birthday?
3. My throat is really sore. I (sing) all evening.
4. Brenda (learn) Russian, but she finds it difficult.
5. How many people (you invite) to your party?
6. Those two cats (sit) on that branch for the last hour.
7. It (rain) all day! Why can't it stop?
8. Diana (wear) twelve different dresses in the past week!
9. I (do) everything you asked. What should I do now?
10. Graham and Pauline (try) to find a house for ages, but they can't find one they can afford.

IV. Make the correct forms of the verbs.

Jack (be)..... my friend for over 20 years. We (know)..... each other since we were children. Recently, he and his family (move)..... to a house on the same street as me, and now our children play together almost every day. For the last ten years, Jack and I (play).....for the same hockey team every Saturday. Jack is a better player than I am, but in the last few months he (have).....Some trouble with his left knee, and he (find) _____ hard to play a full game. He (see)..... the doctor several times about his knee, but the doctor doesn't know what is causing his pain. Jack

(decide)..... to take a break from hockey for a while, so that his knee can recover. It's going to be lonely on the team without him!

v. Choose the correct past participle forms of the verbs

1. We're late - the game has already.....(begin).
2. Shelley can't go skiing any more. She has ____ (break)..... her leg.
3. In the last few years, it has (become) more and more difficult to get into college.
4. Duncan's here, and he's.....(bring) some sandwiches!
5. She's getting married in a week, and she hasn't.....(buy) her dress yet.
6. It's so hot that I've..... (drink) five cans of Coke already this afternoon.

vi. Make the correct forms of the verbs. Use Past Perfect.

1. First, we ate at the cafeteria. Then, we went to class.

After we at the cafeteria, we to class.

2. First, Juan made himself a sandwich. Then, he poured some tea.

After Juan.....himself a sandwich, he some tea.

3. First, Gunawan plugged in the headphones. Then, he played a CD.

Before he a CD, Gunawan.....in the headphones.

4. First, Soriah fed the cat. Then, she called her mother.

Soriah..... her mother after she..... the cat.

5. First, Marie did her homework. Then, she watched TV.

Marie.....her homework before she...TV.

Module 4

CHILDREN

“Child abuse has serious consequences”

Task 1. Read and translate the text.

CHILDREN

Children are youngsters who are under the legal age of responsibility or emancipation. In most states this age is 18 years. Social workers deal with children having different problems. There are some groups of children who need care and supervision of specialists. These are runaway children, exceptional children, adultified children, stolen children, latchkey children, home alone children, throwaway children and many others.

A runaway child is a minor who has departed the home of his or her parents or legal guardians contrary to their wishes and who intends to remain independent of

their control. The federal government maintains a National Runaway Hotline to help these youngsters and possibly reunite them with their parents.

«Exceptional children» is a designation applied to dependent youngsters who, because of unusual mental, physical, or social abilities or limitations, require extraordinary forms of education, social experience, or treatment. These children include mentally retarded youngsters who can benefit from educational training facilities designed to help them reach their potential. Other such children may be those with physical disabilities and deformities, mental disorders, special talents, very high intelligence, or unusual physical abilities.

A youth who, because of family relationship patterns, psychopathology, or socioeconomic circumstances, is compelled to assume roles and responsibilities normally reserved for older people, is called an adultified child. An example is a child who is a primary caregiver for younger siblings as well as meal preparer, housekeeper, and major emotional supporter for a single, working parent.

Stolen children are youths who have been abducted from the legal custodial parent by the other parent, usually after a divorce and loss of customer.

Latchkey child is a youngster who comes home from school to spend part of the day unsupervised because the parents are still at work.

All above mentioned groups of children can be considered as clients of social workers.

Task 2. Read and memorize the active vocabulary to the text.

child *pl.* – children ребенок

adultified children – дети, несущие обязанности, характерные для взрослых людей

exceptional children – «исключительные» дети, т.е. с отклонениями от нормы в ту или иную сторону

gifted child – одаренный ребенок

home alone children – безнадзорные дети

latchkey children – дети, проводящие часть дня без присмотра взрослых

runaway children – дети-беглецы

stolen children – украденные дети

throwaway children – беспризорные дети

unwanted child – нежеланный ребенок

care – забота, попечение

nursing care – уход за детьми

divorce – развод

hospital – 1. больница; 2. госпиталь; 3. приют

foundling hospital – приют для подкидышей

limitation – ограничения

orphanage – детский дом

parent – родитель

legal custodial parent – родитель, с которым после расторжения брака остаются несовершеннолетние дети

supervision – надзор

youngster – несовершеннолетний

Task 3. Answer the following questions.

1. Do social workers deal with children having different problems?
2. What groups of children which need care and supervision of specialists do you know?
3. What program does the federal government maintain to help runaway youngsters and reunite them with their parents?
4. What children does the term «exceptional children» include?
5. Why does a latchkey child spend part of the day unsupervised?

Task 4. Match the English words with their Ukrainian equivalents.

- | | |
|-------------------------|--|
| 1) adultified children | a) исключительные дети |
| 2) exceptional children | b) украденные дети |
| 3) latchkey children | c) дети, проводящие часть дня без присмотра взрослых |
| 4) runaway children | d) беспризорные дети |
| 5) stolen children | e) дети-беглецы |
| 6) gifted children | f) безнадзорные дети |
| 7) home alone children | g) одаренные дети |
| 8) throwaway children | h) дети, несущие обязанности, характерные для взрослых людей |

Task 5. Complete the sentences using the following words/phrases:

poverty; relative poverty an absolute poverty line; primary poverty; poor.

1. ... does not change with the standard of living in society.
2. People are ... if some of their absolute needs are not sufficiently satisfied.
3. ... demonstrates the cultural needs of individuals and families within the context of the rest of society.
4. ... exists for many centuries and can be defined in different ways.
5. ... refers to a lack of the basic requirements to sustain physical life.

Task 6. According to the text are the following statements true (T) or false (F). Correct the false statements.

1. There is no objective and unique definition of poverty, which demonstrates exactly when somebody is poor.
2. An absolute poverty line means a kind of fixed amount.
3. People are defined as «poor» when they can not sufficiently satisfy some of their absolute needs.
4. Most discussions distinguish between absolute or primary poverty and relative or secondary poverty.
5. «Secondary poverty» is used to demonstrate the inadequacy of definitions of absolute or primary poverty.

7. Match these phrases to complete the sentences.

«Absolute poverty»	... shows the inadequacy of definitions of absolute or primary poverty by referring to the cultural needs of individuals and families within the context of the rest of society.
«Relative poverty»	... is a communication system that provides for immediate and direct telephone contact for people having different problems.
hot line	... is a procedure for distributing to needy people some products that cannot be sold on the open market as they do not meet the optimal quality standards.
poverty line	... is lack of the basic requirements to sustain physical life.
bread line	... is a measure of the amount of money a government or a society believes is necessary for a person to live at a minimum level of subsistence.

8. Fill in the gaps with the following expressions:

a meeting with me, to see your children, 10-year old, with a lawyer, three months ago, Contact Order.

Dear friends, I joined FNF for help and support with a battle I was having to re-establish contact with my daughter. At that point I had not seen her for a whole year, during which time she had been subject to Parental Alienation Syndrome. With the help of FNF I got in touch and made an appointment to see where I was going and what I should be doing. She told me what I should do and she wrote a letter to my ex-wife telling her that I am not going to give up on my child.

Another letter was sent out to my ex-wife telling her to come to court for and another person (mediation). I successfully took my ex-wife to court and got a good issued. My ex-wife is now much less problematic and over the past couple of weeks I have seen my daughter regularly.

On behalf of myself and my daughter thanks to FNF for all your support over the past three months. Good luck to all of you who are presently battling I wish you all well.

9. Read the text and write down the information about the problems.

1. I have been separated from my husband for two years now and we have agreed to divorce. In February my ex stopped paying me anything. I have had no money from him since. Despite him working with his father, he says he has not received any salary since July 2005. Now, this is where things get interesting. My ex does not live here in the U.K. full time, he doesn't have a home. He has an apartment, which he somehow pays for, in Malaysia. He is able to fly from Malaysia to London and return. Yet he is unable to pay me any money for his kids. I have spoken to a solicitor about my ex and he says there is no point going to the court as he has no money. My ex is a very good dad to my two kids, he says he misses them and loves them very

much. He tells me as soon as he is in a financial position he will start to pay me back what I have lost and also what I am owed in unpaid child maintenance. I am getting a bit sick of waiting.

My kids hate it whenever I mention this fact about their dad, so I try very hard not in front of them, but I feel to a certain extent they need to know why I can't afford that extra treat for them or why they have to wait another month for a new pair of shoes.

2. When I split up with my ex I never stopped access to his grandmother until two months ago when my son opened up to me and I was disgusted with what he was telling me, he is nine years old, telling me the things his granny was telling him. I went in to another room and cried for hours. I couldn't believe a grandmother could try and turn my son against me in every way possible. She has started court proceeding against me. Does anyone know if she will get her way because I'm terrified I'm going to lose. And my son will have to continue to lead this life and there is nothing I can do to protect him. (www.everyparentmatters.gov.uk)

10. Read the text “Violet’s and Sean’s stories” and answer the questions:

1. What problems did they have?
2. How did the social worker get into contact with them?
3. What measures did the social worker suggest them?
4. Which programmes did they take part in?
5. How did the programmes help them?

1. When the Key Worker met **Violet**, she had been off ending and charged with a serious offence and was subsequently placed under the supervision of the Intensive Supervision and Surveillance Programme. The Key Worker began by visiting Violet at her home and began to build up a rapport with her by encouraging her to attend PAYS activities. Violet disclosed to the Key Worker that she was pregnant, but the father was in custody for offences. Although Violet was still of school age she had been truanting. She explained that she had moved schools as she had not been happy, but had been excluded from her new school due to her behaviour shortly after she had started. The Key Worker wrote a referral and Violet began attending the Young Mum's To Be course which focused on preparing her for parenthood and developing her basic skills. The Key Worker also liaised with her the Youth Off ending Team Liaison Nurse to support Violet with her education, PAYS activities, and the pregnancy (including support to access grants for essential baby items). The Key Worker and Violet discussed her plans for after the baby's birth and encouraged her to discuss this with her parents. She thought that she would be interested in training but would need support with child care. Violet continued to take part in PAYS activities, which helped her confidence to grow. After the birth of her son Violet began an Entry to Employment course with the support of her mother, who looked after her son while she was training. Violet has gone on to study Health and Social Care at the local community college.

2. The Key Worker met **Sean** during visits to his sister who had been referred onto PAYS by her School and Social Services. The Key Worker discovered that Sean had not attended school for over a year. He was engaged by the Key Worker by encouraging him to participate in activities during the summer. Sean presented multiple issues including substance abuse. The Key Worker decided that he would benefit from being out of his home environment and developing new interests. Aware of Sean's substance abuse and the possible affect of this on his behaviour, any activities he might take part in were discussed by Sean and his Key Worker. Sean agreed not use any substances while taking part in activities, and a timetable of activities including both social and educational activities was drawn up. The Key Worker was able to build up a positive relationship with Sean and his family allowing the Key Worker to discuss his return to education after the summer activities. The Key Worker then negotiated funding with Sean's school allowing him to attend the help centre two days a week to study Maths and English. (*www.dfes.gov.uk*)

11. Fill in the gaps with the following expressions:

_ education _ less popular measures _ good behaviour _ their authority _ punitive methods _ talking and socialising _ happy and loved _ shapes and sizes _ right and wrong

Disciplining and punishing children

There has been much debate about different ways of disciplining and punishing children, and ways of parenting positively without recourse to Parents most favour teaching a child the difference between by parents themselves setting a good example. Building up a child's self-esteem and confidence through making them feel is also important, as is spending time with children. Half of parents say reasoning with children and rewarding would be effective. Grounding children and smacking them continue to be Today's parents think communication, negotiation, loving behaviour and reason produce good families, even if they find it difficult and frustrating and less easy to impose

Although we all live busy lives, most parents say that they spend more time with their children – together – than they did with their own parents. While modern families might come in all, they remain an important source of love, support and

12. Read the Pamela's story. Are the following statements true or false? Are following statements true or false? Correct the false ones.

1. Pamela comes from Asia.
2. When she was 16, she came to France.
3. She was forced to prostitution.
4. Then she was sent to the USA.
5. Her false documents were recognised.
6. Now she attends school and is a good student.

Pamela, a Congolese girl, was looked after by her aunt when her mother died. She never knew her father. When Pamela was 16 years old, her aunt could no longer

support her and sent her to France on false documents. Once in France, she lived with a Congolese family and the man began to prostitute her. After five months, she was given new documents and told to go to the U.K. and then to the United States. Pamela arrived in the U.K. and stayed with friends of one of her abusers. She was taken to the airport for her onward flight to the USA, but her false documents were recognised as such by Immigration Control and she was referred to Social Services. Pamela is now 17, and although still traumatised, she is attending school for the first time, and is proving to be an excellent student. (*www.unicef.org*)

13. Read the text. Sum up the facts in it.

21st century family

Being a parent has never been easy but social changes in the past 30 years have created several new challenges.

_ Mums are working more. Today, 70 % of women work. In 1971 the figure was 56 %.

_ More people are caring for elderly parents as well as children. By 2010 the number of adults caring for elderly relatives will have risen to 10 million.

_ Family structures have changed. Today 28 % of children born to married parents will experience divorce before the age of 16.

_ There are more single parents. The number of one-parent families in Britain has tripled since 1971.

_ Technology has made children more powerful and more vulnerable. Mobile phones and computers have increased children's access to information, but they bring big risks with them.

Dads are now playing a bigger part in raising their children.

_ 93 % of dads take time off when their child is born.

_ 87 % of dads feel as confident about caring for their baby as their partner.

_ The average time dads spend with young children has increased by 800 % since the 1970s.

_ In 2006 31 % of dads of babies worked fulltime, compared to 11 % in 2002.

Research shows that children with involved dads have stronger relationships, get better academic results and are less likely to commit crimes than children whose dads are absent. It's also thought that children benefit from the different qualities that mums and dads bring. This is particularly true for boys: a lack of involved male carers can lead to bad behaviour among teenage boys.

14. Read the text and answer the questions:

1. What is child trafficking?

2. What are its causes?

Child trafficking

Children can be trafficked for a whole host of reasons including sexual exploitation or to provide cheap labour for domestic or commercial purposes. Although there are no exact figures of the numbers of children trafficked, it is estimated by the UN that

some 1.2 million children are trafficked annually. With globalisation and the increasing demand for sexual services and cheap labour, this number is expected to rise significantly.

Child victims of trafficking often come from poor families and lack economic and educational opportunities. Children who have been separated from their families, have minimal education, lack vocational skills or have few job opportunities are most at risk. These factors, when coupled with gender, racial or ethnic discrimination or insecurity caused by, for example, armed conflict or natural disaster, create the ideal environment for trafficking networks to thrive.

www.unicef.org

15. Read Michael's story and fill in the gaps:

A dog, will be beaten, second largest city, two years, £40 each month, a corner café, Albania, his guitar, to Greece, to beg for money, 'gypsy', cigarette burns.

On a warm spring evening in Thessaloniki, Greece's, tourists walk along the waterfront promenade and wander into the shops that circle one of the city's famous squares. In front of, a young boy with black hair and an infectious smile plays as people toss him a few coins for his efforts. The boy is Michael. He is a street child from neighbouring He is 11 years old and one of the approximately 3,000 Albanian children who have been trafficked to Greece and Italy "I must bring 5,000 drachmas to my owner each day," says Michael. If he does not make his daily quota, he says he by the man who 'owns' him.

Michael is Roma, the ethnic minority often referred to as, and his family is poor. He attended school for only and is illiterate. His mother gave permission to a neighbour to take Michael so that the boy could earn money for the family. The trafficker promised to send back around Michael is trapped between two violent worlds. He is abused on the streets of Greece and is not safe at home. "If I go home, my mother will beat me," he explains. Asked about marks on his neck, he says: "..... scratched me." His arm, however, is marked by

www.unicef.org

16. Read the text and write down as much information as possible. Discuss children's recruitment and how to protect children from it.

Burundi

The government estimates that at least 30,000 children are associated with armed forces or groups. Children are associated with armed groups and armed forces sometimes from the age of six and can have spent up to 10 years in these forces. They usually suffer violent treatment during their training and are often sent into combat. They are also used to carry the supplies, water, food and ammunition or to serve as cooks or domestic servants. Girls and some boys are used as sex slaves by the commanders or adultfighters. Some children have been instructed to kill their own families, and children are often given drugs and alcohol. Children are singled out for recruitment by armed forces and group commanders because they are easily

manipulated and often unaware of the dangers they face. Some children are forcibly recruited, while others enrol themselves, primarily in a search for food, protection, clothes and money and a desire to escape extreme poverty. The report urged the government and international community to take concrete and urgent steps to protect children from recruitment, to ensure the release of the children from the armed forces or groups, and to promote their durable reintegration into civilian life.

17. Give examples of the various forms of bullying. Why is it so dangerous?

Bullying

Bullying can be defined as deliberately hurtful behaviour that is repeated over a period of time. This can include:

- teasing, abusive remarks and name calling;
- threats and physical violence, damage to property;
- leaving pupils out of social activities deliberately;
- spreading rumours;
- sending upsetting mobile phone or email messages (sometimes called cyberbullying).

Read the story and notice the behaviour of a victim.

Samantha’s story. Read the story and notice the behaviour of a victim.

“Break time was the worst. This group of girls used to hang around by the seats under the trees. It was out of sight of the school windows and that’s why they went there. At first, they were all right and I was new, so was grateful that they let me be part of their group. Then they wanted me to chip in and buy cigarettes. I said I didn’t smoke and that’s when it started. They got all the other girls in the class to stop talking to me. They just completely blanked me. Things got worse. I got really down about the situation and on my way home one afternoon, I phoned ChildLine. It was so good to talk to someone. I thought if I told anyone – teachers or parents – the bullies would just get back at me. Other people had made things worse for themselves when their parents had complained to the school. The counsellor helped me think through some really good stuff. She asked me about people at school I could talk to. I thought of one of the sixth-formers who was really nice to us when we started. I told her about it and said I didn’t want a big fuss. She understood and she started coming around the school at break time to send the girls off”.

Grammar Review

I. Change the following sentences into the Passive Voice.

1. My sister teaches English at our University.
2. A famous Hungarian architect built this castle in the sixteenth century.
3. They will not finish their repair work tomorrow.
4. The students are discussing the latest political news during the lunch.
5. We were watching the film “Love Story” yesterday at 9 p.m.
6. The young men had written down their notes long before the break time.

7. Somebody has stolen the old woman's purse.
8. They will have published the book till the end of the year.

II. Join the sentences using the word(s) in brackets and the Past Perfect Simple as in example.

1. The judge finished his speech. The witness appeared in the hall. (**just, when**)
The judge had just finished his speech, when the witness appeared in the hall.
2. The solicitor started typing a letter. His client left. (**as soon as**)
3. George came into the courtroom. He talked to a policeman. (**after**)
4. They didn't hire a lawyer. They examined his résumé. (**until**)
5. He opened the book on Corporate Law. The doorbell rang. (**just, when**)
6. A solicitor read a client's claim several times. He invited her to his office. (**before**)
7. The barrister left his chamber. The solicitor arrived. (**already, by the time**)
8. She found the job. The company employer called her. (**already, when**)

III. Put the verbs in brackets into the Future Perfect Simple. Translate the sentences.

1. The barrister (**to negotiate**) the settlement before the trial starts.
2. The junior barrister (**to finish**) drafting legal documents by 9 o'clock in the morning.
3. The legal firm (**to fulfill**) its obligations by the end of the year.
4. By the end of the month an experienced lawyer (**to prepare**) the case for court.
5. By this time next year I (**to graduate**) from law school.
6. A solicitor (**to get**) through the greater part of the work before his client comes.

IV. Study the examples. Which sentences include the Present Perfect Continuous Tense? Translate the sentences.

1. We **have been listening** to the witnesses for three hours.
2. A man **has been waiting** for the judge for two hours.
3. He **has spent** 12 months in pupillage.
4. I **have received** a provisional practising certificate issued by the Bar Council.
5. The student **has joined** one of the Inns of Court and **passed** the bar vocational course (BVC).
6. A young barrister **has been talking** to the expert since 8 o'clock in the morning.

V. Choose the correct verb form.

1. I have been *studying* / *studied* law since 1990.
2. How long *have you been practicing* / *do you practice* as a lawyer?
3. Law companies *use* / *have been using* computers to store clients' cases for ten years.
4. *We've been doing* / *have done* business with them for over thirty years now.
5. A client *has made* / *has been making* a complaint about one of our lawyers.
6. A barrister has been *negotiating* / *has negotiated* the settlement since the morning.

7. The State Registration Act has been *introduced* / *introducing* into Ukrainian law.
8. The legal team of Arzinger & Partners *has been dealing* / *dealt* with debt collecting litigations for five years.

VI. Insert the Past Perfect Continuous. Translate the sentences.

1. We _____ for an hour when she began talking **(to wait)**.
2. When I came down to London to work in the company, my brother _____ there already for five years. **(to work)**
3. He _____ about half an hour, when he saw his client coming along the path. **(to walk)**
4. He _____ already the case with his assistant for three hours, when the telephone rang. **(to discuss)**
5. I saw that it was 2 o'clock. We _____ there an hour and a half. **(to sit)**
6. The gown and the wig he _____ was, lying across the chair. **(to wear)**

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