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ENGLISH FOR SOCIAL WORK

Методичні вказівки до практичних занять та самостійної роботи
з дисципліни «Іноземна мова» для підготовки здобувачів вищої освіти
спеціальності 231– Соціальна робота
Частина I



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English for social work. Методичні вказівки до практичних занять та самостійної роботи з дисципліни «Іноземна мова» для підготовки здобувачів вищої освіти спеціальності 231– Соціальна робота. Укл.: Лашук Н.М., Ніколаєнко О.В., Ушата Т.О. Чернігів: НУ «Чернігівська політехніка», 2022. – Ч. 1. 68 с.

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ВСТУП

Методичні вказівки «English for Social work» призначено для практичних занять та самостійної роботи здобувачів вищої освіти галузі знань 23 «Соціальна робота», спеціальності 231 «Соціальна робота» денної та заочної форми навчання спеціальності.

Методичні вказівки укладено згідно вимог модульно-рейтингової системи навчання й відповідно до навчальних програм і планів. Методичні вказівки (частина 1) включають чотири модуля, що містять різноманітні завдання для формування професійної іншомовної комунікативної компетенції, вправи для розвитку та вдосконалення граматичних і лексичних навичок, критичного та креативного мислення.

Післятекстові лексичні вправи дозволяють оволодіти професійною лексику на рівні, необхідному для здійснення професійної іншомовної комунікації. Для розвитку мовленнєвих умінь майбутніх соціальних працівників використовуються автентичні матеріали та спеціально розроблені завдання різного рівня складності (множинний вибір, вибір правильних і неправильних тверджень, заповнення пропусків, вибір заголовків до частин тексту із запропонованих, доповнення та завершення речень тощо). Розділи методичних вказівок присвячено розгляду таких проблем: «Визначення соціальної роботи», «Зв'язок соціальної роботи з іншими науками», «Огляд професії», «Категорії соціальних працівників», «Історія виникнення соціальної роботи», «Визначні постаті в історії соціальної роботи», «Система соціального захисту Великобританії», «Система соціального захисту США».

Широкий вибір вправ та завдань уможлиблює використання методичних вказівок як на практичному занятті, так і для самостійної роботи. Правильність виконання завдань та сформованість комунікативних умінь може оцінюватися викладачем на практичних заняттях, консультаціях або дистанційно.

Змістовий модуль 1. Вступ до соціальної роботи

Introduction to social work

Тема 1. Визначення соціальної роботи.



Image source: <https://www.leisurejobs.com/article/the-definitive-guide-how-to-become-a-social-worker>

1. 1 Match the English words with their Ukrainian equivalents

1) human services	a) консультивання, психотерапія
2) multidisciplinary approach	b) людина з обмеженими можливостями
3) welfare payment	c) природне оточення
4) manpower training	d) жертва насилля
5) a natural setting	e) мультидисциплінарний підхід
6) counselling	f) складний, заплутаний
7) abused	g) населений пункт, громада, жителі району
8) complicated	h) послуги населенню
9 community	i) підготовка кадрів
10) handicapped	j) державні або соціальні виплати

1.2 Read and translate the text

Social work is a discipline within **human services**. Its **main goal** is to assist individuals and families with their **needs** and solve their problems using a **multidisciplinary approach**. In order to be effective, social workers work closely with many agencies and professionals.

Social work is usually a part of the Human Services Department of a **government**. It serves as a link between the government's clients and other government resources, such as: **manpower training** leading to **employment, welfare payments** towards financial assistance, legal consultation in **dealing with** legal problems, food and water relief at times of **drought, famine** and war, etc.

As a social worker, you will also work closely with medical professionals in order to provide **medical care** for clients; with school personnel to identify children who are in need of help, and with **counsellors** and psychologists in order to provide **psychological counselling**. Today the problems faced by individuals and families are often **complicated**, and assistance from many agencies is needed.

Social work provides an important service to **society**. Individuals and families in need of help are the focus of it, and are referred to as clients. As social workers, our goal is to help clients live a productive life in their **own community**. In order to **reach this goal**, we often enlist the assistance of family members, relatives, local religious leaders, tribal leaders and elders, and other influential members of the community. Although institutionalization may be necessary at times, it is a temporary solution. The goal is to help clients return to normal life in a **natural setting**.

Today, social workers are not only the bridge linking clients to other helpers, they also provide their clients with hope, and **encourage** their first steps towards a new life. Social workers usually stand in the front line, and reach out to the clients soon after problems **occur**. They provide an initial assessment of the situation and mobilize other needed services.

Social work uses a team approach and is multidisciplinary. Its goal is to provide a service to those who need help, especially the old, young, poor, **abused, mistreated, handicapped**, jobless, the sick and the **homeless**. Its approach is to use available resources to solve problems in order to empower clients to help themselves in the long term.

1.3 Make up questions to the sentences:

1. In order to be effective, social workers work closely with many agencies and professionals
2. As a social worker, you will also work closely with medical professionals
3. The goal is to help clients return to normal life in a natural setting
4. Social workers provide an initial assessment of the situation and mobilize other needed services.
5. Its approach is to use available resources to solve problems in order to empower clients to help themselves in the long term.

1.4 Answer the question: what is social work for you? Fill in the stickers in Table 1

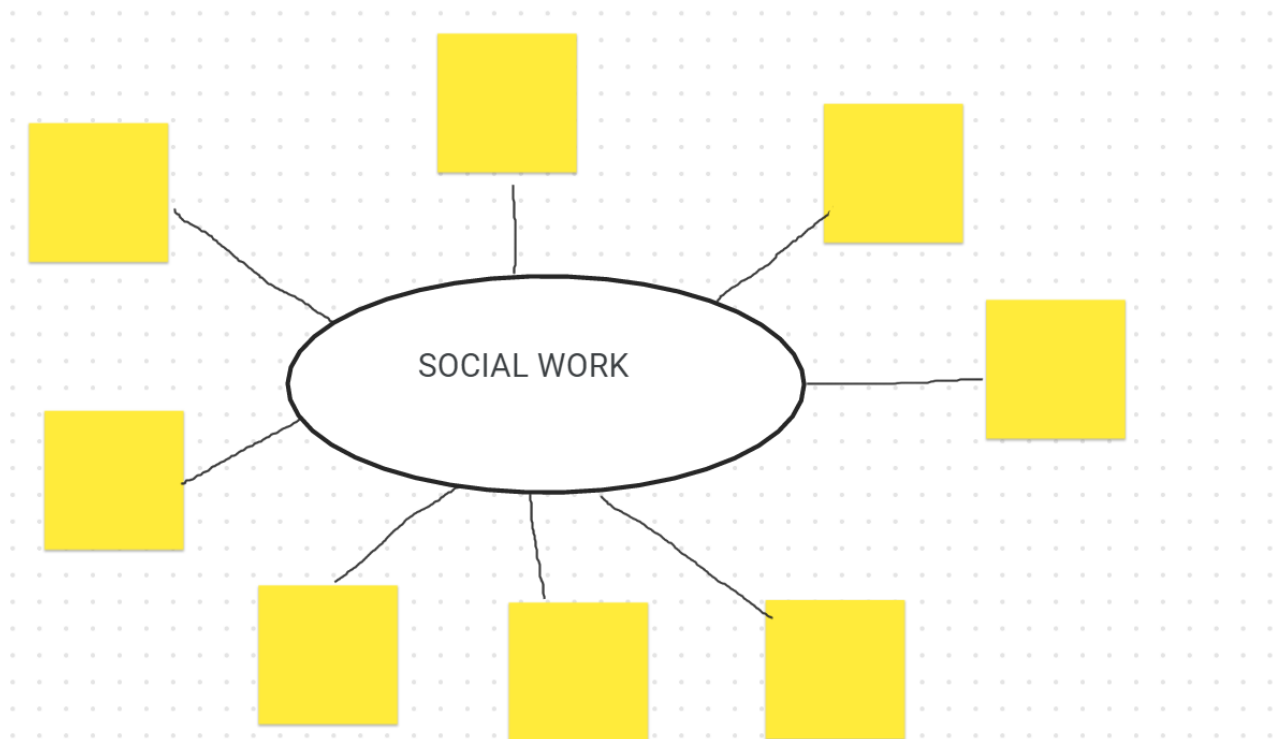


Table 1

1.5 Translate the following sentences into English using the vocabulary of the unit:

1. The government's policies will promote the welfare of all citizens.
2. Our work is based on strong multidisciplinary team work.
3. People tend to behave differently in different social settings.
4. The local community was shocked by the murders.
5. There needs to be more support for the elderly in the community.
6. This is where the story gets complicated.
7. I'll send you map of how to get here. It's a bit too complicated to describe.
8. Manpower will be reduced by an average of 20%.
9. The factory's opening hours over the holiday period will depend on the availability of manpower.
10. The accident left him physically handicapped.
11. All the children had been physically and emotionally abused

1.6 Compose a summary of the text in 4 sentences.

1.7 Read and translate the text

Size and Scope of Social Work

Social work is unique in the helping or human service professions, which include many fields that are sometimes more familiar to the general public than social work. They include health care professions such as medicine and nursing, psychology, education, counseling, physical and vocational rehabilitation, and many others. The profession of social work is large and growing. There are over 188,401 Licensed Social Workers currently employed in the United States. 77.8% of all Licensed Social Workers are women, while 17.0% are men. The average age of an employed Licensed Social Worker is 45 years old. Social workers serve in a wide variety of places in many different roles. Overall employment of social workers is projected to grow 12 percent from 2020 to 2030, faster than the average for all occupations.

About 78,300 openings for social workers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment of child, family, and school social workers is projected to grow 13 percent from 2020 to 2030, faster than the average for all occupations.

Employment of healthcare social workers is projected to grow 13 percent from 2020 to 2030, faster than the average for all occupations. Healthcare social workers will continue to be needed to help aging populations and their families adjust to new treatments, medications, and lifestyles.

Employment of mental health and substance abuse social workers is projected to grow 15 percent from 2020 to 2030, faster than the average for all occupations. Employment will grow as more people seek treatment for mental illness and substance abuse. In addition, drug offenders are increasingly being sent to treatment programs, which are staffed by these social workers, rather than being sent to jail.

Among occupational groups, healthcare support occupations are projected for the fastest job growth. The increased portion of the population that is elderly, the needs of people with disabilities such as physical and mental illness and mental retardation, as well as the larger number of people who are imprisoned for long terms, all contribute to the need for more social workers. Many social workers and people with social preparation hold jobs that are considered part of the human services field. The coming years appear to be promising for those who plan careers in social work and related fields.

The Social Work Profession.

Social work is a profession rather than a job or an occupation. Professions have three characteristics, all of which social work includes:

1. A profession has a body of knowledge that its members must know about.
2. Members of a profession believe in something or some set of things. They adhere to a set of shared ethics and values, such as the Code of Ethics.
3. Professions have skills that their members use to serve others.

Vocabulary:

human service –	надання послуг населенню
include –	включати
be familiar to –	бути добре знайомим
social work –	соціальна робота
health care –	охорона здоров'я
vocational rehabilitation work –	реабілітаційний період, пов'язаний з втратою роботи
medicine and nursing –	лікування та догляд
employ –	надавати роботу; наймати
total employment –	повна зайнятість
field –	область, галузь, сфера (знань)
elderly people –	люди похилого віку
mental retardation –	затримка розумового розвитку
adhere to –	дотримуватися
skill –	вміння, майстерність, мистецтво
disability –	вада, інвалідність; непрацездатність
imprison –	ув'язнювати
contribute –	сприяти, робити внесок
aid –	допомога
related to –	пов'язаний, споріднений
serve smb. –	обслуговувати когось, працювати для когось

1.8 Find the Ukrainian equivalents:

human service, social worker, health care, psychology, nursing, education, physical rehabilitation, a wide variety of, serve in, serve smb., predict, population, people with disabilities, mental retardation, include, be imprisoned for, contribute, coming years, adhere to, involvement, set of values, have skills, hold a job, elderly, employment.

1.9 Find the English equivalents:

унікальний; бути добре відомим; професії, пов'язані з охороною здоров'я; медицина і догляд; проведення консультацій; реабілітаційний період, пов'язаний з втратою здоров'я; споріднені області; непрацездатні люди; затримка розумового розвитку; бути ув'язненим; область, пов'язана з наданням

послуг / допомоги населенню; допомога, що надається на дому; зростання кількості літніх людей.

1.10 Reproduce the sentences in which the words and word-combinations given in ex.1.8 are used.

1.11. Complete the following statements:

1. Social work is _____ in the helping or human service profession.
2. Health care professions are _____.
3. _____ of social work is large and growing.
4. There are about 600,000 people _____ as social workers in the United States.
5. Social workers _____ in a wide variety of places.
6. The elderly, people with _____ people who are _____ for long terms, all contribute to the need for more social workers .
7. Many social workers _____ jobs that are considered part of the human services field.
8. Social work is a profession rather than _____.
9. Members of a profession _____ to a set of shared ethics and value.
10. Professions have _____ that their members use to serve others.

1.12 Match words in column A with their endings in column B. Translate them into Ukrainian.

social	care
human	illness
general	rehabilitation
health	service
vocational	field
mental	public
physical	work
home	retardation
related	aid

1.13. Answer the questions:

1. Why is social work considered to be unique in human service professions?
2. What are the related fields to social work?
3. What are the prospects for social work profession?
4. What categories of people realize a great need for social workers?
5. What is the most exact term to define social work (profession, occupation)?
6. What are the characteristics of professions?

1.14. Translate into English:

1. Соціальна робота включає такі сфери діяльності, які краще відомі широкій аудиторії, ніж сама соціальна робота.
2. Сфера соціальної роботи обширна і постійно зростає.

3. У США близько 600,000 осіб зайняті в сфері соціальної роботи.
4. Статистика передбачає той факт, що до 2006 року соціальна робота та сфери, пов'язані з нею потраплять в десятку найпрестижніших.
5. Підготовка ще більшого числа соціальних працівників необхідна літнім людям, людям з фізичними або розумовими відхиленнями, а також ув'язненим на тривалий термін.
6. Наступні роки будуть багатообіцяючими для тих, хто обрав професію соціального працівника.
7. Соціальна робота - це скоріше професія, ніж заняття / робота.
8. Люди цієї професії вірять у щось.
9. Соціальні працівники володіють особливими вміннями, які їм необхідні в справі служіння суспільству.

Тема 2. Зв'язок соціальної роботи з іншими науками

2.1. Read and translate the text. While reading the text find the answers to the following questions:

1. Is social work a separate and independent profession?
2. What are the major elements of the role of social workers? Why?

Comparisons With Other Professions

Social work connects with and has some similarities to many other human services professions. However, it is also distinct from them and has its own characteristics. Part of social work's knowledge base is an understanding of how other professions operate and what they do because social workers - probably more than many other professionals – collaborate with other professions. Interdisciplinary and team work are major elements of the role of social workers. Addressing social problems often requires the knowledge and perspectives of a number of disciplines, whether the task is as large as revising the nation's welfare system, or as particular as helping one individual or family overcome some social or personal problems. Therefore, learning about other professions and learning to work together with other disciplines is a critical factor in the *success of social workers*. Some of the ways social work compares to other fields to study and other disciplines follows.

Sociology.

Many people confuse sociology with social work. Of course, they are quite different. Sociology is a field of study, a social science, that *examines* the ways human beings interact with one another and with the larger society and how organizations behave. Social work makes extensive use of information from sociology, as well as other disciplines, but social work is a practice field. The social work profession does things with knowledge to help others. Social work does not emphasize knowledge for its own sake. Instead, it emphasizes the use of knowledge for *applications* to the *issues*

of helping others. Stated another way, sociology develops knowledge that social work and other human services professions put into practice.

Social Work & Sociology		
10	Social Work	Sociology
1.	Helps understanding the problems and solving it	Helps in understanding and classifying the problem
2.	Effort to irradicate problems of the society	Scientific study the word society
3.	In the applied science from sociology	Is a pure science initiating social work to application
4.	Helps social justice and minimize social suppression	Studies the basis of social stratification
5.	Helps for the upliftment and self reliance of Rural and Trebled	Studies the nature, characteristics and problems of Rural and Trebled
6.	Helps in reducing the problems of Urban population	Students
7.	Promotes secularization	Studies religion and social relevance
8.	Reduce family and marriage problems	Studies family, marriage and Kinship
9.	Help people to cope with social change and modernization	Study the affect of social change and modernization
10	Social Work understand and diagnose the client for better adiustment	Sociology is interested in the why of human interaction

Photo source: www.google.com

Psychology.

Psychologists are professionals who study *behavior* and mental processes. It has many specialties such as community psychology; experimental, clinical, and educational, psychology; and *counseling*. Many psychologists *evaluate and treat* mental illnesses. Consequently, social workers and psychologists often work together in same agencies and serve the same clients. Social workers rely on extensive information from the field of psychology, just as they do on information and knowledge from sociology. Psychology is also an applied profession. Clinical psychologists counsel clients, administer psychological tests, and diagnose and assess client conditions. When they collaborate, psychologists focus on *psychological issues*, and social workers on *social concerns*.

Psychology and Social Work

- Psychology is the study of the mind; it seeks to study, explain, and change behavior.
- The psychologist is interested in understanding the individual and their behavior.
- Their main focus is on individual behavior.
- The social worker focuses on the person in their environment.
- The social worker is particularly interested in the social functioning and relationships of clients and in utilizing community resources to meet clients' personal and social problems.

Photo source: www.google.com

Psychiatry.

Psychiatrists are physicians who have completed special training and a residency in psychiatry after earning the degree in medicine. They are specialists in diagnosing and treating *mental disorders*. Social workers work closely with psychiatrists; there is a social work subdiscipline called psychiatric social work. Psychiatric social workers specialize in work with psychiatric or mental health patients. Frequently, when social workers work with psychiatrists, the psychiatrist *deals with* the medical aspects of the patient's care and the social workers with the social elements of the patient's problems. Many social workers devote the efforts to helping the patient *make adjustments* for living outside a mental institution, or for helping the patient and the family deal with the patient's mental or emotional difficulties in the community.

Psychiatry and Social Work

- The psychiatrist deals with the treatment of illness and the medical model.
- Places stress on intrapersonal dynamics, often delving into and handling unconscious motivation and related factors.
- The social worker focuses on problems and strengths in human relationships.
- The social worker utilizes environmental and community resources, usually operating within the conscious level of behavior.

Photo source: www.google.com

Nursing.

Nursing is a profession that shares some similarities with social work. Nurses often work in jobs that are under the direction of other professionals, as social workers

often do. Although providing nursing care is the best-known responsibility of nurses, nursing, like social work, has many *dimensions*. Nurses work extensively in public health, education, and health care management. Nurses also help patients with some of the social issues surrounding their illnesses and assist families in dealing with the health problems of patients. Like social workers, nurses serve in community-based positions as well as in institutional settings. However, nursing services are always related to health in some way, whereas social work extends into a variety of *nonhealth areas*.

Vocabulary:

similarity – подібність

distinct from – відмінний від

collaborate with – співпрацювати з

require – вимагати

welfare – добробут

overcome – подолати

interact with – взаємодіяти з

team work – командна робота

emphasize – підкреслити

issue – проблема, завдання

put into practice – втілити в життя

2.2. Find the Ukrainian equivalents:

success of social workers, examine, society, for its own sake, applications, issue, behavior, counseling, evaluate and treat, psychological issues, social concerns, mental disorder, deal with, make adjustments, community, dimensions, nonhealth areas, confuse

2.3. Find the English equivalents:

Відмінний від, співпрацювати з, подібність, вимагають, добробут, подолати, взаємодіяти з, командна робота, підкреслити, проблема, втілити в життя, психологія, консультування, психічні розлади, поведінка, суспільство, громада, успіх соціального працівника, мати справу з, оглядати, оцінювати.

2.4. Reproduce the sentences in which the words and word-combinations given in ex.3 are used.

2.5. Complete the following statements:

1. Social work connects with and has some _____ to many other _____ professions.
2. Interdisciplinary and _____ are major elements of the role of social workers.
3. Many people _____ sociology with social work.
4. Sociology is a field of study, a social science, that _____ the ways human beings _____ one another and with the larger society and how organizations behave.

5. Social work _____ the use of knowledge for applications to _____ of helping others.
6. Psychologists are professionals who study _____ and mental processes.
7. When they _____, psychologists focus on _____, and social workers on _____.
8. Psychiatric social workers specialize in work with psychiatric or _____ patients.
9. The psychiatrist _____ the medical aspects of the patient's care and the social workers with the social elements of the patient's problems
10. Nursing is a profession that shares some _____ with social work.
11. However, nursing services are always _____ health in some way, whereas social work extends into a variety of _____.

2.6. Match words in column A with their endings in column B. Translate them into Ukrainian.

mental	system
overcome	training
human	issues
welfare	profession
critical	practice
social	disorder
special	services
applied	factor
put into	problems

2.7. Answer the questions:

1. What similarities does social work have to many other human services professions?
2. What are the major elements of the role of social workers?
3. What is a critical factor in the success of social workers?
4. What is the difference between sociology and social work?
5. What do psychologists and social workers on focus on when they collaborate?
6. What do psychiatric social workers specialize in?
7. What dimensions does nursing have?

2.8. Translate into English:

1. Міждисциплінарна та командна робота є основними елементами діяльності соціальних працівників.
2. Соціологія - це галузь дослідження, суспільна наука, яка вивчає способи взаємодії людей між собою та з суспільством і поведінку груп.
3. Соціальні працівники спираються на обширну інформацію зі сфери психології, так само як і на інформацію та знання з соціології.

4. Клінічні психологи консультують клієнтів, проводять психологічні тести, а також діагностують та оцінюють стан клієнта.
5. Однак, якщо послуги медсестер завжди певним чином пов'язані зі здоров'ям, то соціальна робота поширюється на різноманітні сфери, що не стосуються здоров'я.
6. Багато соціальних працівників докладають зусиль, щоб допомогти пацієнтові пристосуватися до життя за межами психіатричної лікарні або допомогти пацієнтові і його родині впоратися з психічними або емоційними проблемами пацієнта в суспільстві.

2.9 Watch the video «Social Workers: This is Who We Are» (<https://youtu.be/x76h8X8RmhA>) and do the tasks below.



1. These numbers were mentioned in the video. What do they mean?

700,000

800,000

2028

2. According to the speaker what issues are Social Work professionals tackling today?

Змістовий модуль 2. Професія соціального робітника.

Тема 3. Огляд професії

Job Outlook



3.1 Read the text and say how social work profession found its unique place in society.

How Was Social Work Profession Born?

Working with the needy became a **distinct** profession in the late 1800's. However, at the beginning of the 20th century some experts declared that social work was not a profession. Despite their opinion, social workers continued to work with individuals and attempt to spark social reform. Gradually, the views of the public have changed. Social workers began to work in hospitals, with the Red Cross, and with schools. Social workers also began to work in private practice settings after World War I.

The establishment of social work in various settings as well as the development of schools of social work led the profession into a scientific and professional viewpoint. The New York School of Philanthropy, now the Columbia University School of Social Work, was the first educational institution to train people for jobs with social agencies. However, the term social work did not come into widespread use until the early 1900's. By that time, the governments of many countries had started to provide social services. Governments financed these services by **tax funds**. Today, most professional social workers deal directly with the people they serve. Others work as administrators, supervisors, planners, or teachers. Paraprofessional social workers do not require full professional training. They work as assistants to professional

personnel in community centres and agencies and mental health centres. Many paraprofessional social workers have a parttime position, and others volunteer their services. Social work has changed greatly since its early days. It is now a large-scale enterprise. And it is growing. Today it takes place in a variety of settings in the statutory, voluntary and private sectors. The areas of work are as follows:

- Community Children and Families Social Work;
- People with Physical Disabilities;
- Older People and their Carers;
- People with Mental Health Problems;
- Other Community Care;
- Criminal Justice.

93 % of social workers is employed in either the health and social services or government industries. Relatively few social workers are employed in private practice offices.

Modern social workers use a wide variety of methods in their activities. Traditionally, they use three basic approaches – casework, group work, and community organization work. Casework involves direct contact between a social worker and the individuals and families being helped. Group work involves programs in which the social worker deals with several people at the same time. Community organization work focuses on neighbourhoods and their large groups of people. Since the mid-1900's, social workers have increasingly combined the three basic approaches.

Vocabulary

distinct – окремий, відмінний від інших

spark – бути причиною, сприяти

setting – приміщення, атмосфера, оточення

tax fund – надходження від податків

planner – організатор

carer - опікун

3.2 Mark the following statements as true or false.

1. Social work has always been a distinct profession.
2. Social work profession found its place only in the medical setting.
3. World War I changed the views of the public on social work.

4. There were established social work educational institutions only in the 20th century.
5. Today social work settings employ both professionals and volunteers.
6. Social work has not changed since the 19th century.
7. Social work today takes place in a variety of settings in the statutory, voluntary and private sectors.
8. Casework, group work, and community organization work are the basic methods used by social workers.

3.3. Complete the sentences using the text.

1. At the beginning of the 20th century, some professional experts declared that _____.
2. Governments finance social services by _____.
3. Paraprofessional social workers do not require _____.
4. The main areas of social work are _____.
5. Group work involves _____.
6. Community organisation work concentrates on _____.

3.4. Match English and Ukrainian equivalents.

mental health centres	повна професійна підготовка
private practice settings	спеціаліст-практик без вищої освіти
paraprofessional	неповний робочий день
tax funds	державний сектор
full professional training	центри психічного розвитку
a part-time position	надходження від податків
the statutory sector	куратор
supervisor	сфера приватної пратики

3.5. Here are the definitions to the notions. Work out the notions. Words for reference: community organization work, the Red Cross, community centre, planner, community, group work, supervisor, casework, assistant.

1. A system of making a social worker responsible for particular clients on a long-term basis.
2. An international organization founded in 1864 and dedicated to the medical care of the sick or wounded in wars and natural disasters.
3. Somebody whose job is to oversee and guide the work or activities of a group of other people.

4. Somebody whose job is to plan the development of an area.
5. Somebody who is trained to give support to a professional person such as a teacher or a doctor.
6. The public or society in general.
7. Programs in which the social worker deals with several people at the same time.
8. This method focuses on neighbourhoods and their large groups of people.
9. A building used for a range of community activities.

3.6. Make word combinations. Use them in the sentences of your own.

- | | |
|---------------------|--------------------|
| 1) distinct | a) social services |
| 2) to spark | b) offices |
| 3) to provide | c) social reform |
| 4) private practice | d) profession |

3.7. Form the following groups of derivatives. Make four sentences of your own using the words from the table.

Noun	Verb	Adjective
declaration		
	educational	
requirement		
		supervise
	voluntary	
	various	

3.8. Insert the necessary preposition.

1. The Columbia University School of Social Work was the first educational institution to train people ___ jobs with social agencies.
2. ___ the beginning of the 20th century social work was not considered to be a profession.
3. After World War I, social workers began to work ___ Red Cross.
4. The development of schools of social work led the profession _____ a professional viewpoint.
5. Working with the needy became a distinct profession ___ the late 1800's.
6. Paraprofessional social workers work ___ assistants ___ professional personnel.
7. The term social work did not come ___ widespread use until the early 1900's.
8. Group workers deal ___ several people at the same time.
9. Community organization work focuses ___ neighbourhoods.
10. Most social workers are employed ___ the health and social services.

3.3.1 Skim the text to say what the employment of social workers is going to be like in future.

Job Outlook

Competition for social worker jobs is expected in cities, where demand for services often is highest and training programs for social workers are prevalent. However, opportunities should be good in rural areas, which often find it difficult to attract and retain qualified staff. By specialty, job prospects may be best for those social workers with a background in gerontology and substance abuse treatment. Employment of social workers is expected to increase faster than the average for all occupations through 2014. The rapidly growing elderly population and the aging baby boom generation will create greater demand for health and social services, resulting in particularly rapid job growth among gerontology social workers. Many job openings also will stem from the need to replace social workers who leave the occupation. Employment of social workers in private social service agencies also will increase. However, agencies increasingly will restructure services and hire lower paid social and human service assistants instead of social workers. Employment in state/national and local government agencies may grow somewhat in response to increasing needs for public welfare, family services, and child protection services; however, many of these services will be contracted out to private agencies. Employment levels in public and private social services agencies may fluctuate, depending on need and government funding levels.

Opportunities for social workers in private practice will expand, but growth may be somewhat hindered by restrictions that managed care organizations put on mental health services. The growing popularity of employee assistance programs is expected to spur demand for private practitioners, some of whom provide social work services to corporations on a contractual basis. However, the popularity of employee assistance programs will fluctuate with the business cycle, because businesses are not likely to offer these services during recessions.

3.3.2 Report Writing

- I. Conduct a mini-research on potential employment spheres for social workers in Ukraine. Use any source available.
- II. Write a report on your research findings and share it with the rest of the group.

Тема 4. Категорії соціальних працівників.

4.1 Go through the text and get ready to speak according to the following items.

1. Settings that social workers are employed in.
2. Types of social workers.
3. Social workers as social welfare policies makers.



Types of Social Workers

Social workers may be employed in varied **settings**. Social caseworkers deal directly with the individual or the family. They work in family-service agencies, medical and psychiatric hospitals and clinics, public agencies, **substance-abuse clinics**, and industrial settings. In the last two decades, there has been a trend toward professionals working in private practice rather than in the **non-profit** or **public sector**. After determining the nature of the client's problem, the clinical social worker tries to help the person **overcome these difficulties** or **obtain appropriate assistance**. In recent years the areas of specialization within social work have increased greatly. The social group worker is usually concerned with planning or leading activities of large groups of persons. This type of social work is often carried out in recreation centres and in hospitals and other therapeutic settings.

Social planners are social workers who **conduct research** and help develop social welfare policies, frequently acting as proponents of social legislation. **Community organizers** act as area-wide co-ordinators of all the programs of different agencies so as best to meet community needs for health and welfare services. They also **facilitate** self-help programs initiated by local common interest groups, for example, by training local leaders to analyse and solve the problems of a community. Community

organizers work actively, as do other types of social workers, in community councils of social agencies and in community-action groups. At times the role of community organizers overlaps that of the social planners.

Vocabulary

settings – середовище, оточення, приміщення

substance-abuse clinics – наркологічні клініки

non-profit – некомерційна

public sector - державний сектор

overcome difficulties - долати труднощі

appropriate - відповідний

obtain assistance - отримати допомогу

conduct research - провести дослідження

facilitate – полегшити

4.2 Match the name of the category with its definition

<p>1. Youth workers</p>	<p>a) supervise people serving community sentences or on licence from prison, helping with rehabilitation and the reduction of crime.</p>
<p>2. Domiciliary care workers</p>	<p>b) help communities to bring about social change and improve the quality of life in their local area. You might work with individuals, families and whole communities to empower them to:</p> <p>identify their assets, needs, opportunities, rights and responsibilities;</p> <p>plan what they want to achieve and take appropriate action;</p> <p>develop activities and services to generate aspiration and confidence</p>
<p>3. Education welfare officers</p>	<p>c) visit people in their own homes to assist with household tasks, some personal care and occasionally accompany the client on visits such as to the doctor or hospital.</p>

4. Probation workers	d) provide basic care, therapy and assistance to patients with mental illness or developmental disabilities; provide assistance with daily activities, monitor their patients' conditions and assist in administering therapeutic care.
5. The residential care workers	e) work with young people to engage them in informal education. Workers guide and support young people in their personal, social and educational development to help them reach their full potential in society.
6. Community development workers	f) dedicate their professional lives to supporting attendance in local schools, sorting out problems in the home to try and help children get the most out of their education.
7. Mental health workers	g) look after the physical and mental wellbeing of children or vulnerable adults in care; assist in providing self-help skills training and therapeutic treatments to residents with intellectual and/or physical disability

4.3 Read the text and answer the question below each part of the text

AREAS OF SOCIAL WORK

Key point of social work

The overall aim of social work is to provide a service to individuals and families with complex problems, which they are unable to manage themselves. A lot of the work is influenced by the legislation. There are many statutory obligations on the social worker; e.g. she/he is empowered to take control in a situation where someone, usually a child or elderly person, is at risk. Social and political issues such as child abuse are the bread and butter of the social worker's job.

1. *What is the aim of social work?*
2. *What is the general purpose of social work?*
3. *What is the bread and butter of social work?*
4. *Who needs help from social workers?*
5. *The overall aim of social work is to provide a service to individuals and families with complex problems, isn't it?*

6. *Is the social worker empowered to take control in a situation where someone, usually a child or elderly person, at risk?*
7. *What categories does the social worker deal with?*

There is greater emphasis on the social worker's role in child protection with many obligations fixed in the recent Children's Act. Although the movement from institutional provision to "care in the community" has come to nothing, in the long term there will be growth in the number of half way houses and independent living schemes for groups such as the mentally handicapped who might previously have lived in hospital.

1. *Which issue is the most focused in social work?*
2. *What is the name of the child protection document?*
3. *Where can people with mental disabilities receive help?*

Demographic trends also affect the provision of services. As a result of the decrease in the number of teenage children, there has been a drop in the demand for residential care. The increase in the proportion of elderly people in the population has produced a growth in the provision of sheltered and residential accommodation, especially in the private sector.

1. *What happened due to the decrease in the number of teenage children?*
2. *Do demographic problems affect social work?*
3. *Why has the demand for residential care for teenage children dropped?*
4. *Do demographic trends affect the provision of services or not?*

As in other areas of work in the public sector, finance and the allocation of funds is under constant debate. There is increased pressure upon social service managers to examine the financial implications of various courses of action: e.g., fostering children is cheaper than residential care. «Community Care» is seen by some not only as a more humane and effective way of providing services but also as a way of saving money in a situation where demand is high and resources limited. Some social work departments contract out areas of work to voluntary agencies and charities.

1. *Are social service managers under increasing pressure for financial consequences, or documentary consequences?*
2. *Which is a way to save money in a situation where demand is high and resources are limited?*
3. *Do social work departments or hospitals contract out areas of work to voluntary agencies and charities?*
4. *«Community Care» is seen by some not only as a more humane and effective way of providing services but also as a way of saving money in a situation where demand is high and resources limited, isn't it?*

Vocabulary

aim - мета

complex problems – складні проблеми

legislation - законодавство

statutory obligations - обов'язки, закріплені законом, юридично, статутом

abuse - образи, знуцання

the bread and butter - сутність

emphasis - акцент, наголос, особлива увага

care in the community - домашній догляд

half way house – медичний заклад для реабілітації

scheme - схема, план, проєкт

decrease – зниження, зменшення

drop - спад, зменшення

demand - потреба, попит

increase - зростання

allocation of funds - розподіл коштів

examine the financial implications - перевіряти фінансові витрати

courses of action - програма дій

save money - заощаджувати кошти

shelter - притулок

fostering – влаштування дітей на виховання в сім'ю

demand – попит, потреба

contract out – віддавати частину роботи іншій організації

4.4 Translate the following text from English into Ukrainian.

During the first two decades of operation, Hull House attracted many female residents who later became prominent and influential reformers at various levels. The settlement was also gradually drawn into advocating for legislative reforms at the municipal, state, and federal levels, addressing issues such as child labour, women's suffrage, and immigration policy. Some claim that the work of the Hull House marked the beginning of what we know today as "Social Welfare". At the neighbourhood level, Hull House established the city's first public playground and bathhouse, pursued educational and political reform, and investigated housing and working issues. At the municipal level, their pursuit of legal reforms led to the first juvenile court in the United States, and their work influenced urban planning. At the state level, Hull House influenced legislation on child labour laws, occupational

safety and health provisions, compulsory education, immigrant rights, and pension laws.

4.5 Watch the video «TYPES OF SOCIAL WORKER» (<https://www.youtube.com/watch?v=No1QS3t9unw>) and fill in the table below:



	Type of the social worker	Responsibilities
1.	<i>Administration and Management Social worker</i>	<i>oversees some aspects of an organisation</i>
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Змістовий модуль 3. Історія соціальної роботи

Тема 5. Історія виникнення соціальної роботи



Source:

https://en.wikipedia.org/wiki/Social_work#/media/File:Kinderbewaarpplaats_Wongerdweg,_Bestanddeelnr_901-4349.jpg

Reading 1

5.1 Read and translate the text

Social Work History

1898- Columbia University offered the first social work class.

1931- Social work pioneer Jane Addams was one of the first women to receive a Nobel Peace Prize. Known best for establishing **settlement houses** in Chicago for immigrants in the early 1900s, Addams was a dedicated community organizer and **peace** activist.

1933- Frances Perkins, a social worker, was the first woman to be appointed to the cabinet of a U.S. President. As President Franklin D. Roosevelt's Secretary of Labor, Perkins **drafted** much of the New Deal legislation in the 1940s.

1961 - Social worker and civil rights **trailblazer** Whitney M. Young, Jr. became the executive director of the National Urban League while serving as dean for the Atlanta School of Social Work. He also served as president of NASW in the late 1960s. A noted expert in American race relations, Time Magazine acknowledged Young as a key inspiration for President Johnson's War on **poverty**.

1998- The social work profession celebrated its Centennial in that year, several important artifacts from across the country were donated to the Smithsonian

Institution to **commemorate** 100 years of professional social work in the United States.

Today, Americans enjoy many privileges because early social workers saw **miseries** and **injustices** and took action, inspiring others along the way. Many of the benefits we **take for granted** came about because social workers—working with families and institutions—spoke out against **abuse and neglect**.

The civil rights of all people regardless of gender, race, faith, or sexual orientation are protected.

Workers enjoy unemployment insurance, disability pay, worker's compensation and **Social Security**.

People with mental illness and developmental disabilities are now afforded humane treatment.

Medicaid and Medicare give poor, disabled and elderly people access to health care.

Society seeks to prevent child abuse and neglect.

Treatment for mental illness and substance abuse is gradually losing its **stigma**.

Other famous social workers include *Harry Hopkins* (Works Progress Administration), *Dorothy Height* (National Council of Negro Women), and *Jeanette Rankin* (the first woman elected to the U.S. Congress).

Vocabulary

peace - мир

settlement houses – благодійні заклади (притулок)

draft – розробляти законопроект

trailblazer – піонер, новатор, першопроходець

poverty – бідність

commemorate – вшанувати пам'ять

misery – бідність, убогість

injustice - несправедливість

take for granted – сприймати як належне

abuse – зловживання, насилля

neglect – нехтування

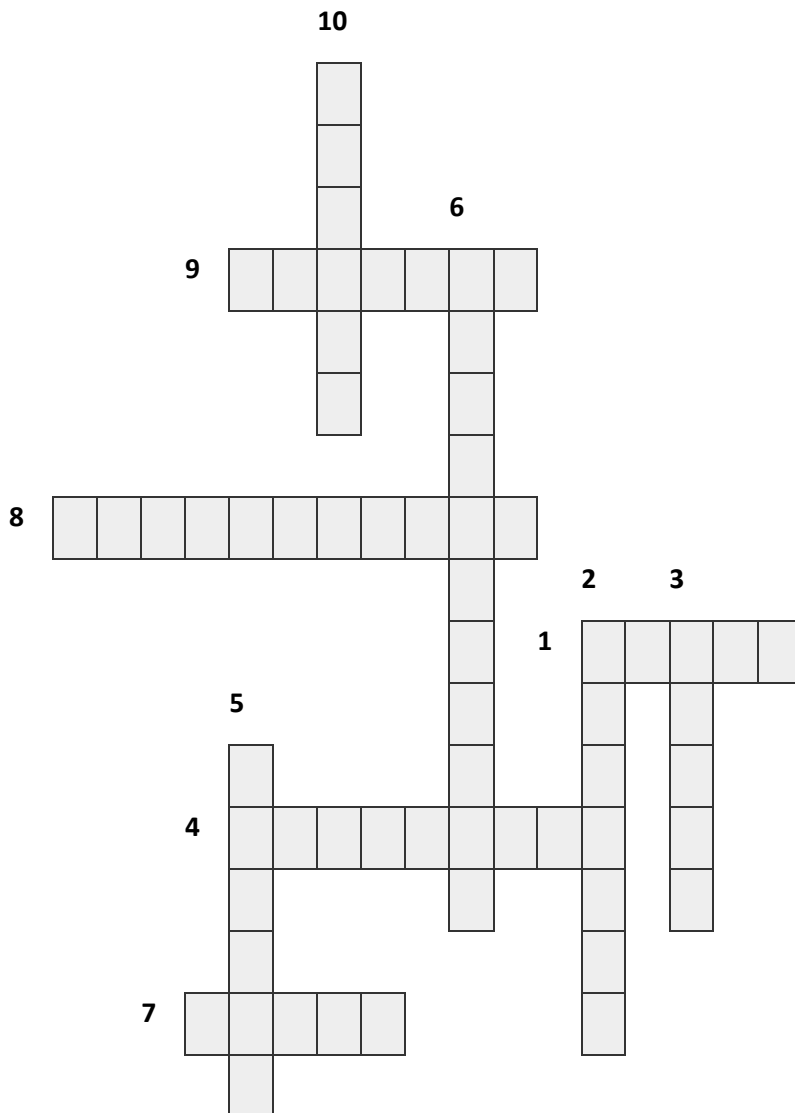
social security – соціальний захист, соцзабезпечення

stigma – засудження суспільства, ганьба

5.2 Make up your own sentences with new words

5.3 Find words in the article which mean the following: нещастя та несправедливість, Нобелівська премія миру, відданий громадський організатор, законодавство, натхнення, війна з бідністю, жорстоке поводження, нехтування, лікування психічних захворювань.

5.4 Do the puzzle and try to remember active vocabulary



1. a situation or a period of time in which there is no war or violence in a country or an area
2. the state of being poor
3. unfair, cruel or violent treatment of somebody
4. an unfair act or an example of unfair treatment
5. very poor living conditions
6. to remind people of an important event or person from the past with a special action
7. to write the first rough version of something such as a letter or law

8. a person who is the first to do or discover something and so makes it possible for others to follow

9. not giving enough care or attention to something/somebody

10. negative feelings that people have about particular circumstances or characteristics that somebody may have

5.5 Match words in column A with their endings in column B. Translate them into Ukrainian.

to draft	on poverty
to receive	100 years of professional social work
To serve	legislation
War	for granted
to commemorate	as president
speak out against abuse and neglect	to health care
take	a Nobel Peace Prize
access	child abuse and neglect
to prevent	against abuse and neglect

5.6 Make up 10 questions to the text

5.7 Make the list of important even in Social Work during 2000-2021 and share it with your groupmates on social media.

Reading 2

5.8 Read the text and match paragraphs of the text with its titles:

Modern history

The Social Work Concept

English History

Pre-Modern history

History of social work

1. _____

Social work has its **roots** in the struggle of society to deal with poverty and the problems associated with it. Therefore, social work is linked with the idea of charity work. The concept of charity goes back to ancient times, and the practice of providing for the poor has roots in all major world religions.

2. _____

In the West, when Constantine I legalized the Christian Church, the newly legitimised church **set up** poorhouses, homes for the aged, hospitals, and

orphanages. During the Middle Ages, the Christian church had vast influence on European society and charity was considered to be a responsibility and a sign of one's **piety**. This charity was in the form of direct relief (for example, giving money, food, or other material goods to alleviate a particular need), as opposed to trying to change the root causes of poverty. The practice and profession of social work has a relatively modern (19th century) and scientific origin.

3. _____

Social work, as a profession, originated in the 19th century. The movement began primarily in the United States and England. After the end of feudalism, the poor were seen as a more **direct threat** to the social order, and so the state formed an organized system to care for them. In England, the Poor Law served this purpose. This system of laws sorted the poor into different categories, such as the **able bodied** poor, the **impotent** poor, and the **idle** poor. This system developed different responses to these different groups. The 19th century ushered in the Industrial Revolution. There was a great **leap** in technological and scientific achievement, but there was also a great migration to **urban areas** throughout the Western world. This led to many social problems, which in turn led to an increase in social activism. In 1915, at the National Conference of Charities and Corrections, Dr. Abraham Flexner spoke on the topic "Is Social Work a Profession?" He thought that it was not because it **lacked** specialized knowledge and specific application of theoretical and intellectual knowledge to solve human and social problems.

4. _____

The growth of social work in England as a discipline had similar parallels to the American experience of mass migration and social **upheaval**. The Industrial Revolution was a major cause of these changes, as social and economic conditions changed, resulting in the massive growth of cities. The first social workers were called hospital almoners, and were based in medical institutions. The Royal Free Hospital hired Mary Stewart as the first almoner in 1895. Her role was to assess people requesting treatment at the hospital to ensure that they were considered "deserving enough" of the free treatment. The role soon developed to cover the provision of other social programs, and by 1905 other hospitals had created similar roles.

Vocabulary

struggle – боротьба

roots – коріння

set up - заснувати

poverty – бідність

charity – благодійність

orphanages – сиротинець

piety – чеснота, благочинність

direct threat – пряма загроза

able bodied poor здатні працювати
the impotent poor - непридатний до роботи
the idle poor непрацюючі
leap – стрибок
opposed – отвергающий, противоречащий
usher – супроводжувати, вводити
upheaval –переворот, бунт
almoner – працівник установ соціального забезпечення
urban areas – міські території
lack – не мати , відчувати недостатність

5.9 In the text find the keywords and phrases that convey the meaning of the text.

5.10 Say what you've learned from the text about Modern history of social work, The Social Work Concept, English History and Pre-Modern history.

5.11 Answer the questions based on the text

1. What is the role of The Industrial Revolution?
2. How is social work connected with religions?
3. In what way did the Christian church help the poor during the Middle Ages?
4. When did social work originate as a profession?
5. How many categories did the Poor Law in England sort the poor into?
6. Why did Dr. Abraham Flexner think that social work was not a profession?
7. What was the role of The Industrial Revolution?
8. How were the first social workers called and where were they based?

5.12 Watch the video The historic women's suffrage march on Washington (Michelle Mehrrens) ([https://youtu.be/ KhYRqozTDE](https://youtu.be/KhYRqozTDE)) and answer the questions for discussion:



1. In the early twentieth century, why was it difficult for suffragists to secure broader support for political equality?
2. Why did Alice Paul want the National Suffrage Parade of 1913 to take place the day before Woodrow Wilson's inauguration?

3. Did the National Suffrage Parade of 1913 influence the ratification of the Nineteenth Amendment in 1920? Why or why not?

Тема 6. Визначні постаті в історії соціальної роботи

Reading 1

6.1 Read and translate the text

Jane Addams - Mother of Social Work



Source:

<https://www.google.com>

Growing up as the eighth of nine children in rural 1860's Cedarville, IL, Jane Addams described herself as an "ugly, **pigeon-toed** little girl" with a **crooked back**. **Surgery** eventually corrected her congenial spinal defect, but not before Jane identified herself with the misfits and victims of society. The "horrid little houses" in the **slums** nearby Freeport shocked

her and got her wondering about what could be done to improve them. She was six years old at that time.

Jane was blessed with a father whom she adored and who impressed her with his **virtues** of tolerance, philanthropy and his strong work ethic. He was a man of influence himself, an owner of **grain mills**, officer in the Civil War, State Senator for 16 years and personal friend of President Abraham Lincoln, also from Illinois. John Addams encouraged his daughter to **pursue** an education. Her schooling emphasized social responsibility and passion for culture and good works. For a while, she **set her sights** on becoming a doctor and stayed at the school for another six years.

After school Jane and a friend from college, Ellen Starr were touring Europe and Britain when she visited London's East End and Toynbee Hall. Toynbee Hall was a "settlement house", ministering to the needs of London's poor. They decided to bring the concept to America, and found a **decayed mansion** on Chicago's Halstead Street originally built by a merchant named Charles Hull. Hull house opened its doors for all those who cared to enter on September 18, 1889. So great was the need for basic

social service that 2,000 people a day asked and received help. The old mansion grew to include many firsts for Chicago, including a playground, gymnasium, citizenship preparation classes, public baths and a swimming pool. It led to the **enactment** of the first factory in Illinois, the first tenement code and was the birthplace of four labour unions. Hull house became a national historic landmark in June of 1967.

Jane Addams made her childhood dream of improving living conditions for the poor come true. She didn't **make it to** Oslo for the Nobel Prize, though, as her health had begun to fail by 1931. When she **passed away** on May 21, 1935, a train carried her from the funeral services at Hull House to rest in Cedarville, the place where she grew up and began her life's passion of service. So great has been the lasting effect of her works that Jane Addams has been described as one of social work's "founding mothers".

(Adapted from Shepler, J. (1999)).

Vocabulary

pigeon-toed – клишоногий
crooked back – крива спина
surgery – операція
slums - трущоби
virtues – чесноти
grain mills – зернові млини
pursue - продовжувати
set her sights – націлюватися
decayed mansion – занедбаний маєток
enactment - постанова
make it to – встигнути, потрапити
pass away – померти

6.2 Fill in the sentences with the correct word (s) from the text.

1. Jane Addams has been described as one of social work's " _____ mothers".
2. She made her childhood dream of _____ come true.
3. Jane and a friend from college, Ellen Starr were touring _____. when she visited London's East End and Toynbee Hall.
4. So great was the need for .._____. that 2,000 people a day asked and received help.
5. John Addams encouraged his daughter to _____ education.
6. Jane Addams described herself as an "ugly, _____ little girl" with a crooked back.

6.3 Creating a timeline when reading helps you to understand the order of events in the text. Some texts present a series of events in chronological order. If you record these events on a timeline, it will help you to understand and remember the order of these events.

A timeline with key dates from "Jane Addams - Mother of Social Work" is shown below. Record the events that happened on those dates in the spaces provided. Use the timeline to help you to review the story.

Where and/ or when?	Events in the life of Jane Addams
1860's Cedarville, IL	
Europe and Britain	
September 18, 1889	
June of 1967	
1931	
May 21, 1935	

6. 4 Imagine that you could interview Jane Addams. What questions would you ask? What issues are you interested? What would you tell about changes and trends in social work at present?

6.5 After reading the text, work in groups and write two true and two false sentences about the text.

6.6 Project work

What do you know about the history of social work in your country? Find information about the main steps in the development of social work in Ukraine and be ready to share it with your group.

Reading 2

6.7 Read and translate the text

Mary Ellen Richmond The founding mother of social casework



With her book *Social Diagnosis* from 1917, Mary Ellen Richmond (1861-1928) constructed the foundations for the scientific methodology development of professional social work. She searched for the **causes** of poverty and social exclusion in the interaction between an individual and his or her environment. Mary Richmond can be described as the mother of social **casework**.

Richmond spent her youth in Baltimore on the American east coast. Aged 4, she became **an orphan**. She was an intelligent young lady and was raised by her feminist grandmother. After having worked for eight years in a bookshop, she dedicated the rest of her life from 1889 onwards to modernising and professionalising of care for the poor. She started her career with the Charity Organisation Society (COS) in Baltimore, a US branch of the organisation Octavia Hill **established** in the UK. Richmond's **capacities** didn't remain unnoticed and soon she was offered leading position in COS in Baltimore and Philadelphia. From 1909 until her death, she was director of the charity department of the Russell Sage Foundation in New York, an influential fund supporting social science research.

In modern social work, about everybody agrees there is a need for diagnosis and research to happen before care provision. It was Richmond who systematically developed the content and methodology of diagnosis in the period around 1910. Her first principle was that care had to focus on the person **within** her or his situation. Building on extensive research, she developed what she **labelled** 'social diagnosis'. Her famous circle diagram visualised the **correspondence** of client and environment. Richmond identified six sources of power that are **available** to clients and their social workers: sources within the **household**, in the person of the client, in the neighbourhood and wider social network, in civil agencies, in private and public agencies. This is a **precursor** of the system theory that was so popular in 1970's social work.

Through her approach to research, Richmond gave social work clients a voice for the first time. In this way, she opened a new and fruitful area of social research which is up to now **a cornerstone** of social work. With her broad instructions on how to **gather information**, interview methodologies, establishing contact and **conducting conversations**, Richmond gave social casework a strong professional status.

In her second big publication «What is social casework?» (1922) Mary Richmond introduced the methodology of 'learning from cases'. She provided extensive comments to six elaborately described practice situations. New was her **plea** to also cover psychological elements. First came however an open and honest communication with clients, without encumbering formalities. Strengthening the **resilience** of clients is a natural component of this approach. Richmond's plea to involve clients in the solving of their problems still provides inspiration, even a century later.

The work of Mary Richmond was highly influential in the USA, UK and internationally. There are few countries where current social work has not been influenced by her work and thinking.

Source: <https://www.historyofsocialwork.org/eng/details.php?cps=7>

6.8 Write out all unfamiliar words from the text and translate them.

6.9 Mark the statements as true or false and explain your choice.

1. Mary Ellen Richmond laid the basis for the scientific methodology development of professional social work.
2. Richmond spent her youth in Baltimore in the UK.
3. She had worked for eighteen years in a bookshop.
4. She started her career with the Charity Organisation Society (COS) in Baltimore, a UK branch of the organisation Octavia Hill.
5. She was supervisor of the sharia department of the Russell Sage Foundation in New York
6. Her first principle was that care had to focus on the person without her or his situation.
7. Richmond identified six sources of power that are available to clients and their social workers.
8. Richmond gave social casework a strong professional status.
9. New was her call to also touch on the psychological aspects.
10. The work of Mary Richmond was highly influential all over the world.

6.10 Work in pairs or groups and write a few comprehension questions based on the text.

6.11 Use one well-known of these online tools for making timelines ([MyHistro](#), [StoryMap JS](#), [Tiki-Toki](#), [Sutori](#), [Timeglider](#), [Preceden](#), [SmartDraw](#)) make the Mary Ellen Richmond's timeline.

6.12 Highlight the key information in the text with a coloured pen. Summarise a different paragraph from the text as a tweet. Then collect the tweets, put them on the board and read them all and decide which order they go in (a maximum number of words e.g. 25).

6.13 Make up a presentation about one of the distinguished person in the history of social work. Don't forget to include references, conclusions and express your opinion on the achievements of this great personality.

Змістовий модуль 4 . Система організації соціального захисту населення в Великобританії і США

Тема 7. Система соціального захисту Великобританії



Image source: google.com

7.1. Work in pairs. Answer the following questions.

1. What do you know about the social welfare system in Ukraine? What are the primary sources of funding available for the Ukrainian social welfare system?
2. Which forms of social welfare support can you think of?
3. In your opinion, which groups of people should social welfare be available to? Do you know anyone who received or receives social welfare in any form?
4. What challenges can the welfare system face in any country?
5. How do you think who is responsible for administering a social welfare system? Which tools are used to do this?

7.2. Check the following words and word-groups in your dictionary.

Nouns: policy, government authorities, assignment, allocation, law, provisions, the disadvantaged, welfare, social benefits.

Adjectives: affordable, underprivileged, mandatory, equitable.

Verbs: enact, clarify, distinguish, earn, provide for oneself.

7.3 Read the text and say what a social policy is and which social policies there are. Translate the underlined sentences

Types of Social Policy

A social policy is a decision made by public or governmental authorities, regarding the assignment and allocation of resources, rights, and responsibilities, expressed in laws and governmental regulations.

A social policy is created when a legislative body enacts a law, usually at the national level but in some cases, at the regional or city level. Once the law is enacted, high-level government officials and various governmental legal departments will usually prepare a set of rules and regulations that clarify the provisions of the law and describe in detail how the law is to be implemented. Lawmakers and government officials formulate policies on a wide variety of topics. Thus, there are public policies on international relations, economics, the tax structure, the military, environmental safety, education and the like. For the most part, social policies address issues related to the social well-being of people within society. Social policies focus on such concerns as marriage, divorce, adoption, domestic abuse, the special needs of the elderly, juvenile delinquency, mental health, discrimination against minority groups, training and job opportunities for the disadvantaged, economic assistance to the poor, availability of the affordable housing, immigration, and other similar concerns. The term social welfare policy is often applied to those social policies that focus primarily on the distribution of economic benefits to those in need (e.g. public assistance, food stamps, subsidized housing, subsidized health care, or subsidized child care).

Clearly, the vast majority of social policies are public policies. However, some social policies fall into the category that can be called private social welfare policy (nongovernmental social policy). In this category are the national-level policies of large private agencies, the policies of fund-raising organizations and policies formulated by community-wide social welfare planning bodies. The European commission on unification of social policies distinguishes two different types of social welfare policy. The first, known as the Bismarck policy (named after its founder, the German chancellor Bismarck), links social support to work performance and record. Social benefits are earned through lifetime contributions into the welfare system. Social security payments are made out of insurance funds, managed jointly by employers and employees. It is also believed that these funds should not receive support from the budget. Underprivileged households can benefit from national solidarity plans, implemented through local welfare agencies or charitable organizations. The second type, known as the Beveridge plan, is based on the right of every individual to social support in the event of an illness, retirement, or in any other circumstances that limit their ability to provide for themselves. The countries that have chosen this system have mandatory disability insurance plans and provide the elderly with so-called “social pensions,” as opposed to “professional pensions.” Funding for such a system comes through taxation. The Beveridge plan is thus based on national solidarity and equitable distribution of benefits.

Reading comprehension

7.4 Are the following statements true or false?

1. Lawmakers provide social policies covering different spheres of the life of a society.
2. Social policies do not touch upon the issues of marriage, divorce, adoption, etc.

3. The term social welfare policy means the same as the notion of social policy.
4. The private social welfare policy is often called nongovernmental social policy.
5. There is the single approach to social welfare policy according to the European commission on unification of social policies.
6. According to the Beveridge plan, insurance benefits must be paid to the rich and the poor on the same terms.

7.5. Complete the sentences using the text.

1. A social policy is a decision made by _____.
2. Social policies focus on such concerns as _____.
3. The term social welfare policy is often applied to _____.
4. The first type, known as the Bismarck policy, links _____.
5. The second type, known as the Beveridge plan, is based on _____.

Vocabulary focus

7.6 Match English and Ukrainian equivalents.

- | | |
|----------------------------|------------------------------------|
| 1) allocation | a) проблема, питання |
| 2) governmental regulation | b) купони на безкоштовну їжу |
| 3) lawmaker | c) державний чиновник |
| 4) government official | d) можливості працевлаштування |
| 5) tax structure | e) розподіл |
| 6) issue | f) злочинність серед неповнолітніх |
| 7) legislative body | g) система податків |
| 8) job opportunities | h) субсидоване житло |
| 9) juvenile delinquency | i) законодавчий орган |
| 10) food stamps | j) положение, условие |
| 11) subsidized housing | k) постанова уряду |
| 12) provision | l) законодавець, парламентарій |

7.7 Here are the definitions to the notions. Work out the notions. Words for reference: benefit, social pension, law, the disadvantaged, professional pension.

1. A rule, usually made by a government, that is used to order the way in which a society behaves.
2. Without the money, possessions, education, opportunities that the average person has.
3. An amount of money that is paid regularly to people who are unemployed, ill, or too old to work.
4. Insurance against being unable to work because of an illness, injury, or medical condition.
5. An amount of money paid regularly by the government to a person who

does not work any more because they are too old or have become ill.

7.8 Make word combinations. Use them in the sentences of your own.

- | | |
|-----------------|------------------|
| 1) governmental | a) abuse |
| 2) domestic | b) support |
| 3) special | c) contributions |
| 4) lifetime | d) department |
| 5) social | e) needs |

7.9 Insert the necessary preposition.

1. A social policy is a decision made ___ public or governmental authorities.
2. ___ the most part, social policies address issues related ___ the social wellbeing of people ___ society.
3. Lawmakers and governmental officials formulate policies ___ a wide variety ___ topics.
4. The European commission ___ unification ___ social policies distinguishes two different types ___ social welfare policy.
5. The term social welfare policy is often applied ___ those social policies that focus primarily ___ the distribution of economic benefits to those ___ need.
6. Some social policies fall ___ the category that can be called private social welfare policy.
7. The first type, known ___ the Bismarck policy (named ___ the German chancellor Bismarck), links social support ___ work performance and record.
8. Social benefits are earned ___ lifetime contributions ___ the welfare system.

7.10 Speaking

Discussion “Social Welfare Policy around the Globe.” Search for information on the social welfare policy in the country of your choice, analyse its advantages and disadvantages. Be ready to give a 4-minute presentation on the chosen social welfare policy.

7.11. Work in pairs. Skim the article for the main characteristics of welfare programmes in the country described.

Social Welfare in the UK

Britain can claim to have been the first country in the world to have accepted that it is part of the job of government to help any citizen in need and to have set up what is generally known as a “welfare state.” The most straightforward way in which people are helped is by direct payments of government money. Any adult who cannot find

paid work, or any family whose total income is not enough for its basic needs, is entitled to financial help. This help comes in various ways and is usually paid by the Department of Social Security. Anyone below the retirement age of sixty-five who has previously worked for a certain minimum period can receive unemployment benefit (known as “the dole”). This is organized by the Department of Employment. All retired people are entitled to the standard old-age pension, provided that they have paid their national insurance contributions for most of their working lives. After a certain age, even people who are still earning can receive their pension (though at a slightly reduced rate). Some people are entitled to neither pension nor unemployment benefit (because they have not previously worked for long enough or they have been unemployed for a long time). These people can apply for income support and if they have no significant savings, they will receive it. Income support is also sometimes paid to those with paid work but who need extra money, for instance because they have a particularly large family or because their earnings are especially low. A wide range of other benefits exist. For example, child benefit is a small weekly payment for each child, usually paid direct to mothers. Other examples are housing benefit (distributed by the local authority, to help with rent payments), sickness benefit, maternity benefit and death grants (to cover funeral expenses).

The system, of course, has its imperfections. On the one hand, there are people who are entitled to various benefits but who do not receive them. They may not understand the complicated system and not to know what they are entitled to, or they may be too proud to apply. On the other hand, there are people who have realized that they can have a higher income when not working than they can when they are employed.

The whole social security system is coming under increasing pressure because of the rising numbers of both unemployed people and pensioners. It is believed that if everybody actually claimed the benefits to which they are entitled, the system would reach breaking point.

BRITISH PUBLIC SERVICES TODAY

The British public social services which are in operation to day may be conveniently grouped under four general headings. There are, in the first place, a number of services which have been described as constructive community services. These services include education, the public health and medical services, the national system of employment exchanges, and the arrangements for looking after the welfare of the blind, the mental defective, the insane, and other sub-normal members of the community. In each case the service takes the form of providing specialized institutions and professional skill for common use.

Public authorities provide schools and teachers, hospitals, clinics, sanatoria, doctors, nurses, and health visitors; employment exchanges and employment officers;

workshops and clubs, instructors and welfare workers for blind people, and so on. They are essentially constructive services, for their purpose is to improve individual fitness and the social adaptation of the persons they deal with.

They may be fairly described as community services because they are not restricted to any particular social class. Most well-to-do people may still to send their children to private schools, to go to private nursing homes, and to use private employment exchanges, but they are not barred from using the public services, and, in point of fact, as these services have improved in quality the number of middle-class people who use their facilities has greatly increased.

The second group of services may be described as forms of subsidised consumption. Certain essentials of civilised life – healthy and properly equipped homes and some vital elements in diet – cannot be obtained by many citizens with low incomes owing to their high cost at ordinary market prices.

Modern standards of housing, which assume the need for at least three or four rooms, in addition to a kitchen and bathroom, for a wage-earner's family, involve high rents if costs are to be met, and the minimum dietaries prescribed by modern physiologists for young and growing children and for expectant and nursing mothers are frequently too expensive for the lower-paid workers' families. The difficulty can, however, be met by the payment of public subsidies, and these have, in fact, been paid on a large scale during the last twenty years to make it possible to re-house millions of wage-earners and their dependants in new garden estates and modern flats, and to enable mothers and children to obtain milk and other food, at prices within their means. The third group of services consists of the social insurances. These services – which include unemployment and health insurance and the widows', orphans', and old age contributory pensions scheme – may be regarded as a system of compulsory self-help, organized by the State and subsidised by the taxpayer and by employers of labour. The social insurances are the principal bulwark of the working-class population of Great Britain against poverty due to a failure of earnings from employment. The fourth group consists of social services which provide assistance for those whose needs are not covered by social insurance benefits. These social assistance services include non-contributory old age pensions payable at the age of 70; supplementary pensions payable to old age pensioners whose needs are not wholly covered by the standard rate of pension; unemployment assistance allowances; and poor relief, under one or other of its modern names, public assistance or social welfare. All of these services have two things in common – they are financed wholly out of public funds raised by taxation and, in each case, some account is taken, in granting assistance, of the financial circumstances of the applicant.

4.12 Make up 7 questions to the text

4.13. Translate the following word combinations.

In the first place; in each case; as community services; to any particular social class; in point of fact; to be described as forms; cost at ordinary market prices; at least; however; at prices within their means; organized by the State; by the standard rate of pension.

4.14. Complete the following sentences.

- 1 The British public social services which are...
- 2 These services include education, the public health and medical services...
- 3 Public authorities provide schools and teachers, hospitals...
- 4 Most well-to-do people may still to send their children to private schools...
- 5 The second group of services may be described as...
- 6 Modern standards of housing, which assume the need for...
- 7 The difficulty can, however, be met by the payment of public subsidies...
- 8 The third group of services consists of...
- 9 The social insurances are the principal bulwark of...
- 10 The fourth group consists of social services which provide assistance...
- 11 All of these services have two things in common...

4.15. Render the following word combinations in English.

За чотирма основними напрямками; національна система зайнятості; поліпшити соціальну адаптацію людини; більшість заможних людей; невід'ємна частина цивілізованого життя; з низькими доходами; дуже дорого для низькооплачуваних сімей; у великому масштабі; соціальне страхування; які не роблять внесків до пенсії; допомога по безробіттю.

4.16. Find 5 mistakes in the summary.

The British public social services which are in operation to day may be conveniently grouped under six general headings. There is a number of people who have been described as constructive community services. These services include education, the private health and medical services. Public authorities provide universities and teachers, hospitals, clinics, sanatoria, doctors, nurses, and health visitors; employment exchanges and employment officers; workshops and clubs. They are essentially restrictive services, for their purpose is to improve individual fitness and the social adaptation of the persons they deal with.

Тема 8. Система соціального захисту США



Image source: google.com

8.1 Match the English word combinations with their Ukrainian equivalents

1) payroll contributions	Розподіл купонів
2) prior earnings	Профілактика, запобігання
3) Insurance	соцвиплати, пільги
4) dependent	утриманець
5) benefits	відрахування до фонду заробітної плати
6) in-kind payments	харчування
7) allotment of stamps	сліпий
8) prevention	виховання у прийомній сім'ї або сімейному дитячому будинку
9) foster care	попередні заробітки
10) adoption	оплата товарами та послугами
11) outreach services	послуги з індивідуальної підтримки
12) nutrition	Усиновлення
13) blind	страховка
14) victim	жертва

8.2 Read and translate the text

Current Programs in the US Social Welfare American social welfare is furthered currently by two major categories of cash support programs. Social insurances, referred to as “social security,” are based on the **prior earnings** and **payroll contributions** of an individual, while public assistance, commonly known as “welfare,” is based on the financial need of an individual.

The social insurance programs are Old Age, **Survivors**, and Disability Insurance, Unemployment **Insurance**, and Workers Compensation. Those individuals contributing payroll taxes for a minimum of 10 years are covered permanently under the Old Age program. The “disability insurance” part of social security assists adults who are unable to engage in substantial employment. “Survivors insurance” covers children under 18 years of age, **dependent** parents, and dependent **widowers** or widows who receive **benefits** when an insured worker dies. Workers compensation provides **victims** of work-related **injuries** with cash, medical care, and rehabilitation services.

The second major category of American cash support programs is called “public assistance.” They are based on individual need. Need is determined by a **means test**. The three primary public assistance programs in the US are **Temporary** Assistance to Needy Families (TANF), **Supplemental** Security Income, and General Assistance. The Supplemental Security Income program assists poor people aged 65 or older as well as **blind** people and people with disabilities.

General Assistance is a program for the needy who do not qualify for previously described federal assistance. Benefits include cash and/or **in-kind payments**. The federal government supports a number of health services for the poor, including services for war veterans, Native Americans, women and children. Medicare and Medicaid, the two major public health care programs in the US, are “in-kind” services, meaning no cash support is given directly to the individual. Medicare covers most hospital and medical costs for people aged 65 and over as well as for those on social security disability. Medicaid helps to finance health care for the poor.

The federal government provides food programs to poor Americans. Public, private nonprofit and for-profit organizations all cooperate in the provision of these programs. For example, child **nutrition** programs reach out to poor children in schools, childcare centers, and summer camps. People participating in the food stamp program receive a monthly **allotment of stamps**. A wide range of other publicly-funded programs contribute to American social welfare. Many of these services are funded by government but delivered by private organizations. These services include child welfare programs such as child abuse and neglect **prevention**, **foster care**, **adoption**, shelter, and **outreach services**, child care, education, and family planning services. In addition, the U.S. government supports employment and training programs for those **seeking employment**.

8.3. Complete the following statements:

1. The social insurance programs are _____
2. The “disability insurance” part of social security assists adults _____
3. “Survivors insurance” covers _____
4. Workers compensation provides _____
5. The three primary public assistance programs in the US are _____
6. _____ the two major public health care programs in the US, are “in-kind” services.
7. People participating in the food stamp program receive _____
8. These services include child welfare programs such as _____

8.4. Ask your partner about the welfare programme they have learnt about and make notes as you listen. In pairs, write a short summary comparing the welfare systems in the UK and USA.

Watch the video How Does Social Security Really Work? (<https://youtu.be/p2hwO3y2Q4s>) and answer the questions below:

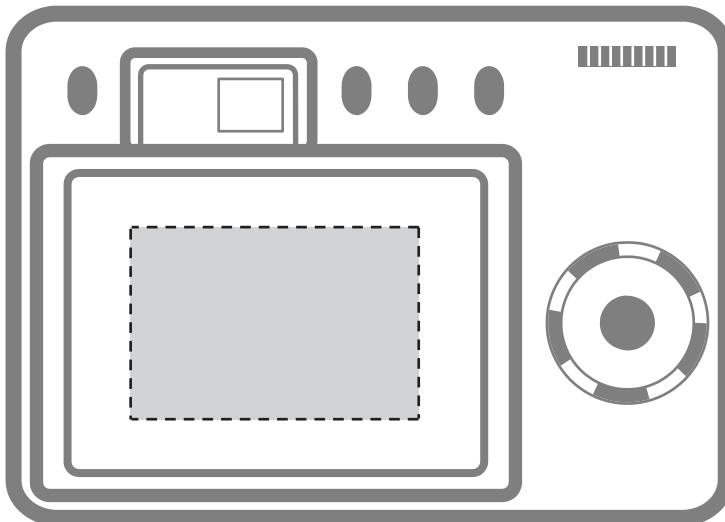


- Who was Social Security first initiated by and why was it designed?
- How much of people’s income went to social security at the time?
- How much of people’s income goes towards Social Security now?
- How old did you have to be that you could retire in 1961?
- How many workers were there for every Social Security recipient in the US in 1935?.
- How did the US Presidents solve problems when taxes didn’t cover Social Security payments?



8.5 ANALYSE / CREATE

Cut along the dotted line to make your own media frame.



Pict. 3 A camera

Hold the frame at arm's length, then move it closer to your eye. Describe how your view changes. Walk around holding your frame about six inches from your face. Look at people from different angles – stand on a chair, sit on the floor... *What do you notice?* Look through a magazine or newspaper using your frame. *What difference does it make when you can only see part of the page or picture?*

Choose one of the images below and analyse them.

What can you see in this media text that gives you clues about what the creator believes in or stands for? Be systematic in looking at the picture. As you learned, nothing is there by accident. Practice your “taking a second look” skill by answering the questions below:

What strikes you first when you look at the photo?

Which details do you notice?

When you take a second look at the photo, what new details do you find?

a) You like what the text stands for and you think it is good.

b) You dislike what it says and stands for because in some way your own values are different from those presented in the text.

c) You are not sure of your opinion about the message of the text.

Also consider what would happen if you interpreted the text through:

1) feminist eyes; 2) paternalistic eyes; 3) economic eyes.

The questions below may guide your investigation of the text relating to key concept № 5:

1) Which details can you connect together to help discover the intention of the text?

2) What message is a cameraman stating with this picture?

3) What psychological message does the text offer?

4) What political/ideological (societal views) message can be taken from the text?

5) Next, examine the text to see what it tells you or elicits from you

6) Is the picture optimistic or pessimistic? How do you know?

7) Does it express confidence or fear? How do you know?

8) What stereotypical ideas (for example, instances of stock images) can you detect in the text?

Image 1



Image 2



Image 3



Image 4



8.6 Choose one of the images and complete the chart below to review what you have already learned:

Key concept	Evidence from the mediatext	Connection or interpretation	Why this is (isn't) a well-developed response
All media messages are constructed.			

Media messages are constructed using a creative language with its own rules.			
Different people experience the same media message differently.			
Media have embedded values and points of view.			
Most media messages are organized to gain profit and/or power.			

8.7 CREATE / ANALYSE

Take photos of your peers and try to photograph the same person to look positive in one picture and negative in the other. Analyse your images using the **Analysis Worksheet**

Photograph Analysis Worksheet

1. *Observation.* What do you see in this photograph? Study the photograph and discuss it in your group. Use the chart below to list people, objects, and activities that you can clearly observe in the photograph.

People	Objects	Activities

2. *Inference.* Make some reasonable guesses about this photograph.

When, would you guess, was the photograph taken?

Where was the photograph taken?

Why are these people here, doing what they are doing?

Why was the photograph taken, would you guess?

3. *Inquiry*. Write a question that is left unanswered by the photo.

4. After the teacher gives you more information about the photographs, you can answer these questions more precisely:

When was the photo taken, in fact?

Where was the photo taken?

Where was the photo taken?

5. You can also answer some questions about the creator of this image.

Who was the photographer?

For whom was the photographer working?

Do you think that the photographer had a message beyond simply documenting the moment?

If so, what might that message have been?

6. Write a question that is still left unanswered about this photo.

7. What would be a good title for this photo?

8. Write a question you would like to ask the people shown in this photo, if they were still alive today.

9. Write a question that you would like to ask the photographer if he or she were still alive today.

GRAMMAR PRACTICE

PRESENT TENSES

Present Continuous versus Present Simple

We use the Present Simple:

a) for permanent states, repeated actions and daily routines.

He works in a bank. (permanent state)

He takes the train to work every morning. (daily routine / repeated actions)

b) for general truths and laws of nature.

The sun sets in the west.

c) for timetables (planes, trains, etc.) and programmes.

The plane from Brussels arrives at 8:30.

d) for sports commentaries, reviews and narration.

Peterson overtakes Williams and wins the race. (sports commentary)

Mike Dalton plays the part of Macbeth. (review)

Then the prince gets on his horse and quickly rides away. (narration)

e) to give instructions or directions (instead of the imperative).

You sprinkle some cheese on the pizza and then you bake it. (Instead of: Sprinkle some cheese on the pizza ...).

The present simple is used with the following time expressions: *usually, often, sometimes, always, etc., every day / week / month / year, in the morning / afternoon / evening, at night, at the weekend, on Mondays, etc.*

We use the Present Continuous:

a) for actions taking place now, at the moment of speaking.

He is giving the baby a bath at the moment.

b) for temporary actions; that is actions that are going on around now, but not at the actual moment of speaking.

I'm looking for a new job these days. (He is not looking for a job at the moment of speaking.)

c) with adverbs such as: always, constantly, continually, etc. for actions which happen very often, usually to express annoyance, irritation or anger.

I'm always meeting Sara when I go shopping. (action which happens very often)

You're constantly interrupting me when I'm talking, (expressing annoyance / irritation)

d) for actions that we have already arranged to do in the near future, especially when the time and place have been decided.

They're moving into their new house next week. (The time has been decided.)

e) for changing or developing situations.

More and more species are becoming extinct.

The present continuous is used with the following time expressions: *now, at the moment, at present, these days, still, nowadays, today, tonight, etc.*

Adverbs of frequency

◆ Adverbs of frequency (*always, usually, often, sometimes, seldom / rarely, never, etc.*) come before the main verb (*read, work, etc.*) but after the verb *to be*, auxiliary verbs (*do, have, etc.*) or modal verbs (*can, should, etc.*). Adverbs of frequency go before the auxiliary verbs in short answers.

e.g. *Susan often goes skiing at the weekend. Kim is sometimes rude to other people. You can always call me if you need help. 'Do you help your mother with the housework?' 'Yes, I usually do.'*

◆ Expressions such as *every day, once / twice a week / month, etc., most mornings / evenings, etc.* go at the beginning or the end of a sentence. *Usually, often, sometimes, normally* and *occasionally* can go at the beginning or the end of a sentence for more emphasis.

e.g. *We go on holiday twice a year. Usually, I finish work at five. I feel bored sometimes.*

◆ The adverbs *never, seldom* and *rarely* have a negative meaning and are never used with the word *not*. e.g. *I rarely go to bed late. (NOT: I rarely don't go...)*

EXERCISES

1.4.1 Complete David's email to his secretary with the correct form of the present continuous

Hi Lesley,

I hope everything (go)¹ is going.....¹ well in the office. I (write)² this email to let you know that we (have)³ a great time in Florida but we've had to change our holiday plans.

We (not/fly)⁴ on Sunday night as planned. We've decided to fly back on Monday and I (not/return)⁵ to the office until Tuesday. I (travel)⁶ to Cambridge on Wednesday for a meeting but I'll phone to confirm when I'm back in the country. Could you also please check that a taxi (come)⁷ to pick us up from Gatwick Airport at 17.00 hrs on Monday?

Thanks for everything.

Best regards,

David.

1.4.2 Underline the correct option in these sentences

1. A: What language *are you speaking / do you speak?*

B: English, French and Italian.

2. A: What's that song *you listen to / you're listening to*?
 B: It's called "Angels." Good, isn't it?
3. A: What *are you reading / do you read*?
 B: It's an article about holidays in Switzerland.
4. A: *Do you smoke / Are you smoking*?
 B: No, thank you. I stopped smoking two years ago.
5. A: Why *are you laughing / do you laugh*?
 B: It's your face. You look so funny!
6. A: *Does your brother play / Is your brother playing* any sport?
 B: Yes. Football in the winter, tennis in the summer and swimming all year.

1.4.3 Read the following extracts and put the verbs in brackets into the present simple or the present continuous. Then, say what use of these tenses each extract shows

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)!

1.4.4 Put the verbs in brackets into the correct form of the present continuous or the present simple

- 1 A: Where's James?
 B: He (play) football in the garden right now.
- 2 A: Bill.....(dance) very well.
 B: Yes, he's a good singer, too.
- 3 A: Lucy is very busy.
 B: Yes. She.....(work) very hard these days.
- 4 A: What(you/do) on Saturdays?
 B: I clean the house and go shopping.
- 5 A: Why.....(you/pack) your suitcase?
 B: Because I(fly) to Paris tomorrow morning.

6 A: Fred.....(not/know) how to swim.

B: That's because he's only three.

7 A: Max looks very fit.

B: Yes. He(take) a lot of exercise these days.

1.4.5 Put the verbs in brackets into the present simple or the present continuous.

Dear Martin,

How are you and Sally? I 1) *...hope...* (hope) you're well. I 2)..... (write) to give you some good news. I have got a summer job for the holidays! I 3) (repair) telephone lines for a telephone company. I 4).....(usually/ride) my bicycle to work because it's only a ten minute ride from home. We 5)..... (start) work at 8:30. We 6) (finish) at 4:30 on Mondays to Thursdays, but at 2:30 on Fridays, so I 7)..... (have) long weekends. I 8)..... (work) very hard at the moment. To tell you the truth, I 9) (be) a bit nervous because my boss 10)..... (leave) for Scotland on business next week, so I'll be on my own. Lizzie says I 11)..... (worry) about it too much. She's probably right! Please write with your news. Say hello to Sally for me.

Best wishes,

Richard.

1.4.6 Read the text and put the verbs in brackets into the present simple or the present continuous

Michael Barns 1) *..is...* (be) a very busy man. Every morning, he 2).....(leave) home at 8 o'clock, and 3).....(go) to his office. He 4).....(usually/have) meetings until lunchtime, and in the afternoon, he 5)..... (often/visit) the people of Madewell. He really 6).....(enjoy) talking to people. At the moment, he and his team 7).....(organise) his election campaign. There are elections in June and he 8) (hope) to persuade lots of people to vote for him.

Next month, he 9)..... (go) to London to meet the Prime Minister. They 10)..... (have) a meeting to discuss future plans for Madewell.

1.4.7 Correct the mistakes

1. Steve goes fishing tomorrow.
2. Rebecca wash her hair every day.
3. I am visiting my grandparents every week.
4. Tim doesn't wants to do his homework.
5. He sits on the floor at the moment.
6. Do you watch TV in the evenings always?

7. Sarah is drinking coffee every morning.
8. They don't go usually on holiday in May.
9. Does she work late? No, she does never.
10. Peter looks for a new house at the moment.

State verbs are verbs which do not normally have continuous tenses because they describe a state rather than an action. These include:

- verbs which express likes and dislikes: *like, love, hate, dislike, enjoy, prefer*, etc. e.g. *Cathy likes romantic films.*

- verbs of perception: *believe, know, notice, remember, forget, recognise, understand, realise, seem, think*, etc. e.g. *I don't believe a word he's saying.*

- verbs of the senses: *see, hear, feel, taste, look, smell, sound*. We often use can or could with these verbs when we refer to what we see, hear, etc. at the moment of speaking.

e.g. *The soup tastes delicious. John must be in the attic. I can hear his footsteps.*

some other verbs: *be, contain, fit, include, matter, need, belong, cost, owe, mean, own, appear, want, have (=possess)*, etc. e.g. *This book is mine. It belongs to me.*

Some state verbs have continuous tenses, but there is a difference in meaning. Study the following examples:

1) *I think she's Italian. (=believe) I'm thinking about my holiday. (=am considering)*

2) *The soup tastes awful. (=has an awful flavour) She's tasting the soup. (=is testing the flavour of)*

3) *I can see an aeroplane in the sky. (=perceive with my eyes) I'm seeing Jill tonight. (=am meeting)*

4) *Susan looks tired. (=appears) Susan is looking at some photos. (=is studying)*

5) *The room smells of perfume. (=has the smell) The cat is smelling its food. (=is sniffing)*

6) *This towel feels soft. (=has a soft texture) Jill is feeling her son's forehead. (=is touching)*

7) *He has a sports car. (=possesses) He's having lunch now. (=is eating — idiom)*

Some idioms with *have* include: **have** breakfast / lunch / dinner, etc.

a bath / shower / swim / party, etc.

a(n) accident// experience / dream, etc.

a baby

difficulty / fun / trouble, etc.

1.4.8 Put the verbs in brackets into the present simple or the present continuous

1 A: ...*Do you know...* (you/know) that man over there?

B: Actually, I do. He's Muriel's husband.

2 A: Are you doing anything tomorrow evening?

B: Yes. I(see) Jack at nine o'clock.

3 A: I.....(see) you're feeling better.

B: Yes, I am, thank you.

4 A: What's that noise?

B: The people next door.....(have) a party.
 5 A: Graham.....(have) a new computer.
 B: I know. I've already seen it.
 6 A: This dress.....(not/fit) me any more.
 B: Why don't you buy a new one?
 7 A: Your perfume(smell) nice. What is it?
 B: It's a new perfume called Sunshine.
 8 A: What is Jane doing?
 B: She(smell) the flowers in the garden.
 9 A: What.....(you/look) at?
 B: Some photos I took during my holidays. They aren't very good, though.
 10 A: You(look) very pretty today.
 B: Thank you. I've just had my hair cut.
 11 A: I(think) we're being followed.
 B: Don't be silly! It's just your imagination.
 12 A: Is anything wrong?
 B: No. I(just/think) about the party tonight.
 13 A: This fabric(feel) like silk.
 B: It is silk, and it was very expensive.
 14 A: What are you doing?
 B: I(feel) the radiator to see if it's getting warm.
 15 A: She.....(be) generous, isn't she?
 B: Yes, she has never been a mean person.
 16 A: He.....(be) very quiet today, isn't he?
 B: Yes, I think he has some problems.
 17 A: Would you like some cherries?
 B: Yes, please. I(love) cherries. They're my favourite fruit.
 18 A: I'm sorry, but I (not understand) what you mean.
 B: Shall I explain it again?
 19 A: The children are making lots of noise today.
 B: I know, but they.....(have) fun.
 20 A: This cake.....(taste) awful.
 B: I think I forgot to put the sugar in it!

Present Perfect Continuous versus Present Perfect Simple

We use the Present Perfect:

a) for an action which has recently finished and whose result is visible in the present.

*She **has just washed** her hair. (She has now wrapped her hair in a towel, so the action has finished.)*

b) for an action which happened at an unstated time in the past. The exact time is not mentioned because it is either unknown or unimportant. The emphasis is placed on the action.

*The Taylors **have bought** a sailing boat. (The exact time is unknown or unimportant. What is important is the fact that they now own a sailing boat.)*

c) for an action which has happened within a specific time period which is not over at the moment of speaking. We often use words and expressions such as *today, this morning / evening / week / month, etc.*

*She **has taken** fifteen pictures today. (The time period - today -is not over yet. She may take more pictures.)*

BUT: *She **took** twenty pictures yesterday. (The time period - yesterday - is over.)*

Note: We use the present perfect to announce a piece of news and the past simple or past continuous to give more details about it.

*The police **have finally arrested** Peter Duncan. He **was trying** to leave the country when they **caught** him.*

d) for an action which started in the past and continues up to the present, especially with state verbs such as *be, have, like, know, etc.* In this case, we often use *for* and *since*.

*Rachel **has had** the dog **for** three years. (She got the dog three years ago and she still has it.)*

The present perfect is used with the following time expressions: *for, since, already, yet, always, just, ever, never, so far, today, this week / month, etc., how long, lately, recently, still (in negations), etc.*

We use the **Present Perfect Continuous:**

a) to put emphasis on the duration of an action which started in the past and continues up to the present, especially with time expressions such as *for, since, all morning / day / year, etc.*

*Sam **has been talking** on the phone **for** half an hour. (He began talking on the phone half an hour ago and he is still talking.)*

b) for an action which started in the past and lasted for some time. The action may have finished or may still be going on. The result of the action is visible in the present.

*Her feet hurt. She **has been walking** all morning. (The result of the action is visible in the present - her feet hurt.)*

c) to express anger, irritation or annoyance. Somebody *has been giving away* our plans. (The speaker is irritated.)

Note: With the verbs *live, work, teach* and *feel* we can use the present perfect or present perfect continuous with no difference in meaning. *We have lived/have been living here for twenty years.*

The present perfect continuous is used with the following time expressions: *for, since, how long, lately, recently.*

Note: We use the present perfect to put emphasis on number and the present perfect continuous to put emphasis on duration.

Compare the examples:

e.g. *I've typed four reports so far.*

I've been typing reports all morning.

EXERCISES

1.4.9 Use the prompts to make sentences in the Present Perfect Tense

1. I/not complete/my studies/yet

I haven't completed my studies yet.

2. I/already/read/twenty pages of a book

3. You/ever/give an interview?

4. How long/you/know each other?

5. She/never/take part in any competition

6. They/publish/ three articles on this topic

7. He/not do/ anything exciting this week

8. She/have/four different jobs during the last ten years

9. How many times/you/be married?

10. He/just/start/his own company

1.4.10 Put the verbs in brackets into the present perfect continuous

A: Hi! Liz. You look exhausted. 1) Have you been working (you/work) overtime again?

B: Yes, I have. I 2)(help) my boss to update the files in the office all week. He 3).....(read) the files and I 4)(write) down names, addresses, phone numbers and so on. What about you?

A: Well, I 5)(train) hard for the championship next week.

B: I see! 6)(you/lift) weights all day long?

A: Yes, for two weeks. How's Sue? 7)..... (she/study) for her exams?

B: No, she hasn't. She 8).....(go) out every evening I won't be surprised if she fails again!

1.4.11 It is 11 o'clock. The following people all started work earlier this morning. Look at the information and say how long they have been working and how much work they have done so far, as in the example

S1: Sandra's been typing since 9 o'clock / for two hours.

S2: She's typed twenty letters so far.

Name	Started / Activity	Completed
Sandra	9 o'clock / type	20 letters
Kim	8 o'clock / clean the guestrooms	4 rooms
Bob	10 o'clock / examine patients	3 patients
Sam	6 o'clock / carry guests' bags	20 bags
John	7 o'clock / deliver parcels	15 parcels
Helen	8 o'clock / serve guests at the bar	10 guests

1.4.12 Fill in the gaps with **have / has been to** or **have / has gone to**

- 1 A: Hello, Jim! Have you seen Mum?
B: Yes. She ...*has gone to*... the shops. She'll be back soon.
- 2 A: Where.....you.....today?
B: I.....the cinema.
- 3 A: Shall we go on a picnic this weekend?
B: Oh, yes! I.....not.....on a picnic for ages.
- 4 A: I'm going to India this year.
B: I.....never.....India.
A: Really? I.....there twice before.
- 5 A: Where are the children?
B: They.....the park to play football.
A:Dad.....with them?
B: Of course. Don't worry!

1.4.13 Underline the correct word in bold

- 1 I **always/already** do the housework on Saturdays.
- 2 We haven't booked our summer holiday **just/yet**.
- 3 My brother has **just/ever** joined the football club.
- 4 Linda has **already/ever** bought a new dress for the party.
- 5 Have you so **far/ever** tasted Japanese food?
- 6 Joe has been in Paris **since/for** two weeks.
- 7 I have **never/just** seen this film before.
- 8 The secretary has typed twenty letters **yet/so far** this morning.
- 9 I have been working here **since/still** July.
- 10 The Taylors have moved house **recently/so far**.
- 11 They **still/already** haven't employed a new supervisor.

1.4.14 Fill in the gaps with *recently, how long, yet, for, always, ever, already, since, so far or just*. Sometimes more than one answer is possible

1. A: Has Tom finished his exams ...**yet**...?
B: No. He finishes them next Thursday.
2. A:has Janet been working at the hospital?
B: She has been working thereshe left school.
3. A: How are you finding your new job?

- B: Great. I haven't had any problems
4. A: Is John at home, please?
B: No, I'm afraid he's.....gone out.
5. A: Have you been waiting long?
B: Yes, I've been here.....two hours.
6. A: Has Martin.....been to Spain?
B: No, I don't think so.
7. A: Have you spoken to Matthew.....?
B: Yes. I phoned him last night.
8. A: Can you do the washing-up for me, please?
B: Don't worry. Mike hasdone it.
9. A: Lucy has.....been musical, hasn't she?
B: Yes, she started playing the piano when she was five years old.
10. A: Shall we go to that new restaurant tonight?
B: Yes. I havebeen there. It's really nice.
11. A: Your dog's been barking.....three hours!
B: I'm sorry. I'll take him inside.
12. A: Have you finished reading that book yet?
B: No, I've.....started it.

1.4.15 Put the verbs in brackets into the present perfect or continuous, using short forms where appropriate

1. A: How long ...*have you known*... (you/know) Alison?
B: We (be) friends since we were children.
2. A: Who (use) the car?
B: I was. Is there a problem?
3. A: What are Andrew and David doing?
B: They (work) in the garden for three hours.
4. A: Why is Sally upset?
B: She (lose) her bag.
5. A: I (always/believe) that exercise is good for you.
B: Of course, it's good to keep fit.
6. A: Emily (teach) Maths since she left university.
B: Yes, and she's a very good teacher, too.
7. A: Fred (open) a new shop.
B: Really? Where is it?
8. A: This pie is delicious.
B: Is it? I (not/taste) it yet.
9. A: Have you found your umbrella yet?
B: No, I (look) for it for an hour now.
10. A: You look exhausted.
B: Well, I (clean) the windows since 8 o'clock this morning.
11. A: Can I have some more lemonade, please?

B: Sorry, your brother (just/drink) it all.

12. A: Have you got new neighbours?

B: Yes, they (just/move) to the area.

7. Identify the tenses, then match them to the correct descriptions.

1.4.16 Put the verbs in brackets into the present perfect continuous or the present perfect simple

A: Good evening and welcome to our show. Tonight we have Steve Connolli, the well-known director. We're glad to have you here Steve. What 1) have you been doing (do) lately?

B: Well, I 2).....(finish) my latest film, "Double Crossing".

A: That 3).....(just/come out) at the cinema, hasn't it?

B: Yes. The papers 4).....(give) it good reviews. I hope they'll like my next film too.

A: 5).....(you/decide) what it'll be about?

B: Yes, I 6).....(read) an exciting book over the last few weeks and I want to make it into a film. I 7).....(not/decide) where to film it yet, perhaps Moscow.

A: Aha! Is it true that you 8).....(recently/start) learning Russian?

B: Yes, I 9).....(study) it for three years now and I 10) (visit) the country twice.

A: Steve, thank you very much for being with us, and good luck with your new film.

PRESENT TENSES REVISION

1.4.17 Identify the tenses, then match them to the correct descriptions

1 The plane to Sydney leaves at eleven o'clock.	a actions which started in the past and continue up to the present
2 I have written two letters this morning.	b action which has recently finished and whose result is visible in the present
3 They're going on holiday on Saturday.	c to put emphasis on the duration of an action which started in the past and continues up to the present
4 Graham has known Errol for five years.	d to express criticism or annoyance
5 You're always leaving the door open.	e timetables and programmes
6 We are rehearsing a new play at the moment.	f actions that we have arranged to do in the near future
7 George has bought a new car.	g action which has happened within a specific time period which is not over at the moment of speaking
8 Lisa has been cleaning the house all morning.	h action which happened at an unstated time in the past
9 Look! Alison has dyed her hair!	i changing or developing situations

10 More and more people are recycling their rubbish.	j temporary actions
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1.4.18 Underline the correct tense

1. Liz and I are good friends. We *know/have known* each other for four years.
2. Sarah is very tired. She *has been working/is working* hard all day.
3. 'Where is John?' 'He's upstairs. He *does/is doing* his homework.'
4. I can't go to the party on Saturday. I *am leaving/have been leaving* for Spain on Friday night.
5. Jane *has finished/is finishing* cleaning her room, and now she is going out with her friends.
6. I didn't recognise Tom. He *looks/is looking* so different in a suit.
7. I don't need to wash my car. Jim *washes/has washed* it for me already.
8. Ian *has been talking/is talking* to his boss for an hour now.
9. Claire's train *arrives/has arrived* at 3 o'clock. I must go and meet her at the station.
10. 'Would you like to borrow this book?' 'No, thanks. I *have read/have been reading* it before.'
11. 'Where *are you going/do you go*?' 'To the cinema. Would you like to come with me?'
12. Have you seen my bag? I *am searching/have been searching* for it all morning. .
13. 'Is Colin here?' 'I don't know. I *haven't seen/ haven't been seeing* him all day.'
14. Sophie is very clever. She *is speaking/speaks* seven different languages.
15. We *are moving/have moved* house tomorrow. Everything is packed.
16. The plane *leaves/has left* at four o'clock. We must be at the airport by two o'clock.
17. It *gets/is getting* colder and colder every day.
18. Have you seen Linda? I *have been looking/am looking* for her for almost an hour.
19. Sam is a very interesting person. He *knows/has known* all kinds of unusual facts.
20. First, you *are heating/heat* the oven to a temperature of 180°C.
21. Have you heard the news? They *have just elected/have been electing* a new club chairman!
22. Martha *is finding/has found* a new job. She is starting next week.
23. The teacher *has been correcting/has corrected* essays for three hours.
24. Michael's car broke down last week, so he *uses/is using* his father's for the time being.
25. It rarely *gets/is getting* hot in Britain.

1.4.19 Choose the correct answer

1. 'I met our new boss this morning.'
'I him, too. He's very nice.'
A am meeting B have been meeting C have met
2. '.....in a hotel?'
'No, but my parents did last summer in Rome.'
A Have you ever stayed B Did you ever stay C Are you ever staying

3. 'Who is in that new film?'

'Well, a young actress.....the leading role.'

A has been playing B plays C has played

4. 'Is David at home?'

'Yes, but he.....a shower at the moment.'

A is having B has been having C has

5. 'Why are you so upset?'

'I.....my favourite ring.'

A lose B have been losing C have lost

6. 'Have you found a house yet?'

'No. I.....with my aunt at the moment.'

A stay B am staying C have stayed

1.4.20 Put the verbs in brackets into the correct present form

1 A: Tortoises (live) to be very old.

B: I've heard of one which is over a hundred years old.

2 A: Are you still busy?

B: Yes. I(read) this article for an hour and I still
.....(not/finish).

3 A: More and more people.....(go) to university these days.

B: Yes. I think it's a good thing.

4 A: I(have) a party tonight. Do you want to come?

B: Yes. What time does it start?

5 A: Why are your shoes wet?

B: I(wash) the car.

6 A: What's the matter?

B: I(break) my ankle.

7 A: What do I need to do next?

B: You(add) the sugar to the mixture and you
.....(mix) it well.

8 A: Who(use) my car?

B: I have.

9 A: Are you new here?

B: No. Actually, I(live) here for almost ten years.

10 A: Pete is playing his music very loud.

B: Again! He.....(always/do) that!

11 A: Have you made plans for Saturday yet?

B: I(go) to the cinema with Jack.

12 A: Mr Collins is a very good teacher.

B: Well, he(teach) Maths for twenty-five years, you know.

13 A: Are you going to the concert on Saturday night?

B: Yes. Actually, I.....(already/buy) the tickets.

14 A: Hello, Simon.

B: Oh! We(always/meet) each other in this supermarket.

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