

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

**GETTING TO KNOW SOCIAL WORK**

**(Part I)**

**Методичні вказівки**

**до практичних занять та самостійної роботи**

**з дисципліни "Іноземна мова за професійним спрямуванням" для студентів спеціальності 231– *Соціальна робота* освітньо-кваліфікаційного рівня – бакалавр**

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Укладач: Гречок Лідія Михайлівна, старший викладач кафедри іноземних мов професійного спрямування,  
Кормільцина Світлана Юріївна, викладач кафедри іноземних мов професійного спрямування,

Відповідальна за випуск: Литвин Світлана Володимирівна,  
завідувач кафедри іноземних мов професійного спрямування,  
кандидат педагогічних наук, доцент

Рецензент: Литвин Світлана Володимирівна, кандидат педагогічних наук,  
доцент, завідувач кафедри іноземних мов професійного  
спрямування Чернігівського національного технологічного  
університету

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## ВСТУП

Методичні вказівки складено відповідно до вимог програми навчання Іноземної 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

### GETTING TO KNOW SOCIAL WORK

*“My choice is only my choice”*

**1.1 Pair work. What do you know about social work? Discuss your ideas with your partner using vocabulary below.**

#### VOCABULARY

- 1. agenda n** a list of things to be done, business to be discussed at a meeting.
- 2. authority n** 1. power or right to give orders and make others obey; 2. right given to smb.
- 3. benefit n** 1. advantage, profit, help; 2. act of kindness, favour, advantage.
- 4. court n** 1. assembly of judges, acting as tribunal 2. place in which justice is administered: court trial; court case; court procedure.
- 5. fail v** 1. be unsuccessful; 2. be not enough, come to an end while still needed or expected.
- 6. fit v** 1. be the right measure, shape and size for; 2. put on to see that it is the right size, shape.
- 7. initiative n** 1. first or introductory step or move; 2. capacity to see what needs to be done and enterprise enough to do it.
- 8. obligation n** promise, duty, or condition that indicates what action ought to be taken.
- 9. prison n** a place where a person is kept awaiting trial or for punishment; send smb to prison; take in(to) prison; keep in prison.
- 10. probation n** testing of a person's conduct, abilities, qualities, etc., before he is finally accepted for a position, admitted into a society.
- 11. property n** 1. things owned, possessions; 2. sth. which a person owns, possession (esp. an area of land, or land and buildings); 3. ownership, the fact of owning or being owned.
- 12. punish v** 1. cause to suffer pain or discomfort for wrong-doing; 2. treat roughly, knock about.
- 13. quarrel v** 1. take part in an angry argument, violent disagreement; 2. find fault.
- 14. relationship n** condition of belonging to the same family, being connected by birth or marriage.

**1.2 Match the words and their meanings.**

1. agenda	a. condition of belonging to the same family
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2. benefit	b. ownership
3. fail	c. a list of thing to be done
4. initiative	d. be the right measure
5. property	e. first or introductory step or move
6. relationship	f. advantage
7. fit	g. be unsuccessful

**1.3 Choose the Ukrainian equivalents to the following English word combinations.**

1. the current criteria	a. у багатьох сферах життя
2. family relationships	b. захворіти
3. in many spheres of life	c. використовуючи однакові вміння
4. on the edges of other professions	d. як спосіб критики
5. using similar skills	e. намагатися уникнути соціальні проблеми
6. as a way of criticizing	f. сімейні відносини
7. to try to avoid the social problems	g. поточні критерії
8. to get ill	h. торкаючись інших професій

**1.4 Read the text below and explain the words in bold.**

**VOLUNTARY ORGANIZATIONS**

All societies create **anomalies**. Some people are always excluded from **benefits** because they do not **fit** the current criteria. At its simplest, societies draw boundaries and define who is in and who is out. But, as well as physical boundaries, within each society there is also a system of laws, which define **property** and **ownership**; family **relationships**; the **obligations** which go with contracts. These laws also define methods for **punishing** people who try to **avoid** them.

Problems arise in many spheres of life. Marriages break down; parents and children **quarrel**; children **fail** to develop normally; or they do badly at school; people have accidents; or get ill; cannot find work; or get involved in lying and lose their friends.

Traditionally social work in Britain developed on the edges of other professions:

- When problems arose in hospitals, medical social workers were appointed (for people who were mentally ill there were **psychiatric** social workers);
- When problems arose in **prisons** and **courts**, **probation** officers were appointed;
- For children who had no **adequate** parents, children care officers were

## **appointed;**

- For old people who had no support welfare officers were appointed and so on.

Often these jobs began as a **voluntary initiative**, by some individual, who saw a problem more clearly than others, and just began to work. Later, when the role was more clearly defined, it was taken over by the state. But the state has its own **agenda**, and eventually the state services would prove inadequate, and some other individual would recognize another unmet need, and would address it through voluntary effort.

In the 1960s it was recognized that all these people, working in different context were using similar skills, a single profession was created under the British Association of Social Workers. It was also created a single Department of Social Work, or Social Services, in all local **authorities**. This has had the effect of centralizing and uniting the profession, but it has also created a very powerful state structure – almost a state monopoly – for social work services, which, of course, were dominated by the agenda of the government and the local authority.

Voluntary organizations remain very important, therefore, as a way of criticizing the state apparatus; of developing new methods of work; and of creating new structures for social work.

### **1.5 Find in the text and translate the following word combinations.**

Do not fit the current criteria, as well as, to define property and ownership, methods for punishing people, break down, on the edges of other professions, have no adequate parents, in all local authorities, a very powerful state structure, create new structures for social work.

### **1.6 According to the text are the following statements true (T) or false (F).**

#### **Correct the false statements.**

1. At its simplest, societies destroy boundaries and limitations.
2. Problems arise in a marital sphere of life.
3. When problems arose in hospitals, doctors and nurses were appointed
4. When problems arose in prisons and courts, police officers were appointed.
5. In the 1980s a single profession was created under the British Association of Social Workers.

### **1.7 Fill in the words from the list, then make sentences using the completed phrases.**

*Marriages, criteria, voluntary, quarrel, property, authorities, family, monopoly.*

1. do not fit the current...
2. ... initiative
3. ...and ownership

4. local....
5. ....relationships
6. state ....
7. parents and children...
8. .... break down

**1.8 Complete the following statements and translate them into Ukrainian.**

1. Some people are always excluded...
2. At its simplest, societies draw...
3. These laws also define methods...
4. Marriages break down...
5. Traditionally social work in Britain...
6. When problems arose in hospitals...
7. When problems arose in prisons and courts...
8. For children who had no adequate parents...
9. For old people who had no support...
10. But the state has its own agenda...
11. In the 1960s it was recognized that all these people...

**1.9 Answer the questions to the text.**

1. What does the society define in any country?
2. What problems are in many spheres of human life?
3. What social state services exist in Great Britain?
4. What are the voluntary organizations in Great Britain?
5. What do these voluntary services do in Great Britain?

***Grammar revision.***

**1.10 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



**1.11 Read the following extracts and put the verbs in brackets into the present simple or the present continuous.**

1 These days, it seems everything 1) *...is changing...* (change). Cities  
2) .....(become) bigger and busier every year, technology  
3) .....(develop) faster than ever before, and scientists 4) .....(learn)  
more about the way things work.

2 Water 1) .....(boil) at 100°C and 2) .....(freeze) when the temperature  
3) .....(drop) below 0°C. Salt water 4) ..... (be) different, however.

3 This film 1) .....(be) great! It 2) .....(have) an all-star cast and the script  
3) .....(be) very funny. The action 4) .....(begin) when two young men  
5) .....(try) to rob a bank.

4 Rogers 1) .....(kick) the ball and 2) .....(pass) it to Jones. Jones  
3) .....(run) down the pitch. He 4) .....(pass) the ball to  
Smith who 5) .....(shoot) and 6) .....(score)!

**1.12 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

### **1.13 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.

### **1.14 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.

## ***ADDITIONAL WORK***

### **1.1 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.

### 1.2 Complete the text with these adverbs:

*Immediately, certainly, luckily, suddenly, unfortunately*

Yesterday was **1**..... a lucky day for me, but it began badly. I left my house. **2**..... I realised I had no money for the bus. I went to ask our neighbours for help. **3**... they were out. I began walking to school. I **4**..... remembered we had an exam, and I would be late. I ran all the way **5**. .... my teacher was also late – and she cancelled the exam!

### 1.3 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.”

#### **1.4 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 **1**..... . “It’s based on the idea that **2**..... 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 **3**..... , which we were invited to join. As well as training and playing together, we get advice about **4**..... from experts who really know their stuff . One of the most important things we’ve learnt is to involve the kids and listen **5**..... . This shows you **6**..... 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 **7** ..... about problems we’re having with our kids. It’s really useful to hear how others have dealt with **8**..... .”

#### **1.5 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, fi ve 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 fi nal 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.”

**1.6. Read the passage and choose the best answer (a, b, c or d) to each question**

The Internet, a global computer network which embraces millions of users all over the world, began in the United States in 1969 as a military experiment. It was designed to survive a nuclear war. Information sent over the Internet takes the shortest path available from one computer to another. Because of this, any two computers on the Internet will be able to stay in touch with each other as long as there is a single route between them. This technology is called packet switching. Owing to this technology, if some computers on the network are knocked out (by a nuclear explosion, for example), information will just route around them.

Most of the Internet host computers (more than 50 %) are in the United States, while the rest are located in more than 100 other countries. However, nobody knows exactly how many people use the Internet.

The most popular Internet service is e-mail. Most of the people who have access to the Internet use the network only for sending and receiving e-mail messages. In many developing countries the Internet may provide businessmen with a reliable alternative to the expensive and unreliable telecommunications systems of these countries. Commercial users can communicate over the Internet with the rest of the world and can do it very cheaply.

But saving money is only the first step. If people see that they can make money from the Internet, commercial use of this network will greatly increase. For example, some western architecture companies and garment centers already transmit their basic designs and concepts over the Internet into China, where they are reworked and refined by skilled – but inexpensive – Chinese computeraided design specialists. However, some problems remain. The most important is security. The data are constantly being directed towards its destination by special computers called routers. Because of this, it is possible to get into any of computers along the route, intercept and even change the data. In spite of the fact that there are many strong encoding programs, nearly all the information is transmitted over the Internet without any form of encoding, i.e. ‘in the clear’. But when it becomes necessary to send important information over the network, these encoding programs may be useful. Some American banks and companies even conduct transactions over the Internet.

**1. What is the author’s main purpose in this passage?**

- a) To explain how to get access to the Internet.
- b) To show why the most popular Internet service is e-mail.
- c) To give an overview of the global computer network.

d) To illustrate the disadvantages of the available telecommunications systems.

**2. Packet switching is useful ...**

- a) until any nuclear explosion takes place;
- b) because information can be routed around knocked out computers;
- c) provided all computers of the network are knocked out;
- d) only for conducting transactions within the United States.

**3. The expression 'in the clear' is used in this passage to denote ...**

- a) information encoding;
- b) data changing;
- c) no encoding programs used;
- d) message security.

**4. The prediction that commercial use of the Internet will drastically increase is primarily based on ...**

- a) e-mail being the most popular Internet service;
- b) possible use of cheaper labour;
- c) its utmost security;
- d) money-saving prospects.

**5. 1969 saw the beginning of ...**

- a) a basically different type of nuclear arms;
- b) the computer-aided design era;
- c) the Internet;
- d) telecommunication.

**Grammar**

**1.7. Choose the right variant (a, b, c or d)**

1. The system is dangerous, ... must not use it.

- a) everyone
- b) any
- c) one
- d) some

2. She plans ... to study the alternatives and to implement them soon.

- a) also
- b) both
- c) either
- d) not only

3. ... into English, the article was published in a scientific journal.

- a) To have translated
- b) Having been translated
- c) To have been translated
- d) Having translated

4. The trainee ... writing the report before the director came.
- will finish
  - were finishing
  - must finish
  - had finished
5. They like to work in the central public library and so ... I.
- do
  - like
  - am
  - work
6. ... more attention is now being paid to environmental issues.
- Great
  - Very
  - Much
  - Too
7. The device is very delicate and has to ... with great care.
- be handled
  - be handling
  - handle
  - being handled
8. These methods of purifying industrial wastes ... much attention to recently.
- was given
  - have been given
  - are being given
  - had been given
9. He ... have left a message for you, but I'm not sure.
- should
  - must
  - would
  - might
10. When you wake up tomorrow, I ... over the Atlantic Ocean.
- would fly
  - will be flying
  - must fly
  - can fly

## UNIT 2

### SOCIAL ADMINISTRATION

*“A welfare state is to try to eliminate problems”*

#### **2.1. Read and discuss vocabulary below.**

## VOCABULARY

- 1. accommodation n** 1. lodgings, rooms for visitors; 2. smth. that helps; smth. for convenience; 3. adaption, adjustment.
- 2. contribution n** 1. act of contributing, smth. contributed; 2. compulsory payment for the support of an invading or occupying army.
- 3. dignity n** 1. true worth, the quality that earns or deserves respect; 2. calm and serious manner or style.
- 4. fascinate v** 1. charm or attract greatly; 2. take away power of movement by a fixed look.
- 5. improvement n** making or becoming better.
- 6. neglect v.** 1. pay no attention to, give no or not enough care to; 2. omit or fail, live undone.
- 7. pathology n** 1. science of diseases.
- 8. perceive v** become aware of, esp. through the eyes or the mind.
- 9. procedure n** order of doing things, esp. legal and political.
- 10. recruit n** a new member of a society, group, etc., esp. a soldier in the early days of his training.
- 11. scope n** opportunity, outlet; range of action or observation.
- 12. sophisticated adj.** having learnt the ways of the world and having lost natural simplicity; showing this.
- 13. superficial adj.** 1. of or on the surface only; 2. not thorough or profound.
- 14. threat n** 1. statement of an intention to punish or hurt smb., esp. if he does not do as one wishes.
- 15. welfare n.** condition of having good health, comfortable living and working conditions.

### 2.2 Match the words and their definitions.

1. accommodation	a. condition of having good health
2. fascinate	b. making or becoming better
3. improvement	c. order of doing things
4. pathology	d. lodgings, rooms for visitors
5. procedure	e. statement of an intention to punish
6. threat	f. science of diseases
7. welfare	g. charm or attract greatly

### 2.3 Choose the Ukrainian equivalents to the following English word combinations.

1. eclectic	a. самогубство
2. relevant	b. патологія
3. solution	c. рішення
4. applied	d. прикладний
5. prominence	e. соціолог
6. contribution	f. утилізувати



7. rapid	g. трущоби
8. emergence	h. публікації
9. issues	i. значне становище
10. implication	j. відноситься до справи
11. slums	к. недостатній
12. accommodation	l. житло
13. scarce	м. висновок
14. utilize	п. швидкий
15. sociologist	о. еkleктичний
16. pathology	р. виникнення
17. suicide	q. внесок

#### 2.4. Read the Text and then explain the words in bold.

##### DUTIES AND RESPONSIBILITIES

Social administration is not an easy field to define. At a **superficial** level it means a study of the social services. A social service is usually defined as a service provided by the State whose object is the **improvement** of the **welfare** of the individual.

Social problems are problems which affect not just the individual but the society in which he lives. They arise from individual human needs which are common to all members of society. Some needs are obvious like the need for food and clothing and housing; some are more conceptual and **sophisticated** like the need for **dignity** and status; some are powerful and **intangible** like the need for love and affection. But when the needs are not met they give rise to problems which society as a whole increasingly tries to tackle. Society does not, of course, always recognize or accept that individual needs give rise to social problems. Society can leave the individual and the family to cope with such things as poverty and unemployment and loneliness, or it can see that collective action is taken to deal with them.

The **scope** of social action itself in part determines what we mean by social problems. Poverty and crime are readily accepted as social problems because their effect on society as a whole is so marked that action is taken to deal with them. Loneliness amongst the aged or child **neglect** can exist yet not be **perceived** as social problems if society has neither the will nor the means to tackle them. This is partly because poverty and crime are generally perceived as more **threatening** to society than loneliness or child neglect and it is important to appreciate that society responds to problems as much out of concern for the maintenance of order as out of altruistic interest in the welfare of the individual.

It is **fascinating** to probe into why certain social facts become “social problems” at different times in a society’s development, and no one theory of social progress or social control is adequate as an explanation of these changes in perception. But while there can be no universal agreement on what constitutes or causes a social need or social problem it should be possible to agree on what is

generally regarded, at a given time, in a given society, as appropriate under such a heading.

It is not possible to give a once and for all, agreed definition of social problems, or to make a list of them, and this is one of the reasons, of course, why it is not easy to give an agreed definition of social administration either. But whatever are generally accepted as social problems, together with the concept of human needs that underlies them, must be the first area of study for the social administration student. The second area of study is of the ways in which society organizes itself to meet the needs and cope with the problems. This is the study of social policy and it involves an understanding of the development of social policy, of the legislation which makes it explicit, of the government machinery and administrative **procedures** concerned with social provision, of the role of voluntary action, the **recruitment** and professionalization of staff and problems of financing the social services.

**2.5. Find in the text and translate the following chains of word combinations.**

Individual human needs, the need for food and housing, such things as poverty and unemployment, the scope of social action, in a society's development, an explanation of these changes in perception, at a given time, under such a heading, the first area of study, the role of voluntary action.

**2.6. Complete the following sentences.**

1. At a superficial level...
2. A social service is usually defined...
3. They arise from individual human needs...
4. Some needs are obvious...
5. But when the needs are not met they give rise...
6. Society can leave the individual and the family...
7. Poverty and crime are readily accepted as social problems...
8. Loneliness amongst the aged or child neglect can...
9. It is fascinating to probe into why certain social facts...
10. It is not possible to give a once and for all...
11. But whatever are generally accepted as social problems...
12. The second area of study is of the ways...

**2.7. Are the following sentences true or false? Correct the false ones.**

1. Social administration is an easy field to define.
2. Some needs are obvious like the need for food and clothing and housing; some are more conceptual and sophisticated
3. A social service is seldom defined as a service provided by the State whose object is the improvement of the welfare of the individual.
4. Social problems are problems which affect only the individual.
5. Poverty and crime are readily accepted as social problems because their effect on society.
6. It is possible to give a once and for all, agreed definition of social problems.

7. The first area of study is of the ways in which society organizes itself to meet the needs and cope with the problems.
8. This is the study of social policy and it involves an understanding of the development of social policy.

**2.8. Answer the questions to the text.**

- 1) How is a social service usually defined?
- 2) What is important for normal human life?
- 3) What does the social action itself determine for the solving of human problems?
- 4) What social reasons become social problems for humanity?
- 5) How does the society help to decide the problems of human needs?

***Grammar revision.***

**2.9. Put the verb in the Present Continuous (I am doing) or the Present Simple (I do).**

1. Excuse me. Do you speak... (you/speak) English?
2. "Where's Tom?" "He's having... (he/have) a shower".
3. ... (I / not / watch) television very often.
4. Listen! Somebody...(sing).
5. Sandra is tired. ... (she / want) to go home now.
6. How often ...(you / read) a newspaper?
7. "Excuse me but... (you / sit) in my place." "Oh, I'm sorry".
8. I'm sorry, ...(I / not / understand). Can you speak more slowly?
9. It's late ...(I/go) home now. ...(you /come) with me?
10. What time ...(your father / finish) work in the evenings?

**2.10. Open the brackets, using Present Continuous, Present Simple.**

1. I (not to know) what to give my brother for his birthday.
2. They (to want) to publish this book in July?
3. She (to think) he (to drive) dangerously.
4. He (to understand) that he (to eat) noisily, but he always (to forget) about it.
5. Who that man (to be) who (to stand) in the doorway? — You (not to recognize) him? It (to be) John, my cousin.
6. I (to have no time now, I (to have) dinner.
7. Your family (to leave) St. Petersburg in summer? — Yes, we always (to go) to the seaside. We all (to like) the sea. Mother (to stay) with us to the end of August, but father (to return) much earlier.
8. Where Tom and Nick (to be) now? They (to have) a smoke in the garden.
9. What you (to do) here now? — We (to listen) to tape recordings.
10. You (to want) to see my father?

**2.11. 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. 12. 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.

**2. 13. Put the verbs in brackets into the past simple or past perfect.**

James **1** ..... (sit) outside the office for the interview. He **2**..... (feel) so nervous that he **3**..... (not know) what to do himself. The person who **4**..... (go in). Not like James. He **5**..... (feel) sure that she **6**..... (already get) the job. The problem **7**..... (be) that he **8**..... (want) this job so much. It **9**..... (mean) everything to him. He **10**..... (think) about it such a lot before the day of the interview. He **11**..... (imagine) himself performing brilliantly at the interview and being offered the job immediately. But now here he **12**..... (be) feeling terrible. He **13**..... (cannot remember) all those things he **14**..... (plan) to say. At that moment, he **15**..... (almost decide) to get up and leave. But no – he **16**..... (have to do) this. He **17**..... (spend) so much time thinking about it that he **18**..... (cannot give up) like that. His hands **19**..... (be) hot and sticky and his mouth **20**.....(feel dry). Finally the door of the office **21**..... (open). The woman who **22**..... (go in) an hour earlier **23**..... (come out) looking very pleased with herself. She **24**..... (smile) sympathetically at James. At that moment James **25**..... (hate) her. The managing director then **26**..... (appear) at the office door. ‘Would you like to come in now, Mr Davis? I’m sorry to have kept you waiting.’ James **27**..... (suddenly wish) that he **28**..... (go) home after

all. He **29**..... (get up), legs shaking and forehead sweating and **30**.....  
(wonder) whether he **31**..... (look) as terrified as he **32**..... (feel).

### **ADDITIONAL WORK**

#### **2. 1. 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 ....

#### **2.2. 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 fives.
- d) Day nurseries – provide care for children from birth to four or five 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 .....

#### **2.3. 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.

### **2. 4. 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.

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## **2.5. Read each passage and choose the best answer (a, b, c or d) to each question**

The first people who arrived in America from Holland built a town that they named New Amsterdam, in honour of the capital of their country in Europe. But forty years later, when Holland was at war with England, an English fleet under the command of the Duke of York appeared before New Amsterdam. The town had no army; the English occupied the town and renamed it New York. And this, as we know, is the name that has remained to this day.

The first people who came to America did not try to think about new names for the towns they built, but often gave the same name as the place they had come from. Along the east coast of the United States, we find such English names as Plymouth, Cambridge, London, and Boston. English names often appear with the word 'new' as a prefix: New England, New York, New Britain.

When the first English inhabitants left their homes on the east coast and moved to the west, they gave the new places the same names as those they had left behind. As a result, there are twenty-two towns in the United States that are called London,

eighteen towns named Bristol, many named Chester, Windsor or New Windsor. This, of course, created a lot of difficulties for the postal service. There are towns named Philadelphia in four states besides the Philadelphia that is the largest city in the state of Pennsylvania. This explains the American tradition of writing the name of the state as well as the name of the city when addressing letters. If the sender does not do this, he can never be sure that his letter will go to the right address.

**1. The author's main purpose in this passage is ...**

- a) to provide a detailed study of European place names in America
- b) to give a general explanation to current postal problems;
- c) to illustrate the role of the English language;
- d) to explain why the people who arrived in America moved to the west.

**2. It's true that ...**

- a) the city of New York was initially founded by the Dutch;
- b) New York appeared before New Amsterdam;
- c) New Amsterdam was the capital of Holland;
- d) the English had no army in New York.

**3. Why does the word 'new' appear so often in the place names?**

- a) Because the Duke of York ordered so.
- b) According to the European tradition.
- c) To facilitate postal services.
- d) Because the people who came to America were practical.

**4. It's wrong to say that ...**

- a) place names in the west are completely different from those in the east;
- b) there are 5 places called Philadelphia in the USA;
- c) America has an established tradition of addressing letters;
- d) Plymouth and Boston are English names.

**2.6. Choose the right variant (a, b, c or d)**

1. Was ... present at the conference from the European management teams?

- a) someone
- b) none
- c) anyone
- d) every

2. ... of this information will appear in the report.

- a) none
- b) not any
- c) no
- d) nothing

3. We couldn't use the photocopier, it ... .



- a) was repairing
  - b) was repaired
  - c) was being repaired
  - d) had been repaired
4. Neither the documents ... the letters are ready yet.
- a) either
  - b) nor
  - c) and
  - d) or
5. I had already worked in Research and Development before I ... my present company.
- a) joined
  - b) would join
  - c) was joining
  - d) have joined
6. This new machine is twice ... effective as the old one.
- a) such
  - b) more
  - c) much
  - d) as
7. It should ... that difficulties can arise at any stage.
- a) have remembered
  - b) be remembering
  - c) remember
  - d) be remembered
8. In the last few years, great progress in recycling techniques ... by this company.
- a) is made
  - b) was being made
  - c) has been made
  - d) had been made
9. Nowadays young people ask a lot of questions ... the democratic system is suitable to modern conditions.
- a) on
  - b) if
  - c) about
  - d) that
10. We ... the results of the voting by the end of the week.
- a) have been computing
  - b) will have computed

- c) will compute
- d) will be computing

### UNIT 3

#### FAMILY LIFE

*“Poverty exists for many centuries”*

#### 3.1. Read and discuss vocabulary below.

##### VOCABULARY

- 1. approve v** 1. give approval of; 2. confirm, agree to.
- 2. arrangement n** 1. arranging or being arranged; 2. result or manner of arranging; 3. Preparations
- 3. assume v** 1. take over: assume responsibilities, power 2. suppose: *We must assume him to be innocent.* 3. pretend: assume ignorance, indifference, an air of concern
- assumption n** supposition: on the assumption
- 4. dispute n** 1. debate, argument; 2. quarrel, controversy.
- 5. diverse adj** quite unlike in quality or character, of different kinds.
- 6. generation n** generating, bringing into existence; 2. single stage or step in family descent; 3. average period ( regarded as 30 years) in which children grow up, marry, and have children.
- 7. goal n** 1. point marking the end of a race; 2. object of efforts or ambition.
- 8. imposition n** 1. the act of imposing; 2. smth. imposed: tax, burden, punishment; 3. fraud, trick, overcharge.
- 9. negotiate v** 1. discuss in order to come to an agreement; 2. arrange to discussion; 3. get or give money for.
- 10. priority n** 1. being prior, right to have or to do smth before others; 2. claim to consideration.
- 11. satisfy v** 1. make contented; give what he wants or needs; 2. be enough for; 3. convince, make free from doubt.
- 12. taboo n** 1. act or thing which religion or custom regards as forbidden, not to be touched, spoken of; 2. general agreement not to discuss smth.

#### 3.2 Match the words and their definitions.

1. generation	a. object of efforts or ambition
2. satisfy	b. complete
3. available	c. act regards as forbidden
4. negotiate	d. single stage or step in family descent
5. priority	e. capable of being used
6. taboo	f. be enough for

7. goal	g. discuss in order to come to an agreement
8. fulfill	h. right to have or to do smth before others

**3.3. Pair work. Choose from the box appropriate qualities of a perfect wife and a perfect husband. Compare your ideas with a partner.**

Kind-hearted, loving, friendly, affectionate, confident, gregarious, sociable, communicative, hardworking, self-possessed, alert, polite, moody, neurotic, quick-tempered, sharp, loveless, selfish, impulsive, fussy, indifferent, unjust, cold, inconsistent, aggressive, demanding, helpfully able to cope with difficulties, obedient, understanding, tolerant, open, responsible, reliable, reasonable, calm, stubborn, uninterested, dull, bored, unable to cope with difficulties, rude, wrongdoing, self-centered, shy, arrogant, moralizing.

**3.4. Scan the text below and explain the words in bold.**

**3.5. Read the text 3A and match the headings to the correct paragraphs.**

### FAMILY INSTITUTION

**A What is a family?**

**B Reproduction of new generations**

**C Variations in family organization**

**D Consequences of family unions**

**E Freedom inside families**

**F Family functions**

[ 1 ] Family structures vary dramatically within a society as **diverse** as our own, and they have changed **considerably** through history. Despite the wide variation, however, most sociologists agree that a “family” is a group of people who are united by ties of marriage, ancestry (blood), or adoption, and who are recognized by community members as constituting a single **household** and having the responsibility for rearing children.

[ 2 ] Some form of family structure is found in all human societies. This basic social institution **fulfills** five basic needs: 1) regulation of sexual behavior, in part through incest **taboos**; 2) reproduction of the next **generation**; 3) socialization of new generations; 4) care and protection of dependent **offspring**; 5) social placement of individuals into national, ethnic, racial, religious, class, and community categories.

[ 3 ] Depending on one’s theoretical **perspective**, families either promote harmony and stability or **engender** conflict and social change. **Functionalists** examine the **consequences** of families for the adaptation and survival of human societies: how do families fit with other social institutions to **satisfy** basic human needs? For example, incest taboos require that people seek marriage partners from outside the family unit, with the consequence that sexual **jealousies** and conflicts within the family typically are prevented. Conflict sociologists regard the family as one battle ground on which various social conflicts and issues are played out. In their

view, family structures and processes are not determined by human needs; rather, they result from social **negotiations** among groups and individuals who often seek different **goals** and possess different amounts of power. Two examples of family conflicts are **disputes** between husbands and wives over parental divisions of labor and disputes over whether teenage girls should be given birth control pills.

[ 4 ] Sociologists also disagree on whether the family is an **external** structure that imposes itself on individual choices or whether family organization is the outcome of creative, independent decisions by individuals. **Structuralists** suggest that family structures constrain individual choices: incest taboos limit the number of persons available as culturally **approved** sex partners. Action-oriented sociologists emphasize that the “meaning” of families is defined by people in society: the amount of sexual freedom in a marriage, for example, is a choice made by each couple, not by an **imposition** of external structures.

[ 5 ] Although families everywhere the five basic needs listed above, the social organization of family units differs significantly among societies. Despite variations in family organization, each of these societies has succeeded in reproducing and socializing new generations.

[ 6 ] Variations in family organization result from social decisions to place **priority** on marital ties or on blood ties. If marital ties are most important, the typical **arrangement** is the nuclear family (defined as a household consisting only of spouses and their offspring). If blood ties are most important, the typical arrangement is the extended family (defined as a household consisting of married couples from different generations, their children, and other relatives).

### 3.6. Translate the following chains of words and word combinations from the text.

Змінилися значно в історії; визнаються членами суспільства; регулювання сексуальних відносин; турбота і захист нащадків; наслідки; наслідки сімейних відносин; вважають сім'ю основою; визначаються людьми в суспільстві; бути успішним у відтворенні нового покоління; шукати різні цілі.

### 3.7. Fill in the words from the list, then make sentences using the completed phrases.

*Family, society, behaviour, to promote, human, between, parental, decisions, blood.*

1 .....harmony and stability

2 .....needs

3 .....structures

4 .....division

5 .....by individuals

6 .....husbands and wives

7 sexual.....

8 human.....

9 .....ties

### 3.8. Complete the following sentences.

1. Family structures vary dramatically within a society...
2. Most sociologists agree that a “family” is a group...
3. This basic social institution fulfills five basic needs...
4. Depending on one’s theoretical perspective...
5. Incest taboos require that people seek...
6. Conflict sociologists regard the family...
7. Two examples of family conflicts are disputes...
8. Sociologists also disagree on whether the family is...
9. Action-oriented sociologists emphasize that the “meaning” of families...
10. Although families everywhere satisfy the five basic needs...
11. Variations in family organization result from social decisions...
12. If marital ties are most important... 13. If blood ties are most important...

### 3.9. Answer the questions to the text.

- 1) What do most sociologists think about definition “family”?
- 2) What basic needs does basic social institution fulfil in the state?
- 3) How do families fit with other social institutions to satisfy basic human needs
- 4) What kind of specialists deals with the problems of the social institution “family”?
- 5) How does the social organization of family units differ among societies?

### 3.10. Pair work. Read the letter. What is it about? Discuss the letter with your partner and then write the reply with your advice.

Dear Mr. Know-It-All, My father-in-law died about two years ago. Of course my mother-in-law was very upset and lonely, so my husband invited her to live with us. I don't know what to do – I'm going crazy. My mother-in-law and I don't get along very well. She's a wonderful person and is very helpful to me in many ways, but she thinks she's the boss in our home. If I try to discipline the children and tell them that they can't do something, they go running to their grandmother and she tells them they can do it! My husband and I have no privacy. What's worse is that she constantly criticizes me to my husband behind my back. I'm afraid this is going to break up our marriage. What should I do?

### Grammar revision.

#### 3.11. 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?

### 3.12. 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*.

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

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

### 3.14. 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!

### 3.15. Choose the correct past participle forms of the verbs

- 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.

### **ADDITIONAL WORK**

#### **3.1. 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 ..... .

#### **3.2 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.

### **3.3. 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*)

### **3.4. 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](http://www1.salvationarmy.org.uk))

### **3. 5. 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.

### **3.6. Read each passage and choose the best answer (a, b, c or d) to each question**

The Stone Age was a period of history which began in approximately 2 million B.C. and lasted until 3000 B.C. Its name was derived from the tools and weapons that modern scientists found. This period was divided into Paleolithic, Mesolithic, and Neolithic Ages. During the first period, (2 million to 8000 B.C.) the first hatchet and

use of fire for heating and cooking were developed. As a result of the Ice Age, which evolved about 1 million years into The Paleolithic Age, people were forced to seek shelter in caves, wear clothing, and develop new tools.

During the Mesolithic Age (8000 to 6000 B.C.) people made crude pottery and the first fish hooks, took dogs hunting, and developed a bow and arrow, which was used until the fourteenth century A.D.

The Neolithic Age (6000 to 3000 B.C.) saw humankind domesticating sheep, goats, pigs, and cattle, being less nomadic than in previous eras, establishing permanent settlements, and creating governments.

**1. Into how many periods was the Stone Age divided?**

- a) Two.
- b) Three.
- c) Four.
- d) Five.

**2. Which of the following was developed earliest?**

- a) The fish hook.
- b) The fish hatchet.
- c) The bow and arrow.
- d) Pottery.

**3. Which of the following developments is *not* related to the conditions of the Ice Age?**

- a) Farming.
- b) Clothing.
- c) Living indoors.
- d) Using fire.

**4. Which period lasted longest?**

- a) Paleolithic.
- b) Ice Age.
- c) Mesolithic.
- d) Neolithic.

**5. The author states that the Stone Age was so named because ...**

- a) it was very durable;
- b) the tools and weapons were made of stone;
- c) there was little vegetation;
- d) the people lived in caves.

**Grammar**

**3.7. Choose the right variant (a, b, c or d)**

- 1. Evidence for this hypothesis ... for two decades.

- a) have been accumulated
  - b) is accumulating
  - c) are being accumulated
  - d) has been accumulated
2. They are sure that the funds ... by the end of the month.
- a) will be receiving
  - b) will have received
  - c) will have been received
  - d) will have been receiving
3. Now new applications of the theory ... in many fields.
- a) is explored
  - b) are being explored
  - c) has been explored
  - d) are exploring
4. He ... to advance strong arguments for the use of his own method.
- a) has
  - b) are
  - c) must
  - d) needn't
5. Universal agreement concerning the problem ... yet to be reached.
- a) is
  - b) need
  - c) can
  - d) have
6. They may ... their experiments long ago.
- a) stop
  - b) have stopped c) had stopped
  - d) stopped
7. I heard somebody ... my name.
- a) mentioned
  - b) to mention
  - c) mention
  - d) mentions
8. They didn't want their plan ...
- a) failed
  - b) fail
  - c) failing
  - d) to fail
9. Science is knowledge ... in an orderly manner.

- a) arranging
- b) arranged
- c) to arrange
- d) being arranged

## Module 4

### BRITISH SOCIAL SERVICES

*“Child abuse has serious consequences”*

**4.1. What do you know about social services? Discuss your ideas with a partner using vocabulary below.**

#### VOCABULARY

- 1. blind adj.** 1. without the power to see; 2. unable to see effects, to judge or understand well; 3. reckless, thoughtless.
- 2. consumption n** 1. using up, consuming; the quantity consumed; 2. disease in which there is a wasting away of part of the body, esp. of the lungs, tuberculosis.
- 3. deficiency n** 1. the state of being short of, less than, what is correct or needed; 2. amount by which smth. is short of what is correct or needed; 3. smth. imperfect.
- 4. dislocate v** 1. put (esp. a bone in the body) out of position; 2. put (traffic, machinery, business, etc.) out of order.
- 5. exist v** 1. be, have being, be real; 2. continue living.
- 6. exploit v** 1. use, work, or develop (mines, waterpower, other natural resources of a country); 2. use selfishly, or for one's own profit.
- 7. insane adj.** 1. mad, senseless, place where – people are cared for (now usually called a mental hospital or home).
- 8. mar v** injure, spoil, damage.
- 9. mental defective adj.** Suffering from mental illness, unable to profit from the ordinary kind of school education.
- 10. remedy n** cure ( for a disease, evil, etc.); method of, smth. used for, putting right smth. that is wrong.
- 11. restrict v** limit, keep within limits.
- 12. orphan n** child who has lost one or both of its parents by death.
- 13. subsidiary n** money granted, esp. by a government or society, to an industry or other cause needing help, or to an ally in war.
- 14. supplementary adj.** 1. additional, extra.

**4.2 Match the words and their definitions.**

<b>1. exploit</b>	<b>a)</b> without the power to see
<b>2. insane</b>	<b>b)</b> be, have being, be real
<b>3. consumption</b>	<b>c)</b> the state of being short of
<b>4. deficiency</b>	<b>d)</b> injure

5. exist	e) using up
6. dislocate	f) develop
7. blind	g) mad
8. mar	h) put out of position
9. mental defective	i) cure
10. remedy	j) suffering from mental illness

### 4.3 Choose the Ukrainian equivalents to the following English word combinations.

1 blind	a. споживання
2 consumption	b. сирота
3 restrict	c. сліпий
4 remedy	d. існувати
5 supplementary	e. розумовий
6 dislocate	f. обмежувати
7 exist	g. додатковий
8 exploit	h. ліки
9 insane	i. розробляти
10 mar	j. божевільний
11 mental	k. псувати
12 orphan	l. вивихнути

### 4.4 Read the text

#### HISTORY OF BRITISH PUBLIC SERVICES

Towards the middle of the nineteenth century, Benjamin Disraeli, who was later to become a great Prime Minister of England, published a novel in which he wrote of “the two nations” – the rich and the poor – into which the population of the country was divided. The rich and the poor are still with us, and the differences which exist between their standards of life continue to mar the society. But a great change has taken place within the lifetime of living men, and the economic and social position of the wage-earning classes has improved almost beyond recognition.

During the middle decades of the nineteenth century a successful attempt was made to remedy the worst abuses of the new industrialism – the exploitation of women and children, long working hours, dangerous and unhealthy processes, appalling housing conditions in the new industrial centres, and absence of elementary sanitary measures – by means of protective factory legislation and Public Health Acts. Towards the end of the century Parliament came to grips with the problems of

universal education and the provision of decent homes for the fast-growing industrial population. During the last forty years there have come into existence a whole host of new public services – dealing with maternity and child welfare, the health of school children, the welfare of the blind, the mentally defective and the insane, and the economic security and well-being of the unemployed, the sick and disabled, the widowed, the orphaned, and the elderly.

On the eve of the war the British Social Services were already an impressive national achievement. During the war they have stood the strain of social upheaval and dislocation without the need for major legislative changes. They have shown a remarkable degree of flexibility and, indeed, they have in some directions been very widely expanded. Meanwhile there has been a growing realization of the need to deal comprehensively with the many gaps, deficiencies, and anomalies which undoubtedly remain.

**4.5. Translate the following word combinations from the text.**

The differences which exist between their standards of life, the economic and social position of the wage-earning classes, the exploitation of women and children, dangerous and unhealthy processes, the economic security and well-being of the unemployed, the sick and disabled, the widowed, the orphaned, and the elderly.

**4.6. Complete the following sentences.**

1. Towards the middle of the nineteenth century, Benjamin Disraeli...
2. The rich and the poor are still with us, and the differences which exist...
3. During the middle decades of the nineteenth century a successful attempt...
4. Towards the end of the century Parliament came to grips with...
5. During the last forty years there have come into...

**4.7. Are the following sentences true or false? Correct the false ones.**

1. Towards the middle of the eighteenth century, Benjamin Disraeli published a novel.
2. A great change has taken place within the lifetime of living men, and the economic and social position of the wage-earning classes has improved almost beyond recognition.
3. During the middle decades of the nineteenth century a successful attempt was made to remedy the best abuses of the new industrialism.
4. During the last forty years there have come into existence a whole host of new public services.
5. On the eve of the war the Irish Social Services were already an impressive national achievement.
6. During the war they have stood the strain of social upheaval and dislocation without the need for major legislative changes.

## **Grammar revision**

### **4.8. Write sentences using the verbs in brackets.**

Example: Mike didn't want to see this play. (to see). He had seen it before.

1. Mary was late for school. Her teacher was very surprised. (to be late).
2. Nick played tennis. He wasn't very good. (to play)
3. I didn't recognize Mark. (to change).
4. The children weren't hungry. (to have lunch)
5. The room was dirty. (clean).

### **4.9. Open brackets using Present Perfect or Past Perfect.**

1. He looked at the man and understood he (see) him somewhere before.
2. The secretary asked who (break) her typewriter.
3. Look! Somebody (break) my typewriter.
4. They (buy) the pears in the market.
5. The children said they (walk) 7 miles.
6. We wondered what they (do) since we last met.
7. My friends are hungry because they (have) nothing to eat since morning.
8. We just (walk) in the park.
9. When my parents came home they saw that someone (eat) the dinner.
10. Peter hoped there (be) no bad news since Sunday.
11. There (be) no bad news all this week.

### **4.10. Open brackets using Past Simple, Past Perfect.**

1. He (to study) Spanish before he (to go) to Spain.
2. Bill (to say) to Ann that he (to get) his education in Oxford.
3. Jack (to want) to play the leading role in the play because he (to organize) the theatre.
4. Sam (to know) who (to attack) him in the darkness.
5. The girl (to be) happy that she (to find) the seat near the window.
6. Suddenly he (to remember) that he (not to call) her this evening
7. By the time his parents (to come to see him) he (to make) friends with many children.
8. After Mary (to leave) Paris Pete (to run) to the airport to buy a ticket.
9. We (understand) it after the teacher (explain) it to us.
10. We (hear) that the plane (crash) just over the airport.

## **ADDITIONAL WORK**

### **4.1. 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.

#### **4.2. 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 PAYP 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, PAYP 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 PAYP 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 PAYP 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](http://www.dfes.gov.uk))

#### **4.3 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 .....

#### **4.4. Read the Pamela's story. Are the 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](http://www.unicef.org))

#### **4.5. 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](http://www.unicef.org))

#### **4. 6. Give examples of the various forms of bullying. Why is it so dangerous? 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".

#### **4.7 Read each passage and choose the best answer (a, b, c or d) to each question**

In what now seem like the prehistoric times of computer history, the early post-war era, there was a quite widespread concern that computers would take over the world from man one day. Already today, as computers are relieving us of more and more of the routine tasks in business and in our personal lives, we are faced with a less dramatic but also less foreseen problem. People tend to be over-trusting of computers and are reluctant to challenge their authority. Indeed, they behave as if they were hardly aware that wrong buttons may be pushed, or that a computer may simply malfunction.

Obviously, there would be no point in investing in a computer if you had to check all its answers, but people should also rely on their own internal computers and check the machine when they have the feeling that something has gone wrong. Questioning and routine double checks must continue to be as much a part of good business as they were in pre-computer days. Maybe each computer should come with the following warning: for all the help this computer may provide, it should not be seen as a substitute for fundamental thinking and reasoning skills.

##### **1. What is the main purpose of this passage?**

- a) To look back to the early days of computers.
- b) To explain what technical problems may occur with computers.
- c) To discourage unnecessary investment in computers.
- d) To warn against a mentally lazy attitude towards computers.

##### **2. According to the passage, initial concerns about computers were that they might ...**

- a) lead us into the post-war era;
- b) be quite widespread;
- c) take control;
- d) take over routine tasks.

##### **3. The passage recommends those dealing with computers to ...**

- a) be reasonably skeptical about them;
- b) check all their answers;
- c) substitute them for basic thinking;
- d) use them for business purposes only.

##### **4. An 'internal computer' is ...**

- a) a computer used exclusively by one company for its own problems;
- b) a person's store of knowledge and the ability to process it;
- c) the most up-to-date in-house computer a company can buy;
- d) a computer from the post-war era which is very reliable.

##### **5. The passage suggests that the present-day problem with regard to computers is ...**

- a) challenging;
- b) dramatic;
- c) insoluble;
- d) malfunctioning.

## UNIT 5

### PERSONAL SOCIAL SERVICES

**5.1. What do personal social services include? Discuss your ideas with a partner using vocabulary below.**

#### VOCABULARY

**1. acknowledge v** 1. agree or admit the truth of; confess; 2. send news, announce, that one has received smth.; 3. express thanks for.

**2. adjust v.** arrange, put in order or agreement, make suitable or convenient for use.

**3. aid n** 1. help; 2. smth. that helps.

**4. apparent adj.** 1. clearly seen or understood; 2. seeming, according to appearances.

**5. application n** 1. making of a request; 2. bringing to bear on a case; 3. effort, attention.

**6. community n.** 1. the people living in one place, district or country, considered as a whole; 2. group of persons having the same religion, race, occupation, with common interest.

**7. contradict v** 1. say is not true, deny; 2. be contrary to.

**8. coherent adj.** 1. sticking together; 2. consistent, clear, easy to understand.

**9. diagnosis n** diagnosing, statement of the result of this.

**10. handicap n** 1. disadvantage imposed on a competitor to make the chances of success more nearly equal for all; 2. anything likely to lessen of one's chance of success.

**11. solution n.** 1. answer, way of dealing with a difficulty; 2. process of finding an answer or explanation.

**12. scarce adj.** 1. not available in sufficient quantity; not equal to the demand; 2. rare, seldom met with.

**13. substitute n.** person or thing taking the place of or acting for another.

**5.2 Match the words and their definitions.**

1. community	a. way to a place
2. apparent	b. agree or admit the truth of, confess
3. adjust	c. arrange, put in order or agreement
4. access	d. help
5. handicap	e. clearly seen or understood
6. application	f. making of a request
7. acknowledge	g. people living in one place
8. aid	h. say is not true, deny

9. coherent	i. disadvantage
10. diagnosis	j. very great
11. enormous	k. sticking together
12. contradict	l. statement of the result

**5.3. Read and translate the text. Put the following sentences in an appropriate place.**

1. Families may need practical help and all too often material aid.
2. Mental handicaps and so on.
3. There are many reasons why people need care.
4. The need for community development much less accepted.

**WHAT ARE PERSONAL NEEDS?**

The need for social care is a complex one and not easily defined or described. This is because there is no absolute need for care - it depends on what society **acknowledges** as reasonable at any point in time. The whole area of personal needs and social services is fraught with value judgments about the proper functions of the family or responsibilities of the individual and woolly ideas about **communities**. [A ]. Some people have extra handicaps to cope with: physical disability, the frailty of extreme old age. [ B ]. Children will need care if their parents are unable to provide it or do not do so to the standards society currently considers necessary. The individual problems vary **enormously** but the need for some form of social care is common to them all.

The need for social care has long been recognized but only recently has it been perceived as a sufficiently discrete and **coherent** need to justify separate and distinct statutory provision.

Some people actually need a home, a place to live, an accepting and caring environment. Some individuals lack family support and need a **substitute** for the care a family could provide but many families need support in order to keep together. Families are particularly **crucial** for the care and socialization of children but many need help in these functions if they are to survive and provide adequate standards of care. [ C ]. Advice on the bringing up children and support through day care services; help with a wide range of problems from housing to marital relations. In both family care and individual care there is a need for advice and help in using other statutory services, in obtaining maximum benefits, adequate medical care, better housing and so on.

In the personal social services needs are often elusive and **intangible** and they are still very **controversial**. The need for residential care is well established. [ D ].

But in fact both are very strongly linked. It is easy to see a need for total social care when children are abandoned or old people isolated. But total care is not an adequate solution to such problems because institutions can generate and perpetuate difficulties themselves.

The need for social care cannot easily be described or quantified partly because in this sensitive area the interrelated nature of social needs is so **apparent**. A need for care is often the result of a need for better housing or linked to the wider social problems of a whole area.

#### 5.4. Choose the Ukrainian equivalents to the English word combinations.

1) reasonable at any point in time	а) отримувати максимальну вигоду
2) physical disability	б) загальна для всіх
3) the need for social care	в) в цій чутливій області
4) obtain maximum benefits	г) відповідні рішення до таких проблем
5) in this sensitive area	д) розсудливо в будь-який відрізок часу
6) advice on the bringing up children	е) фізична інвалідність
7) an adequate solution to problems	ж) потреба соціального піклування
8) common do them all	з) рада з виховання дітей

#### 5.5. Complete the following sentences.

1. The need for social care is a complex one...
2. The whole area of personal needs and social services is...
3. Some people have extra handicaps to cope with...
4. Children will need care if their parents are unable to...
5. The individual problems vary enormously but the need for...
6. Some people actually need a home, a place to live...
7. Families are particularly crucial for the care and socialization of children...
8. In the personal social services needs are often elusive and intangible...

#### 5.6. Are the sentences below true or false? Correct the false ones.

1. The need for social care is a complex one and easily defined or described.
2. The whole area of personal needs and social services is fraught with value judgments about the proper functions of the family.
3. Some people have extra disadvantages.
4. to cope with: physical disability, the frailty of extreme old age.
5. Children won't need care if their parents are unable to provide it.
6. Some people actually need a home, a place to live, an accepting and caring

environment.

7. Some individuals lack family support and need a substitute for the care a family could provide.

8. The need for social care cannot easily be described because in this sensitive area the interrelated nature of social needs is so visible.

### **5.7. Answer the following questions to the text**

1. Do individuals need social care? Why?

2. What groups of our society need social care?

3. Do people have the same problems? What sort of problems do they usually have?

4. Can the need for social care be easily described?

5. What is a need for care often result of?

### ***Grammar revision***

#### **5.8 Put the verbs in brackets into the correct tense Present Simple, Present Continuous or Future Simple.**

1.

They (to play) football tomorrow. 2. I (not to play) croquet tomorrow. 3. We (not to stay) at home next day. 4. We (to stay) at home every Sunday. 5. He (to write) letters very often. 6. He (to write) a letter at the moment. 7. He (to write) a letter now. 8. Ann (to play) the piano. 9. Ann (to play) the piano next lesson. 10. Listen! Ann (to play) the piano. 11. You (to get) up early every day? 12. You (to get)-up early next morning? 13. It's ten o'clock already! You (to get up)? 14. She (to pass) exams every year? 15. She (to pass) exams in a month? 16. She (to pass) her exam at the moment? 17. Where you (to go) every Saturday? 18. Where you (to go) now?

#### **5.10 Put the verbs in brackets into the correct tense Present Simple, Present Continuous or Future Simple.**

1.

You (to be) busy tomorrow? Let's (to go) to the restaurant. 2. There (to be) someone at the door. — Ok, I (to answer) it. 3. I (to wait) for him now. When he (to come)? 4. Usually I (to brush) my teeth, (to have) a wash, and (to go) to bed. 5. Look! John (to wash) his car in the yard. 6. Don't touch the fire! You (to hurt) yourself! 7. They never (to see) their parents again. 8. Look at the sky! It (to rain) tomorrow? 9. Let's (to go) to the cinema. I (to think) the film (to be) a big success. 10. Beth (to read) many books. 11. They (to drive) Poltava tomorrow morning? 12. When he (to get) up every morning? — She (to get) up, very early. 13. I hope the (to rest) at the moment. 14. Kate (not to sleep) now. She (to do) her homework. 15. Why your parents (to stay) with us for next weekend? 16. They (to refuse) to go for a walk next evening? 17. Who (to play) the piano in the next room? 18. Hurry up! We (to miss) a train! 19. What (to be) your plans for tonight? You (to visit) your mother? 20. Be careful with that cup! You (to break) it!



**5.11 Put the verbs in brackets into the correct tense *Future Simple* or *Future Continuous*.** 1. You (to work) all tomorrow morning? 2. He (to see) them tomorrow. He (to tell) them what you said. 3. I (to visit) her office next day. I (task) her then. 4. My son (to stay) with my parents for the holidays. 5. You (to stay) here all weekend? 6. Don't disturb him, at the moment he (to have) breakfast. 7. I (to see) the manager at the meeting next week. And he (to give) me all the information he knows. 8. Next year he (to come) to Paris. 9. You (to come) to our party? — No, I (to work) on my report. 10. Don't leave your child alone! He (to cry). 11. She (to give) me this book? — No, she (to be) busy at that time. 12. Don't forget to take your umbrella. It (to rain) the whole day. 13. What you (to do) at six o'clock tomorrow? — I (to play) the piano. 14. He (to leave) the hospital, as feels better. 15. We (to be busy) this evening. We (to pack) our things.

### **ADDITIONAL WORK**

**5.1. Complete the sentences using the following words/phrases:**

*looked after; a child in care; charitable organisations; a range of care; foster carers*

1. Social services provide ..... and support for children and families.
2. Children are generally ..... in foster care.
3. A minority will be cared for in children's homes and some by..... .
4. Children's homes can either be administered by local authorities, or by private or..... .
5. The local authority must encourage contact between ..... and parents, relatives and friends.

**5.2. Fill in the gaps with the following expressions:**

*children's homes \_attend \_the head of the home \_local authorities\_ placed\_ to participate\_ sports clubs\_ children's homes\_ behaviour\_ a boarding school*

**Children's homes**

Children's homes can either be administered by **1**....., or by private or charitable organisations. They are run by paid staff . In general, children in children's homes tend to be older. Younger children are **2**..... wherever possible in foster homes. The way in which the home is organised varies considerably between authorities and according to the attitude of **3**..... . However, children will certainly be encouraged **4**.....in normal day-to-day activities within the community. They will usually **5**..... local schools and be able to join youth clubs and **6**..... etc. Some children are placed in **7**..... with education provided on the premises. This might be for a variety of reasons such as a problem of persistent treating or difficult **8**..... in school or criminal offences. These homes tend to be larger than **9**..... and provide a more structured and disciplined environment, similar to that of **10**.....

**5.3. Read the texts and find the similarities and differences between Ali's and Robert's lives. What difficulties can people have when settling in another country?**

Ali is a 22-year-old youth worker with asylum seekers. "The bad times started in January 2002. My brother had joined the Liberation Army and the police were searching for him. They took me to the police station and asked me to tell them where he was. They didn't give me any food for three days, just water. They slapped me, hit me, punched me in the head. After eight days they let me go.

I hid for more than a year, until March 2003. The police and army were killing people so I decided to get out.

I walked for nearly two days with a lot of other people to the border. We had to cross late at night when the army weren't around. I had some money that my father and my uncle had given to me in 2002, and I used this to pay an agent. I didn't know him at all. I just met him in the night. I was afraid, thinking I might lose my money. I had to pay him about 5,000 Euros and he arranged for me to get into a lorry. I didn't know where it was going. The agent just told me: 'This will get you out; it may go to Switzerland, Germany or somewhere else.' We were in the lorry for maybe four days. They were difficult, horrible days. I was tired, scared and didn't sleep at all.

The next place I saw was London. The lorry had stopped at a factory. It must have been about 4 or 5 am and about two or three hours passed. When it didn't move, I thought: Maybe this is it, the final destination. I opened the canvas a little and looked out. I didn't know where I was.

I was the first one to leave the lorry, as most people were sleeping. I saw some people, a girl and a man with high shoes and strange clothes. They must have come from some club or something, because their hair was sticking up, and they had lots of rings in their ears. My god, I thought, I am on another planet.

I was scared to ask them where I was, but there was no one else. I couldn't speak English so I asked by pointing, saying 'Where is this? Where I am?' They said, 'This is England, London.' I was amazed. And then I asked for the train station. 'Train, train,' I said, just like that. A man in a tie and suit told me to go with him because he was going to London.

I was very lucky. They gave me the address of a solicitor. I went there, and the next day he took me to the Home Office. The Home Office sent me to the Refugee Council who were very kind to me.

They found accommodation for me in a hostel. It wasn't very good, but I was just glad to have a roof over my head. Nearly 1,000 refugees in one hostel using the same kitchen, and so on, was difficult. I was there for nearly a year, I couldn't wait to get out.

The Council helped me get into a college to learn English, and about a year after, I stopped living on benefits, when I got a job with the Council. From then, I could do everything for myself – pay rent, buy food and clothes. I still worried about what I had left behind. I just worry that my parents might die and I won't see them. I don't have contact with them, but I keep my phone on 24 hours a day in case they call me. I don't send money back to them because I don't have an address, but I put a little aside every month to save for them.

I have been an asylum seeker all this time. I applied for leave to remain and, after seven months, they gave me one year. When that ran out I applied for an extension but after two months they refused. I applied again and on 21st May this year they called me for an interview. I think I surprised them because they had never interviewed someone who didn't need an interpreter. But I haven't heard yet. I feel like I belong in London now. This country has been good to me in many ways. The people are very friendly, I've never had any prejudice. I have learned a lot from working with young people from many different nations. There are some people who treat asylum seekers badly. I have seen it a lot, but it hasn't affected me personally.”

**Robert**, who died aged 80 in 2005 was a Jewish Refugee. “I came to Britain in December 1938 from Vienna when I was 14. I was on the second of the Kindertransport trains organised by people in Britain, who persuaded the Home Office to allow 10,000 children to be brought to this country. I can still remember feeling terribly disturbed, but, as a 14-year-old, to some extent the excitement of going to a different country outweighed the sense of foreboding. Some 65 % of the so-called Kinder transportees lost their parents. I was one of those, although I had lost my father when I was 10, and I had no brothers or sisters either.

We arrived at Harwich from the Hook of Holland. When we trooped onto the deck, there were immigration officials waiting to deal with us. Hundreds of us were put on a train to a disused holiday camp near Lowestoft. It was December and we were in these wooden chalets, with the North Sea wind howling at us. Scarlet fever broke out and, of course, I caught it. So, I spent the next six weeks in an isolation hospital in Colchester. Then I was sent to a convalescence home in Walton and from there to another refugee children's home in Clacton.

I had a grounding in English because I had been to a grammar school in Vienna. There was a job advertised which said someone with a fair knowledge of English could be trained as a chauffeur, to look after the car and work as a handyman around the house and garden. I took the job, but it was a disaster. I was 15, thrown in the deep end, and I didn't make a good job of it. Within three weeks, I was kicked out. I was described to the refugee committee as indolent and insolent, a nice alliteration but not very pleasant.

The one good thing was that I was told about a house where a Zionist

committee had established a training farm. I used to go there to relax and meet fellow refugees. One Sunday they had an open day for wellwishers and supporters and I got talking to some people from London. They were very kind, workingclass East Enders, Jewish people. When they heard my story, they took me in, and I lived with them in Hackney for the next eight years. That was a real stroke of luck, otherwise God knows what would have happened to me, psychologically.

The family was in the tailoring trade. So I went into that. But I wasn't very good at it and in the war I retrained as an engineer, working for two firms making products for aircraft.

I got married at 23 and we lived in a sort of slum near Stamford Hill, there was a grievous housing shortage. Eventually, I decided to study and I went to Birkbeck, and then to King's College, London, to take a history degree. I became a teacher and, after several years, a writer of history books.

I became a British citizen in 1949. I had some friends who went back to Austria, but I never really thought about going back, because I discovered how the Austrians had behaved during the war. I did think about going to Israel at one point, but I am too much of a well, I wouldn't say coward, but it would take such an effort to take root again in a totally strange environment and learn a new language.

I'm not sure how much at home or settled I feel here, even now. Although I am hugely interested in British literature, history and politics, there are parts of the British way of life that are barriers. I am not at all interested in sport and I hate drinking beer, so they are two fairly huge social handicaps. ([www.cre.gov.uk](http://www.cre.gov.uk))

#### **5.4. Read the text and fill in the gaps.**

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

Dear friends, **1**..... I joined FNF for help and support with a battle I was having to re-establish contact with my **2**..... 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 **3**..... 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 **4**..... and another person (mediation). I successfully took my ex-wife to court and got a good **5**..... 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 **6**..... . I

wish you all well.

**5.5. Read the text. You are a family counsellor. Suggest possible way of solution of the problem.**

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.

**5.6. Read the passage and then choose the best answer (a, b, c or d) to each question**

What does the job of a research scientist have to offer the young, the bright and the ambitious? The pay is poor, the hours are long and the job security is virtually non-existent. But picture yourself in a quiet room, holding a piece of knowledge in your hand that no-one else in the world yet knows or has ever known. You feel a rush of excitement. For three minutes, three hours, three days, that piece of knowledge is yours and yours alone, until you choose to share it with the world. You have stepped from the calm of the boat and into uncharted territory. This is the moment that every scientist dreams and hopes for.

What a scientist has to endure on the journey into the unknown will often be long days of despair: experiments that won't work, funding that disappears before you've even got off the ground, or a competitor who appears from nowhere and pips you at the post. In the shadow of defeat, you disconsolately shuffle back to the lab and begin seriously rethinking your career options.

But the journey itself can be fun, even if the outcome or the final destination turns out to be not quite what you had expected. The challenge of pitting yourself against

nature's myriad complexities can be endlessly rewarding. Why would anyone want to find out how the internal organs of a worm or snail develop, you might ask? Because – quite simply– we are not as distant from our fellow organisms as we would like to think. We are one small component in a wonderfully complex, deeply mysterious Universe.

**1. The writer suggests that ...**

- a) scientific research is a promising job only for the young;
- b) to do research you must be bright and ambitious;
- c) the researcher's working conditions may not be quite satisfactory;
- d) scientists prefer to work in a quiet atmosphere.

**2. Every scientist dreams of the moment when he or she will be able ...**

- a) to do research undisturbed in a quiet room;
- b) to start exploring some interesting pieces of knowledge;
- c) to share his or her findings with others as soon as possible;
- d) to stay, if only for a while, on his or her own with the new discovery.

**3. In the second paragraph the writer describes ...**

- a) the process and methods of scientific research;
- b) difficulties connected with scientific research;
- c) what results a scientist can expect from research;
- d) the qualities a scientist must have for doing research.

**4. Which of the following is not mentioned among the factors that may discourage you from taking up a career in research?**

- a) Low salary.
- b) Bad experimental results.
- c) Constant outside supervision.
- d) Insufficient financial support.

**5. The key idea of the passage is that ...**

- a) the final results of research can be quite unexpected and disappointing;
- b) the job of a research scientist, though difficult, is enjoyable and worth taking;
- c) the scientist has to cope with a lot of problems while doing research;
- d) we must study the Universe in order to understand ourselves better.

**Grammar**

**5.7. Choose the right variant (a, b, c or d)**

1. These phenomena ... since last century.

- a) have been observed
- b) were observed
- c) are observed
- d) are being observed

2. In a few years from now, this work ... us many discoveries of still greater importance.
- a) has brought
  - b) will be brought
  - c) brings
  - d) will bring
3. For hundreds of years people ... of cosmic flights.
- a) are dreaming
  - b) have been dreaming
  - c) have been dreamed
  - d) are being dreamed
4. The head of the laboratory ... to check everything by himself.
- a) are
  - b) be able
  - c) had
  - d) must
5. There is no doubt that radio and TV are among the ... miracles of modern science.
- a) most great
  - b) more greater
  - c) greatest
  - d) most greatest
6. The question ... at next Thursday's meeting concerns all of the laboratory staff.
- a) to be discussing
  - b) discussed
  - c) being discussed
  - d) to be discussed
7. I watched them ... the equipment.
- a) installed
  - b) installing
  - c) were installing
  - d) had installed
8. Nobody expected them ... a discovery.
- a) to make
  - b) would make
  - c) made
  - d) make
9. If the checking up ... so much time, we would have completed our work long ago.
- a) hadn't taken
  - b) didn't take

c) wouldn't take

d) wouldn't have taken

10 . If he was able to complete his experiment, he ... you with the results obtained.

a) surprised

b) would surprise

c) would have surprised

d) had surprised



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