

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

ENGLISH *for* SOCIAL WORKERS

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

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ВСТУП

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

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

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

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

UNIT 1

ADDICTION

“Drugs take their toll...”

Task 1. Read and translate the text.

The term «addiction» is used in many contexts to describe an obsession, compulsion, or excessive physical dependence or psychological dependence, such as: drug addiction, crime, alcoholism, compulsive overeating, problem gambling, computer addiction, pornography, etc.

In medical terminology, an addiction is a state in which the body relies on a substance for normal functioning and develops physical dependence, as in drug addiction. When the drug or substance on which someone is dependent is suddenly removed, it will cause withdrawal, a characteristic set of signs and symptoms. Addiction is generally associated with increased drug tolerance. In physiological terms, addiction is not necessarily associated with substance abuse since this form of addiction can result from using medication as prescribed by a doctor.

However, common usage of the term addiction has spread to include psychological dependence. In this context, the term is used in drug addiction and substance abuse problems, but also refers to behaviors that are not generally recognized by the medical community as problems of addiction, such as compulsive overeating. The term addiction is also sometimes applied to compulsions that are not substance-related, such as problem gambling and computer addiction. In these kinds of common usages, the term addiction is used to describe a recurring compulsion by an individual to engage in some specific activity, despite harmful consequences to the individual's health, mental state or social life.

Task 2. Read and memorize the active vocabulary.

abuse - зловживання
alcohol abuse - алкоголізм
drug abuse - наркоманія
substance abuse - зловживання алкоголем або наркотиками
abuser - особа, яка зловживає алкоголем або наркотиками
alcohol abuser - алкоголік
drug abuser - наркоман
addiction - залежність (алкогольна, наркотична, тютюнова і ін.)
drug addiction - наркотична залежність
alcoholism - алкоголізм
compulsions - непереборний потяг, манія

crime - злочин

dependence - залежність

physical dependence - психологічна залежність

substance dependence - алкогольна, наркотична, тютюнова і ін. залежність

medication - лікування, ліки

obsession - нав'язлива ідея, одержимість

overeating - переїдати; об'їдатися;

pornography - порнографія

tolerance - терпимість

gambling - азартна гра

withdrawal - відвикання, стриманість (від алкоголю, куріння, наркотиків)

Task 3. Answer the following questions.

1. What does the term «addiction» describe?
2. What kinds of addiction are there?
3. What is withdrawal?
4. Can substance addiction result from using medication prescribed by a doctor?
5. What not substance-related compulsions is the term addiction sometimes applied to?

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

- | | |
|----------------|---------------------------------|
| 1) abuse | a) залежність |
| 2) addiction | b) зловживання |
| 3) compulsions | c) злочин |
| 4) crime | d) залежність |
| 5) dependence | e) нав'язлива ідея, одержимість |
| 6) medication | f) лікування, 2. ліки |
| 7) obsession | g) відвикання, утримання |
| 8) overeating | h) азартна гра |
| 9) gambling | i) переїдати; об'їдатися; |
| 10) withdrawal | j) непереборний потяг, манія |

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

Medication, addiction, withdrawal, problem gambling, a substance

1. The term «...» describes an obsession, compulsion, or excessive physical dependence or psychological dependence.
2. An addiction is a state in which the body relies on ... for normal functioning.
3. ... is a characteristic set of signs and symptoms.
4. Addiction can result from using ... as prescribed by a doctor.
5. There are also some kinds of addiction that are not substance-related, such as ... and computer addiction.

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

1. An obsession, compulsion, or excessive physical dependence or psychological dependence are described by the term «addiction».
2. There are also some kinds of excessive physical dependence or psychological dependence, such as: drug addiction, crime, alcoholism, compulsive overeating, problem gambling and others.
3. An addiction is a state in which the body relies on a substance for normal functioning and develops physical dependence.
4. Substance addiction is necessarily associated with substance abuse.
5. Compulsive overeating is generally recognized by the medical community as problems of addiction.

7. Match these phrases with their definitions.

Drug abuse	... consumption of alcohol in such a way as to harm or endanger the well-being of the user or those with whom the user comes in contact.
Substance abuse	... is the inappropriate use of chemical substance in ways that are detrimental to one's physical or mental well-being.
Alcohol abuse	...is a disorder related to the unhealthy use of alcohol or drugs.

8. Fill in the gaps with the following expressions:

_ your heart beats faster _ cool and confident _ a very strong and artificially modified form _ wear off _ memory and concentration levels _ in tablets _ cookies _ you love everyone around you _ it can be fatal _ how you will react _ colours and sounds _ extremely addictive _ joint

Cannabis

Grass or weed = the dried, chopped leaves.

Skunk = a type of herbal cannabis. Can be 2–3 times stronger than other varieties.

Usually mixed with tobacco and smoked as a spliff or Can also be used to make tea or can be baked in hash cakes and Smoking a spliff makes a lot of people happy and relaxed and the effects can last a few hours. It can make seem brighter and sharper. Some people throw up, especially if they have been drinking. Some people get anxious or paranoid. It has been linked with mental health problems, especially if these things run in the family. Smoking it increases your chances of getting diseases like lung cancer and bronchitis. Long-term use may affect , which can hinder performance in school, college or work – in some cases causing people to give up or drop out. Skunk is of cannabis, known for

its powerful smell and effects on the mind. So be aware: skunk can really mess you up.

Crack cocaine

It is called crack because it makes a crackling sound when it is being burnt. Usually smoked in a pipe, glass tube or plastic bottle. Can also be injected. Makes you feel wide awake, It can give your ego a real boost, so you might end up thinking you are the world's greatest flirt, dancer or comedian. Crack cocaine is and it is an expensive habit because the effects so quickly. It can cause hallucinations, mood swings and massive paranoia. High doses can raise your temperature and stop you breathing and, if you overdose, Heavy users often get anxious and paranoid, have trouble sleeping and feel sick quite a lot.

Ecstasy

Ecstasy sold on the street usually comes in doses It also comes in all sorts of colours and designs and it is getting more common to see it sold as powder. You have loads of energy. Sounds, colours and emotions feel more intense – you might feel like Ecstasy can cause anxiety, panic attacks and confusion. It raises your temperature and makes There have been over 200 reported ecstasy-related deaths in the UK since 1990. You never know what you are getting with an E or
(www.dh.gov.uk)

9. Read the story and answer the questions.

1. What drugs are mentioned in the text?
2. How did the girl earn money for drugs?
3. What made her change the lifestyle?
4. How long has she been living without drugs now?

“I first started when I was about 12 years old. All I remember is the first time I did it, it was absolutely amazing. It's very hard to get that feeling back.

Unfortunately for me, I was addicted and my life changed forever. When I got to 16 it got real bad, I moved into my own flat where there was a heroin dealer who lived above me. Big mistake.

By 17 I was seriously addicted to drugs and thought there was no way out. One day I met a mate of mine, who I knew was working the streets. My mum had stopped giving me money. So I thought “Right, I've got to get money, I'll work the streets with her”.

This is when it got to the worst point. I was out on the streets every night, involved in prostitution, earning about £600 at night and spending it the next day on crack and whatever else.

You do what you need to in order to get your fix, that's what being an addict is about.

Something had to give. I had been injecting in my arm and it got really bad and swollen. I decided to go to the doctor and he said if I'd left it for a day longer he'd have had to amputate my arm.

And that's when I decided I had to do something.

The best move for me was going into a rehabilitation place in a private home. Most staff are ex-users and somehow this is better, ‘cause you know they’ve been there.

If I had heard my life story when I was 12, I never would have done drugs in the first place. It’s taken ten good years of my life and probably more while I come out of addiction. When I was young I had no idea about what I was getting into, until I was in it too deep, too late.

I’m now 22 and am living by myself and have been clean for two years and nine months – it’s been the most difficult thing I’ve ever had to do.

I know I have lots of life ahead of me, but it’s like I’ve lived one already – and I’m lucky to have a second chance, there are lots of people who don’t.”

10. Read the text and write annotation and keywords to it. Explain the link between alcohol and tobacco. Analyse why people who drink are much more likely to smoke.

ALCOHOL AND TOBACCO

Alcohol and tobacco – are among the top causes of preventable deaths in the United States. Moreover, these substances often are used together: Studies have found that people who smoke are much more likely to drink, and people who drink are much more likely to smoke. Dependence on alcohol and tobacco also is correlated: People who are dependent on alcohol are three times more likely than those in the general population to be smokers, and people who are dependent on tobacco are four times more likely than the general population to be dependent on alcohol.

The link between alcohol and tobacco has important implications for those in the alcohol treatment field. Many alcoholics smoke, putting them at high risk for tobacco-related complications including multiple cancers, lung disease, and heart disease (i.e., cardiovascular disease). In fact, statistics suggest that more alcoholics die of tobacco-related illness than die of alcohol-related problems. Also, questions remain as to the best way to treat these co-occurring addictions; some programs target alcoholism first and then address tobacco addiction, whereas others emphasize abstinence from drinking and smoking simultaneously. Effective treatment hinges on a better understanding of how these substances – and their addictions – interact.

Understanding just how alcohol and tobacco interact is challenging. Because co-use is so common, and because both substances work on similar mechanisms in the brain, it’s proving difficult to tease apart individual and combined effects of these drugs. In this Alcohol Alert, we examine the latest research on the interactions between these two substances, including the prevalence of co-occurring tobacco and alcohol use disorders (AUDs), some of the health consequences of combined use, biological mechanisms and genetic vulnerabilities to co-use and dependence, barriers to the treatment of tobacco dependence in patients with alcohol and other drug (AOD) use disorders, therapies that are proving effective in treating co-occurring tobacco and alcohol dependence in depressed patients, and treatment interventions for adolescent patients with co-occurring tobacco and AOD use disorders.

11. You are going to read an article about the consequences of drug misuse. Analyze consequences of drug misuse.

Consequences of drug misuse

Socially and environmentally, drugs take their toll. Because drugs do not just affect the people who use them: they impact on the lives of people who become victims of drug-related crime and on those who have to live with the mess that drug users leave behind. They also affect workers in other countries who grow the raw materials and the people who are involved in smuggling and transportation. With drugs like cocaine, speed and ecstasy the high is followed by a comedown when you might feel tired, depressed and paranoid for a few days. It does not always begin the day after you have taken the drug – sometimes it could start a few days later. With ecstasy it typically lasts up to three days, with symptoms at their worst on the last day (weekend clubbers call it “mid-week flu”). With crack cocaine the comedown is more of a crash and you might crave more of the drug. When they crash, some people can get aggressive or violent.

Alcohol misuse is associated with a wide range of problems too, including physical health problems such as cancer and heart disease; offending behaviour and domestic violence; suicide and deliberate self-harm; child abuse and child neglect; mental health problems which co-exist with alcohol misuse; and social problems such as homelessness.

(www.dh.gov.uk)

12. Read the text:

Describe the types of secure accommodation for young offenders.

Young Offenders

There are three types of secure accommodation in which a young person can be placed.

Secure Training Centres (STCs)

STCs are purpose-built centres for young offenders up to the age of 17. STCs house vulnerable young people who are sentenced to custody in a secure environment where they can be educated and rehabilitated. They have a minimum of three staff members to eight trainees. They are smaller in size which means that individual's needs can be met more easily. The regimes in STCs are constructive and education-focused. They provide tailored programmes for young offenders that give them the opportunity to develop as individuals which, in turn, will help stop them reoffending. Trainees are provided with formal education 25 hours a week.

Local Authority Secure Children's Homes (LASCHs)

Local Authority Secure Children's Homes (LASCHs) focus on attending to the physical, emotional and behavioral needs of the young people they accommodate. LASCHs provide young people with support tailored to their individual needs. To achieve this, they have a high ratio of staff to young people and are generally small facilities, ranging in size from 6 to 40 beds. LASCHs are generally used to

accommodate young offenders aged 12 to 14, girls up to the age of 16, and 15 to 16-year-old boys who are assessed as vulnerable.

Young Offender Institutions (YOIs) Young Offender Institutions (YOIs) are facilities run by the Prison Service. They accommodate 15 to 21-year-olds. The Youth Justice Board is only responsible for placing young people under 18 years of age in secure accommodation. Consequently, some of these institutions accommodate older young people than STCs and LASCHs.

(www.cps.gov.uk)

Grammar Review

PRESENT TENSES

1. 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)!

2. 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.

3. 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.

4. 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!

5. 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

6. 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!

7. 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.

8. 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.

UNIT 2

CHILDREN AND YOUTH

"A welfare state is to try to eliminate problems"

Task 1. Read and translate the text.

CHILD ABUSE

Child abuse is when someone is ill-treating a child, causing damage to the child's health or personal development. A child can be suffering abuse if they: have been physically injured; are suffering from sexual abuse; are suffering from emotional abuse; are being neglected.

You are neglecting a child if you fail to take care of them properly, for example, by failing to protect them from danger, cold or starvation. This does not have to be deliberate. You can also be neglecting a child if you give them very little affection or attention. You might be neglecting a child if you leave them alone at home. This does not depend on the age of a child, but on the circumstances and whether the child is at risk of being badly harmed.

Reporting child abuse When you report child abuse to social services, they must look into it if they think there is a real risk to the safety or well-being of the child. Social services will decide if the child needs protection and what needs to be done to protect them. If, after initial enquiries, they decide that the child is not at risk, no further action may be taken. Their enquiries could last several weeks and may involve several interviews, family visits or medical examinations. Social services will interview the child and may also interview anyone the child has come into contact with. Usually, social services will tell a child's parents that they are making enquiries. However, in some cases, they may start making their enquiries before they let the parents know. In cases of serious abuse, and in all cases of sexual abuse, social services will tell the police. Occasionally, social services will take urgent action to have the child removed from the family home and placed under police protection. Once they have made enquiries and consulted with others, social services may decide further action is needed. There are a number of recommendations they can make, including: police investigation; applying for a court order for permission to place the child in care; applying for a court order to place the child under the supervision of

the local authority or a probation officer; this means the family will get help and support for the child to stay at home; _ placing the child's name on the child protection register.

You can report child abuse to the National Society for the Prevention of Cruelty to Children (NSPCC). You can also report concerns about child abuse to a number of other people including: health visitors, doctors and hospital staff, youth and community workers, probation officers, teachers and other school staff, nursery staff, education welfare officers, educational psychologists.

(www.direct.gov.uk)

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

child abuse – жорстоке поводження з дитиною

suffer - страждати; зазнавати

injure - завдавати болю, ранити; ображати

neglect - зневажання, нехтування; недбалість

fail - переставати діяти, виходити з ладу

affection - прихильність, любов

circumstances - обставини

well-being - здоров'я, добробут

protection - захист, охорона, запобігання

harm – шкода, неприємність

initial enquiries – первинні розслідування

involve - включати, містити

medical examination - медичне обстеження

make enquiries - наводити довідки

take urgent action - вжити термінових заходів

investigation - розслідування

apply for a court order- подати заяву на судові рішення

probation officer - працівник служби пробації

education welfare officers – соціальні працівники освіти

to place the child under the supervision- тримати дитину під наглядом

Task 3. Answer the following questions.

1. Describe the types of child abuse and neglect.
2. What can social services do for abused children?
3. What are neglects of a child?

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

- | | |
|----------------------------|-----------------------------------|
| 1) take urgent action | a) наводити довідки |
| 2) medical examination | b) вжити термінових заходів |
| 3) make enquiries | c) працівник служби пробації |
| 4) take urgent action | d) працівники освіти |
| 5) apply for a court order | e) подати заяву на судові рішення |
| 6) education officers | f) наводити довідки |

7) probation officer

g) медичне обстеження

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

looked after; a child in care; charitable organisations; a range of care

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

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

1. A child is neglected by failing to take care of him properly.
2. If you give a child very little affection you are not neglecting him.
3. If a child is left alone at home he can be neglected.
4. When you report child abuse to social services, they must investigate it.
5. In cases of serious abuse social services will apply for a court order.

7. Match these phrases to complete the sentences.

- | | |
|---------------------------------------|--|
| 1. When you report child abuse to | a) if you leave them alone at home. |
| 2. A child can be suffering abuse | b) ... you give them very little affection. |
| 3. You can also be neglecting a child | c) ... their enquiries before they let the parents know. |
| 4. You might be neglecting a child | d) ... if they have been physically injured. |
| 5. They may start making | e) ... social services, they must look into it. |

8. Fill in the gaps with the following expressions:

children's homes _attend _the head of the home _local authorities_ placed_ to participate_ sports clubs_ children's homes_ behaviour_ a boarding school

Children's homes

Children's homes can either be administered by, or by private or charitable organisations. They are run by paid staff . In general, children in children's homes tend to be older. Younger children are wherever possible in foster homes. The way in which the home is organised varies considerably between authorities and according to the attitude of..... . However, children will certainly be encouragedin normal day-to-day activities within the community. They will usually local schools and be able to join youth clubs and..... etc. Some children are placed in with education provided on the premises. This might be for a

variety of reasons such as a problem of persistent truanting or difficult in school or criminal offences. These homes tend to be larger than..... and provide a more structured and disciplined environment, similar to that of..... .

9. Read the text and describe:

1. Describe the tasks of social workers working with children.
2. When should children be committed to the care of children's home, foster care or adoption?
3. Describe the types of child's care.
4. How can schools help children in need?
5. What are the problems with foster care and adoption?

Children's social services

Social services provide a range of care and support for children and families, including families where children are assessed as being in need (including disabled children), children who may be suffering 'significant harm', children who require looking after by the local authority (through fostering or residential care) and children who are placed for adoption.

Social workers with responsibilities for children and families may work in the following areas:

1. Safeguarding and promoting the welfare of children

The social worker has lead responsibility, on behalf of social services, for undertaking an assessment of the child's needs and the parents' capacity to respond appropriately to the child's identified needs within their wider family and environment. In the great majority of cases, children are safeguarded while remaining at home by social services working with their parents, family members and other significant adults in the child's life to make the child safe, and to promote his or her development within the family setting. For a small minority of children, where it is agreed at a child protection conference that a child is at continuing risk of significant harm, the child's name will be placed on a child protection register. Social services are then responsible for co-ordinating an inter-agency plan to safeguard the child, which sets out and draws upon the contribution of family members, professionals and other agencies. In a few cases, social services, in consultation with other agencies and professionals, may judge that a child's welfare cannot be adequately safeguarded if he or she remains at home. In these circumstances, they may apply to the court for a care order which commits the child to the care of the local authority. Where the child is thought to be in immediate danger, social services may apply to the court for an emergency protection order which enables the child to be placed under the protection of the local authority for a maximum of eight days.

2. Supporting looked-after children

Where the local authority looks after a child following the imposition of a care order or accommodates a child with the agreement of their parents, it is the role of the social worker to ensure that adequate arrangements are made for the child's care and that a plan is made, in partnership with the child, their parents and other agencies, so that the child's future is secure. Children are generally looked after in foster care. A

minority will be cared for in children's homes and some by prospective adoptive parents.

3. Foster carers

Fostering means that the social services department arranges for a child to live with foster carers. It enables a child to be cared for in a family environment. A child can be placed with foster carers long term, for example, when you are permanently unable to look after your child, or short term, for example when you are temporarily unable to look after your child because of illness in the family, or your child is in care but it is planned that he or she will return to you, relatives or friends.

10. Read the story and notice the behaviour of a victim, a friend of a bullied child and a bully. Describe their thinking. What helped them?

Dave's story

"My mate Steve was a good laugh until this new kid turned up. As soon as he joined the school, he started rubbing everyone up the wrong way. He was kind of cool and a few lads started hanging around with the new kid. Then the bullying started and Steve was one of his first targets. Steve tried to answer back at first, but then he got beaten up after school and didn't answer back after that. Everyday, Steve would get hassled. I could see him getting more annoyed, but then doing nothing about it because he was scared of saying anything. He always looked sad and didn't want to talk to anyone. It was then I decided to do something about it. I didn't want to grass on the new kid who was bullying Steve. I didn't know what to do, so I asked my mum and she suggested talking to Mr Brown, my favourite English teacher. He understood what was happening and promised that he wouldn't tell anyone who he had spoken to. A few days later, all the bullying stopped. I don't know what happened, but Steve is much happier now. For some reason the new kid has stopped doing what he did."

Jay's story

"There's this boy in our class, Carl. He was a right pain, I mean, he just whinged about everything. I once told him he was a wimp and he cried and the awful thing was that I felt good seeing him cry. The others laughed and that made me feel even better. Then it got to be a habit. People copied me and I got even worse and said really horrible things. Then I started hiding his stuff and I really enjoyed seeing him panic and run about getting hysterical. I used to think it was funny. Then I found out from a teacher that Carl was in hospital because he'd tried to hurt himself to get away from bullying. It had only been a bit of fun really – I hadn't realised how it made him feel. I didn't mean him to take it seriously. I rang ChildLine and said I was afraid that there was something wrong with me. I mean it's not normal to like hurting people, is it? The counsellor was great. He talked to me about my family, how Dad had treated me just like I'd treated Carl when I cried, and how I felt when he did it. I even sort of

understood my dad a bit better. The counsellor asked me if I had anyone I could talk to about it all. In the end I talked to my uncle. He's Mum's brother and we go to football together. He helped me get back into the habit of helping people out rather than putting them down and made me feel better about myself. I even apologised to Carl for what I'd done. It was difficult but I'm glad I did and now I don't feel like there's something wrong with me."

11. Fill in the gaps with the following words:

meet_ open _ make a court order_ play schemes _reasonable contact_ to reach an agreement_ prepare_ to help with_ the power_ offer

Contact with a child in care

The local authority must encourage contact between a child in care and parents, relatives and friends. It must also allow between the child and parents. However, if it is not possible....., the court candetailing what contact your child should have with other people.

Children and young people leaving care and accommodation

The local authority must a young person or child who has been looked after by a local authority for a period of at least 13 weeks, some time between the ages of 14 and 17, for leaving care and keep in touch afterwards. Most careleavers are entitled accommodation, education and training, and if necessary, to other forms of help that the local authority has to provide.

Out of school childcare

Out-of-school clubs (sometimes called kids' clubs)before and after school and all day long during school holidays, giving 3 to 14 year-olds and up to 16 for children with special needs a safe and enjoyable place to play, and sometimes catch up on homework. Holidayare often run by voluntary organisations, local authorities or charities in local parks, community centres, leisure centres or schools. They are not only a great place for youngsters to meet their friends, they also a wide range of activities to keep them busy, such as sports or drama, arts and crafts or music. (www.direct.gov.uk)

12. Read the description of the programme for children. Describe the activities and answer the questions:

- a) Why did the staff decide to organize such activities?
- b) How could children participate in preparing the activities?
- c) What did the activities enable children to learn?
- d) What abilities could they develop?

Wilderness space

Staff decided that they would transform part of their playground into a wild area where the children could have a 'taste' of a forest environment. This idea stemmed from the knowledge that some children have never really experienced things like the smell of damp earth, the wet grass, the sound of the wind in the leaves, birdsong, or rain on a canopy above them.

The staff prepared for children various things that they could decorate – such as posts, wheels with spokes, a tunnel made out of bare sticks, the fence and trees. They also planted willow in the ground to make a three-dimensional shape. The children looked around to find materials to weave into these structures, including fabric strips, grasses, leather, plastic rope, feathers, twigs, tinsel and fir cones. In this way they decorated the forest with different materials and textures, some natural, some man-made. They also made sculptures using materials that they found in the forest – off-cuts of wood, pebbles, shells, stone. Using tools such as screwdrivers, hammers and drills they incorporated a range of materials such as string and rope into their sculptures.

Being in the forest space gave many opportunities for the children to closely observe living things. Initially, some of the children didn't really appreciate that the trees, plants and minibeasts were living things and had little regard for their well-being. Over the weeks their awareness grew and they began to demonstrate a more caring attitude. Through spending time outside in the forest space they became much more careful and enjoyed handling and observing the insects. They began to remember things about them and started to discuss their habitats and behaviour.

Staff planned carefully how to use the experiences to build self-esteem and independence. They allowed the children to make their own choices and follow their own ideas wherever possible, but offered close support and attention when needed. The children were using the adults as a resource to carry out their own ideas. As the children succeeded at their tasks, their self-esteem and confidence grew and they entered even more fully into activities.

Grammar Review

PAST TENSES

1. Complete the sentences with the past forms of the verbs in brackets

1. Nelson Mandela(spend) twenty-seven years in prison. Before that, he(be) a lawyer.
2. Abba(write) most of the songs in English. They (sell) millions of records in the 70s and 80s.
3. John Lennon and Paul McCartney first (meet) at a party when they(be) students.
4. Marilyn Monroe(change) her name before she(become) famous.
5. Marie Curie and her husband Pierre Curie(discover) radium. She(win) the Nobel Prize twice, in 1903 and again in 1911.
6. Pablo Picasso(leave) Spain in 1904. He(live) in France for most of his life. He(die) in 1973.

2. Put the verbs in brackets into the Past Continuous

A: What 1) was happening (happen) at the time of the robbery?

B: Well, I 2)(sit) in my office. I 3)(talk) to an employee. Some of the staff 4)(put) food onto the shelves. Several customers 5).....(do) their shopping and a cashier 6) (stand) behind the till.

A: Can you tell me anything about the robbers?

B: Yes. They 7)(wear) black masks and they 8)(hold) guns. They 9)(shout).

A: How did they get away?

B: They drove off in a car which 10)(wait) outside.

3. Underline the correct option in these sentences

1. I *saw/was seeing* a very good programme on TV last night.

2. While I *shopped/was shopping* this morning, I *lost/was losing* my money. I don't know how.

3. Last week the police *stopped/were stopping* Alan in his car because he *travelled/was travelling* at over eighty miles an hour.

4. 'How *did you cut/were you cutting* your finger?' 'I *cooked/was cooking* and I dropped the knife.'

5. I *met/was meeting* a friend while I *walked/was walking* in the park.

6. He *stood/was standing* up, *walked/was walking* across the room, and *closed/was closing* the window.

7. A strange man *walked/was walking* into the room. He *wore/was wearing* red trousers and a pink shirt.

8. As soon as I *walked/was walking* into the room, he *handed/was handing* me the letter.

9. As he *passed/was passing* the bank, a man in a mask *knocked/was knocking* him onto the ground.

10. What *did you write/were you writing* when your computer *crashed/was crashing*?

11. While he *rode/was riding* in the forest he *lost/was losing* his wig.

12. When I *arrived/was arriving* the party was in full swing. Paul *danced/was dancing* with Mary, and Pat and Peter *drank/were drinking* champagne.

13. When I *finished/was finishing* the ironing, I *cooked/ was cooking* dinner.

14. How fast *did they travel/were they travelling* when their car *had/was having* a puncture?

15. A police car *passed/was passing* us on the motorway when we *did/were doing* 80 miles per hour.

16. I *took/was taking* a photograph of him while he *ate/was eating* an ice-cream.

17. He *didn't like/wasn't liking* the photo when he *saw/was seeing* it.

18. I'm sorry I *woke/ was waking* you. What *were you dreaming/did you dream* about?

4. Put the verb in brackets in the correct form Past Simple or Past Continuous

1. I(not want) to get up this morning. It(rain) and it was cold, and my bed was so warm.
2. I(listen) to the news on the radio when the phone(ring).
3. I said 'Hello' to the children, but they didn't say anything because they(watch) television.
4. Simon(dance) when he fell and hurt his leg.
5. Todd often(ride) horses when he was a boy.
6. It(rain) while I was waiting for the bus.
7. I(play) the guitar when I was young, but I don't any more.

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

1. Jason had returned (return) home before the storm broke out.
2.(Lucy/pack) her suitcase by the time you called her?
3. I(not/finish) my lunch when uncle Bill came.
4. After Sarah(do) the shopping, she had coffee with her friends at a cafe.
5. When I got to the garage, the mechanic(not/repair) my car.
6. The boys were frightened because they(not/be) on a plane before.

6. Join the sentences using the conjunction in brackets. Change one verb into the Past Perfect

Example

The children went to bed. We watched television. (After)

After the children had gone to bed, we watched television.

- a I took an aspirin. My headache disappeared, (when)
- b He drove 200 miles. He stopped for a break, (after)
- c I couldn't pay for my ticket. A thief stole my wallet. (because)
- d She passed her driving test. She bought a car. (as soon as)
- e I didn't go to Italy. I learnt Italian, (until)
- f He didn't tell the policeman. He took the money. (that)
- g We didn't tell Anna. George rang, (that)

7. Underline the right tense in the story

It was ten o'clock in the evening. Peter a) *sat/had sat* down on his sofa and thought about the day. What a busy day it b) *was/had been!* This was his first night in his own flat. He c) *lived/had lived* his entire life in the family home, and now for the first time, he d) *was/had been* on his own.

He sat surrounded by boxes that they e) *didn't manage/hadn't managed* to unpack during the day. It f) *took/had taken* months to get all his things together. His mother g) *was/had been* very generous, buying him things like towels and mugs.

He h) *went/had gone* into the kitchen and i) *got/had got* a beer from the fridge. He suddenly j) *felt/had felt* very tired and yawned. No wonder he k) *was/had been tired!* He l) *was/had been* up since six o'clock in the morning. He m) *decided/had decided* to finish his beer and go to bed.

8. Put the verbs in brackets into the past perfect continuous

1. Sophie(paint) the walls all day before she finished them.
2.(you/wait) long when the boss announced that he couldn't see you?
3. Tom(look) for a job for six months when he found one.
4. We(watch) TV for half an hour when the doorbell rang.
5. They(sunbathe) for an hour when it started to rain.
6. Stan(work) as a postman for forty years when he retired.
7. I(live) in France for ten years when I met my husband.

9. Fill in the gaps with the verbs in the past perfect continuous

1. Emily was angry. Shewith her parents for an hour.
2. Hannah felt sick. Shechocolates all afternoon.
3. Allan had a headache. His baby sisterfor half an hour.
4. Emily was frightened. Shea horror film for half an hour.
5. Simon was confused. Heto win the game for hours.
6. John was very tired. Hehis article all night.

10. Put the verbs in brackets into the past perfect simple or the past perfect continuous

Yesterday was a bad day for Andrew. He 1) hadn't slept (not/sleep) well because there was a terrible storm in the night. After he 2)(have) a shower, he made breakfast. After he 3)(eat), he got into his car and drove to work. He 4)(only/drive) for five minutes when he remembered that he 5)(leave) his briefcase at home. He turned the car around and went home again. Then, he realized that he 6).....(lock) himself out. The keys were still inside the house! Andrew was already late for work, so he decided to leave the briefcase and go to work. When he arrived, his secretary told him that his boss 7)(try) to call him at home. Andrew went to find his boss. When he asked his boss why he(call), he told him that it hadn't been necessary for him to come to work that day after all! Poor Andrew drove all the way home again.

11. Underline the correct tense

1. Lynne was singing/*had sung* as she was cleaning the windows.
2. Mr. Todd *was teaching*/*had been teaching* for thirty years when he retired.
3. I phoned Jack because I *wanted*/*had wanted* to ask him a question.
4. They *had walked*/*had been walking* for hours when they stopped for a rest.
5. The shop *had been selling*/*had sold* the table by the time I got there.
6. Joe was happy. He *was winning*/*had won* first prize in the competition.
7. It *was raining*/*had rained* while they were playing the football match.
8. Rob *was opening*/*opened* the box and looked inside.
9. Eve was delighted to hear that she *was getting*/*had got* the job.
10. People *used to work*/*were working* very long hours in those days.

11. I was running when I *slipped/was slipping* on the ice.
12. They *were already buying/had already bought* the tickets when they went to the concert.
13. Carol *had broken/was breaking* her arm, so she couldn't write for six weeks.
14. We *had been staying/stayed* in a hotel by the sea last summer.
15. Elvis Presley *sang/had sung* lots of hit songs.
16. I *opened/was opening* the door and stepped outside.
17. They *had stood/were standing* outside when the results were announced.
18. Alexander Graham Bell *had invented/invented* the telephone.
19. She broke the glass while she *had washed/was washing* it.
20. I *had got up/got up* this morning an hour earlier than I *needed/had needed* to.
21. We *had been/were* working for two hours when we finally *had decided/decided* to have a rest.
22. I already *sent/had sent* the parcel when I *got/had got* your fax.
23. I *was crossing/crossed* the road this morning when a car *was coming/came* round the corner and nearly *was hitting/hit* me.
24. When he *had opened/opened* the door he *was seeing/saw* a letter lying on the floor.
25. When they *had finished/finished* discussing the project they *went/were going* to the restaurant.
26. It was early morning; people *were rushing/rushed* to catch their trains and the shopkeepers *were getting/got* ready to open up.
27. I *walked/had walked* up the path to the cottage which I *saw/had seen* before.
28. When I stepped inside I *noticed/had noticed* that the air *was/had been* fresh.
29. He *appeared/had appeared* in many films by the age of 25.

UNIT 3

EMPLOYMENT AND UNEMPLOYMENT

“Poverty exists for many centuries”

Task 1. Read and translate the text.

EMPLOYMENT AND UNEMPLOYMENT

Unemployment is the condition of not having a job, often referred to as being “out of work”, or unemployed. Not having a job when a person needs one, makes it difficult if not impossible to meet financial obligations such as purchasing food to feed oneself and one's family, and paying one's bills. Failure to make mortgage payments or to pay rent may lead to homelessness. Being unemployed, and the financial difficulties and loss of health insurance benefits that come with it, may cause malnutrition and

illness, and are major sources of mental stress and loss of self-esteem which may lead to depression, which may have a further negative impact on health.

In economics, unemployment refers to the condition and extent of joblessness within an economy, and is measured in terms of the unemployment rate, which is the number of unemployed workers divided by the total labour force.

Cyclical unemployment – it gets its name because it varies with the business cycle. In this case, the number of unemployed workers exceeds the number of job vacancies, so that if even all open jobs were filled, some workers would remain unemployed. This kind of unemployment coincides with unused industrial capacity.

Frictional unemployment – this unemployment involves people being temporarily between jobs, searching for new ones. It arises because either employers fire workers or workers quit, usually because the individual characteristics of the workers do not fit the individual characteristics of the job. The best way to lower this kind of unemployment is to provide more and better information to job-seekers and employers.

Seasonal unemployment – specific industries or occupations are characterised by seasonal work which may lead to unemployment. Examples include workers employed during farm harvest times or those working winter jobs in the snowfields or summer jobs such as in retailing.

Structural unemployment – this involves a mismatch between the workers looking for jobs and the vacancies available. Even though the number of vacancies may be equal to the number of the unemployed, the unemployed workers lack the skills needed for the jobs — or are in the wrong part of the country or world to take the jobs offered. It is a mismatch of skills and opportunities due to the structure of the economy changing. Structural unemployment is a result of the dynamic changes of an economy — and the fact that labour markets can never be as fluid as financial markets.

Much **technological unemployment** might be counted as structural unemployment. Technological unemployment might also refer to the way in which steady increases in labour productivity mean that fewer workers are needed to produce the same level of output every year.

Hidden unemployment – hidden, or covered, unemployment is the unemployment of potential workers that is not reflected in official unemployment statistics, due to the way the statistics are collected. In many countries only those who have no work but are actively looking for work are counted as unemployed. Those who have given up looking for work are not officially counted among the unemployed, even though they are not employed.

Exclusion from the labour market takes many forms: some people can opt for early retirement, further education or domestic responsibility, and others cannot. If poor people are unemployed more, it is not just because they are more marginal in the labour market; it is also because they have fewer choices, and because people who become classified as ‘unemployed’ are more likely to be poor.

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

unemployment – безробіття
 financial obligations – фінансові зобов'язання
 purchasing food – придбання продуктів харчування
 to feed – годувати, давати їжу
 to make mortgage payment – зробити іпотечний платіж
 to pay rent – платити орендну плату
 homelessness – бездомність, безпритульність
 insurance benefits – страхові пільги
 to cause malnutrition – викликати недоїдання
 self-esteem – самоповага, почуття власної гідності
 unemployment rate – рівень безробіття
 labour force – робоча сила
 cyclical unemployment – циклічне безробіття
 exceed – перевищувати, бути більшим
 coincide – відповідати, бути однаковим, збігатися; рівнятися
 industrial capacity – промислові потужності
 occupation – заняття; рід або вид діяльності
 mismatch – невідповідність; невдалий підбір
 fluid – нестійкий, змінний
 output – продукція; випуск; вироблення, виробіток
 hidden unemployment – приховане безробіття
 reflect – відображати -
 due to the way – в зв'язку з тим, як
 exclusion – недопущення, виключення
 opt – вибирати, робити вибір; надавати перевагу
 marginal – маргінальний; незначний

Task 3. Answer the following questions.

1. What is a labour market?
2. What kinds of unemployment do you know? Define them. How can they be reduced?
3. What are the main reasons of unemployment?
4. Which groups of people are the most threatened with unemployment?
5. What are the consequences of unemployment for the unemployed and the economy of the state?

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

- | | |
|--------------------------|-------------------------|
| 1) financial obligations | a) страхові пільги |
| 2) purchasing food | b) викликати недоїдання |
| 3) to pay rent | c) рівень безробіття |
| 4) insurance benefits | d) робоча сила |
| 5) to cause malnutrition | e) невідповідність |
| 6) unemployment rate | f) нестійкий, змінний |

7) labour force	g) приховане безробіття
8) mismatch	h) платити орендну плату
9) hidden unemployment	i) придбання продуктів харчування
10) fluid	j) фінансові зобов'язання

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

fell _began _the unemployment rate_ part-time employment _fall_ has increased

Unemployment Rate falls 5.5 % in 3 months

The trend in the employment rate is flat and has levelled off. There has been a further in the number of people claiming Jobseeker's Allowance benefit. The number of job vacancies..... Growth in average earnings, both excluding and including bonuses, has fallen.

The employment rate for people of working age was 74.5 per cent for the three months ending in December 2006, unchanged over the quarter but up 0.1 over the year.

The number of people in employment for the three months ending in December 2006 was 29.04 million, the highest figure since comparable records in 1971. This is up 51,000 over the quarter and up 278,000 over the year. The quarterly increase in employment is largely due to more women in.....

The unemployment rate was 5.5 per cent, down 0.1 on the quarter but up 0.4 over the year. The number of unemployed people by 23,000 over the quarter but increased by 133,000 over the year, to reach 1.69 million.

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

1. The financial difficulties and loss of health insurance benefits may cause insufficient nutrition.
2. Unemployment is the number of employed workers divided by the total labour force.
3. Cyclical unemployment is a mismatch of skills and opportunities.
4. Seasonal unemployment includes workers employed during farm harvest times.
5. Hidden unemployment is a result of the dynamic changes of an economy.

7. Match these phrases to complete the sentences.

Cyclical unemployment	... is characterised by seasonal work which may lead to unemployment.
Frictional unemployment	... is the unemployment of potential workers that is not reflected in official unemployment statistics
Seasonal unemployment	... refers to the way in which steady increases in labour productivity.
Hidden unemployment	... involves people being temporarily between jobs, searching for new ones.
Tech unemployment	... coincides with unused industrial capacity.

**8.Fill in the gaps with the following expressions: production _a tutor _offered_
promoted _to a post_abroad _ required**

Prison Drug Worker

Prison Glen Parva has two vacancies for Drug Workers.

The Job will be based at Glen Parva. As a Drug Worker you will not normally be expected to transfer outside reasonable travelling distance of your home. If, however, you areor transferred you can be required to transfer to anywhere in the United Kingdom or..... .

All applicants must be a British or Commonwealth Citizen, a British Protected Person, an EU national or a national of Iceland, Norway, Liechtenstein or Switzerland.

This post ison a permanent, full time basis and is

Salary – £18,539

Hours – 37 hours per week excluding meal breaks.

Annual Leave – 25 days per annum, plus 10 days public and privilege holidays.

Probation – 12 months.

Conditions of service

To work as on the Healthy Relationships Programme and Treatment Manager on the Healthy Relationships Programme. To contribute to regimes research as..... by the Senior Psychologist including managing regime surveys, analysis and of reports for the Senior Management Team.

9. Read the text and choose one of the competences from each group, explain it in an informal way and give some practical examples of its use in everyday work.

Competences required

1. Adopting a systematic approach

- Allocates and evaluates work schedules.
- Regularly reviews methods of working.
- Proposes improvements in systems and procedures.
- Is precise and pays attention to details.
- Makes effective use of resources.

2. Rehabilitation Orientation

- Encourages prisoners to make constructive use of their time, sets realistic targets and evaluates their progress. -

Demonstrates fairness by personal example.

- Challenges behaviour which may be seen as antisocial.
- Encourages prisoners to address their off ending behaviour.

3.Communicating Clearly

- Conducts interviews well.
- Leads and contributes to discussions effectively.
- Listens to others.
- Makes effective presentations.

- Masters a brief report quickly.
- Written work is accurate, concise and clear.
- Written work maintains relevance and presents information in manner appropriate to receivers.

4. Motivation and commitment

- Gives personal example of commitment to the Prison Service purpose, vision, goals and values.
- Is capable of energising people and encouraging them to contribute.
- Takes personal responsibility for achieving results and performs well under pressure.

5. Team playing and networking

- Is a good team player who encourages others to contribute.
- Is capable of interacting easily with a wide range of people, both colleagues and public.
- Upholds equality of opportunity and actively rejects discrimination.

10. Fill in the gaps with the following expressions:

work _a course _fax messages _to apply_ a copy of my CV_ transport_ involves_ switchboard_ a course_ the team

Dear Mr Knight

I would like for the job of reception clerk/telephonist which was advertised in today's Journal.

For the past four years I have worked as a clerk/telephonist with Browns. Due to their move to another part of the country I will be made redundant in two weeks' time.

My present job general reception duties in person and by phone. I also:

- operate the.....
- deal with telephone enquiries – deal with the post
- send.....
- type and word process 10–12 items daily

Before this job I was a trainee with Brightsons (Solicitors) in North Street, Invertown and completed in Business Administration and Word Processing.

I have always enjoyed working with people and my previous will enable me to work as a part of and to be an effective representative of your company.

I am prepared to work Saturdays on a rota basis.

I have my own.....

I am available for interview at any time and could startimmediately.

References are available from my present and previous employers.

Please find enclosed for your further information.

I look forward to hearing from you.

Yours sincerely,

Samantha White

11. Read the description of the job position and find the vocabulary useful when applying for a job in social work.

Job Description

CommuniCare Health Center is a non-profit health care organization providing medical, dental, substance abuse treatment counselling, and outreach services to low income, uninsured residents of Yolo County (California). CommuniCare's mission is nonjudgmental in its approach to providing preventative care, health education and community referrals in support of a broad spectrum of client health and lifestyle concerns.

We are currently seeking a Substance Abuse Counsellor to join our team of treatment professionals. Duties include telephone screenings and intake assessments for adult clients, client treatment alternatives and referrals, chart documentation, managing clients in collaboration with county agencies and other related duties.

Qualified candidates will possess a MSW with a minimum of two years experience working in a drug treatment or other human services area. Bilingual Spanish/English skills are highly desired.

This position offers a highly competitive compensation package including medical, dental, life insurance, as well as a pension plan.

12. Describe the principles of social security in the USA. What is Medicare and Medicaid?

Social Security in the United States

Social Security in the United States is a social insurance program funded through dedicated payroll taxes called FICA (Federal Insurance Contributions Act). Tax deposits are formally entrusted to Federal Old-Age and Survivors Insurance Trust Fund, or Federal Disability Insurance Trust Fund and Federal Hospital Insurance Trust Fund.

The largest component is the payment of retirement benefits. Throughout a worker's career, the Social Security Administration keeps track of his or her earnings. The amount of the monthly benefit to which the worker is entitled depends upon that earnings record and upon the age at which the retiree chooses to begin receiving benefits.

Supplemental Security Income (SSI) is not based upon insurance coverage. Instead, a system of means-testing is used to determine whether the claimant's income falls below certain income and asset thresholds.

Medicare is a health insurance program administered by the United States government, covering people who are either age 65 and over, or who meet other special criteria. Individuals who are under 65 years old can also be eligible if they are disabled or have end stage disease. In 2006, Medicare provided health care coverage for 42.5 million Americans.

Medicaid is the US health insurance program for individuals and families with low incomes and resources. It is jointly funded by the states and federal government, and is managed by the states. Among the groups of people served by Medicaid are eligible low-income parents, children, seniors, and people with disabilities.

In 2006, Medicaid enrollees numbered 39.9 million Americans, the largest group being children (18.4 million or 46 percent).

Grammar Review

FUTURE FORMS

1. Underline the correct verb form in the sentences

Example:

‘Oh, dear. I’m late for work.’

‘Don’t worry. *I’m going to give* / *I’ll give* you a lift.’

a) ‘I’ve got a headache.’

‘Wait a minute. *I’ll get* / *I’m going to get* you an aspirin.’

b) ‘Why are you putting on your coat?’

‘Because *I’ll take* / *I’m going to take* the dog for a walk.’

c) ‘Are you and Alan still going out together?’

‘Oh, yes. *We’ll get married* / *we’re going to get married* next year.’

d) ‘Did you phone Peter about tonight?’

‘No, I forgot. *I’ll do* / *I’m going to do* it now. What’s his number?’

e) ‘Have you booked your holiday?’

‘Yes, we have. *We’ll go* / *we’re going* to Italy.’

f) ‘I haven’t got enough money to pay for my ticket.’

‘It’s OK. *I’ll lend* / *I’m going to lend* you some.’

g) ‘Can you meet me after work?’

‘I’d love to, but *John will take* / *John’s taking* me out tonight.’

2. Fill in the gaps with the correct form of *will* or *be going to* and the verb in brackets

1 A: Why are you buying flour and eggs?

B: Because I(make) a cake.

2 A: I have decided what to buy Mum for her birthday.

B: Really. What(you/buy) for her?

3 A: Did you ask Jackie to the party?

B: Oh no! I forgot! I(ask) her tonight.

4 A: Could I speak to Jim, please?

B: Wait a minute. I.....(get) him for you.

5 A: What are your plans for the weekend?

B: I(spend) some time with my friends.

6 A: What are you doing on Friday night?

B: Oh, I.....(probably/stay) at home with my family.

7 A: Have you tidied your room yet?

B: No, but I promise I.....(do) it this afternoon.

8 A: Look at that boy!

B: Oh yes! He(climb) the tree.

9 A: Jason is very clever for his age.

B: Yes. He says he(become) a doctor when he grows up.

10 A: I'm too tired to cut the grass.
B: Don't worry! I(cut) it for you.

3. Fill in the future simple or be going to

1 A: Have you finished your essay yet?
B: No, but I'm sure I...*'ll finish...* (finish) it on time.
2 A: I have decided what to wear for the party.
B: Really? What.....(you/wear), then?
3 A: Why do you need hot soapy water?
B: Because I(wash) the car.
4 A: Did you post those letters?
B: No, I forgot. I.....(post) them this afternoon.
5 A: Did you book a table at the restaurant?
B: Yes, but I don't expect it.....(be) busy.
6 A: I'm hungry. B: Me too. I.....(make) us something to eat.
7 A: What are you doing this weekend?
B: Oh, I.....(probably/visit) my grandparents.
8 A: Look at that dog!
B: Oh yes! It.....(swim) across the river.
9 A: Tony is nearly eighteen, isn't he?
B: Yes. He(work) for his father when he leaves school.
10 A: Are you going into town today?
B: Yes. I(give) you a lift if you like.
11 A: Your shirt is dirty.
B: Oh dear! I.....(change) into another one.
12 A: I hope we(not/arrive) late for the meeting.
B: Don't worry. There's plenty of time.
13 A: I'm really thirsty after all that hard work.
B: I(make) some tea.
14 A: Did you give Steve his present?
B: No. I(give) it to him tonight at dinner.
15 A: Watch out! You(bang) your head on the doorframe. B:
Oh! I didn't realise it was so low.

4. Put the verbs in brackets into the future simple, the present simple or the present continuous

1 A: I.....(see) Roger at seven o'clock tonight.
B: Really? I thought he was out of town.
2 A:(you/do) anything on Friday morning?
B: No, I'm free.
3 A: I(go) to the cinema. There's a new film on. Do you want to come with me?
B: What time.....(the film/start)?

- 4 A: Helen(have) a party the day after tomorrow.
.....(you/go)?
B: As a matter of fact, I haven't been invited.
- 5 A: The new exhibition(open) on April 3rd
and.....(finish) on May 31st.
B: I know. I(go) on the first day.
- 6 A: Aunt Maggie.....(come) to visit us tomorrow.
B: I know. What time.....(she/arrive)?
- 7 A: Excuse me, what time.....(the train/leave)?
B: At half past three, madam.
- 8 A: Sting(give) a concert at the Olympic Stadium next week.
B: I know. I(want) to get a ticket.
- 9 A: I'm really thirsty.
B: I.....(get) you a glass of water.
- 10 A: Are you looking forward to your party?
B: Yes. I hope everyone.....(enjoy) it.
- 11 A: How old is your sister?
B: She(be) twelve next month.
- 12 A: What are you doing tonight?
B: I(probably watch) TV after dinner.

5. Put the verbs in brackets into the future simple or the future continuous

- Kevin: Shall we go to the beach tomorrow?
Ruth: Well, I'm working in the morning, but I 1)*I'll phone*... (phone) you when I finish.
Kevin: Shall we ask Ben and Linda to come with us?
Ruth: Yes. I 2).....(see) Linda at work in the morning, so I
3)(ask) her then.
Kevin: If they want to come I 4)(pick) you up from work and we can all go together
Ruth: Great! Just think, we 5).....(swim) in the sea this time tomorrow! I can't wait.

6. Put the verbs in brackets into the correct future tense

- Dear Victoria,
The holidays are coming and I've made lots of plans. This time next week, I (1)... *'ll be buying*... (buy) Christmas presents for my family and friends. I
(2)(get) everything in one day, so that I can enjoy myself for the rest of the holidays.
I'm staying at home with my family on Christmas Day, but two days later I
(3) (leave) for Austria. Becky and I (4).....(spend) a week there skiing. I'm sure we (5).....(have) a wonderful time.

When I come back from Austria, I (6).....(probably/have) a party, because it's my birthday on January 5th. I (7).....(be) nineteen! I hope you (8).....(come).

Well, I must go now. I'm going to help my mother with the housework. See you soon!

Love, Penny.

7. Put the verbs in brackets into the future continuous or the future perfect

1 A: I can't come shopping on Saturday morning because I(work).

B: That's a pity.

2 A: Don't phone me later than midnight because I(sleep) then.

B: Shall I give you a call at about 10:30, then?

3 A: Come to my house at six o'clock.

B:(you/finish) your homework by then?

4 A: Have you made the preparations for the party?

B: Not yet, but I(finish) them by this evening.

5 A: There's a meeting tomorrow at 4 o'clock.

B: I can't go if it is that late. I(leave) by then.

8. Put the verbs in brackets into the future perfect or future perfect continuous

1. By 3 o'clock, she ...*will have been studying*... (study) for six hours.

2. By the end of next month, Sam.....(finish) the project.

3. He(not/start) painting the kitchen before Tuesday.

4. By the time she arrives in Paris, she(travel) for four hours.

5. I hope I.....(buy) my own house by the time I'm thirty-five.

6. By Saturday, Lisa.....(diet) for two weeks.

7. Hopefully, they.....(learn) everything by the time they sit the exam.

8. By 4 o'clock, I(sit) in the hairdresser's for three hours.

9. By Christmas, I.....(work) for this company for eighteen months.

10. By next weekend, Brian(move) house.

11. Hopefully, the builders(finish) building the house by next month.

12. By Tuesday, Alan(sail) for twelve days.

13. By tomorrow morning, she(sleep) for twelve hours.

9. Underline the correct tense

1) When we go to Paris, we will climb/*will have climbed* the Eiffel Tower.

2) James *will have completed*/*will have been completing* his studies by the end of the year.

3) By the time I get home, I *will have been walking*/*will walk* for three hours.

4) Kim *will be performing*/*will have been performing* in the concert next week.

5) We're too late to catch the bus. It *will go*/*will have gone* by now.

6) 'We're run out of milk.' 'Really? I *will buy*/*will have been buying* some more this afternoon'.

- 7) This time tomorrow, I *will have been leaving/will be leaving* for the airport.
 8) Sam *will work/will have been working* here for two years on Monday.
 9) I *will collect/will have collected* you from Peter's house on my way home.
 10) Julia *will have found/will be finding* the note I left for her by now.

10. Underline the correct tense

A Next Saturday, Daisy 1) *is flying/flies* to Paris for a business meeting. Her secretary has already booked the flight. The plane 2) *will leave/leaves* at nine o'clock in the morning and one of her business clients 3) *will have met/will be meeting* her at the airport when the plane lands. She doesn't know how long the meeting will last, but she 4) *will have returned/will have been returning* home by Thursday evening.

B Florence 1) *is going to become/will be becoming* a doctor when she finishes medical school. She thinks she 2) *will probably work/will have probably worked* in a hospital for most of her career. This time next month, she 3) *will have revised/will be revising* hard for her exams. By the time she gets her degree she 4) *will have been studying/will have studied* medicine for five years. Florence hopes she 5) *will have passed/will pass* all the exams with excellent grades.

C Next Monday, Amanda 1) *will have been starting/ is starting* work. She 2) *is going to work/will work* for a large company in the city centre. By the end of next week, she 3) *will be finishing/will have finished* her training.

D My parents have been married for almost thirty years. In fact, this time next month, they 1) *will be celebrating/will have been celebrating* their 30th wedding anniversary. They 2) *will have been living/will be living* in the same house for twenty-five years by next Thursday, and, by the time my father is sixty, he 3) *will work/will have been working* for the same company for forty years.

11. Put the verbs in brackets into the correct future tense

- 1 A: Are you looking forward to your holiday?
 B: Oh, yes! This time next week I ...*will/'ll be lying*... (lie) on the beach.
 2 A: We're having a party on Saturday.
 B: Oh, good. I(make) a cake to bring along.
 3 A: Have you finished that report yet?
 B: Yes. I.....(give) it to you in a minute.
 4 A: Why are you buying all those vegetables?
 B: Because I(make) vegetable soup.
 5 A: This writing is too small for me to read.
 B: Give it to me and I(read) it to you.
 6 A: I.....(stay) at Claire's house tonight.
 B: Alright. I won't expect you home, then.
 7 A: Would you like to join me for lunch today?

B: Yes, please. I(meet) you at half past one.
 8 A:(you/help) me with the shopping tomorrow?
 B: Of course.
 9 A: Are you excited about your trip?
 B: Yes. This time tomorrow I.....(sit) on the plane.
 10 A: I can't hear the television very well.
 B: I(turn up) the volume.

12. Put the verbs in brackets into the correct future tense

1 A: Your house is very small.
 B: I know. I ... *'m going to move*... (move) to a bigger house next year.
 2 A: I have got a new job!
 B: Wonderful! I.....(call) Mum and tell her the good news.
 3 A: How old is your daughter?
 B: She(be) fourteen next week.
 4 A: I must phone Julia.
 B: Well, don't phone her now. She(sleep).
 5 A: Have you been living here long?
 B: Yes. By next month, I(live) here for ten years.
 6 A: Are you having a party next weekend?
 B: Yes. I hope I(finish) decorating the house by then.
 7 A: What are your plans for tonight?
 B: Well, I(meet) Steve at eight o'clock.
 8 A: I must buy some bread.
 B: You'd better hurry. The shops(close) in half an hour.
 9 A: Shall I call you at ten o'clock tomorrow?
 B: No. I(leave) for work by then.
 10 A: Are you coming to the disco on Friday night?
 B: I can't. I(study) for my exam then.
 11 A: Are you excited about going to California?
 B: Yes! This time tomorrow I(fly) across the Atlantic.
 12 A: It's seven o'clock.
 B: Yes. John.....(leave) the office by now.
 13 A: There's somebody at the door.
 B: Oh. That.....(be) the postman.
 14 A: I've left my jacket at home.
 B: I(go) back and get it for you.
 15 A: Have you booked a taxi to take you to the airport?
 B: Yes. It(come) at eight o'clock in the morning.
 16 A: Are you nervous about the interview?
 B: Yes. This time tomorrow, I (talk) to the managing director.

REVISION OF TENSES

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...~~)*

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.*

PAST TENSES

We use the **Past Simple**:

a) for an action which happened at a definite time in the past. The time is stated, already known or implied.

*They **went** camping by the lake last month. (When did they go camping? Last month. The time is stated.)*

b) for actions which happened immediately one after the other in the past.

*First she **paid** the driver, then she **got out** of the taxi.*

c) for past habits or states which are now finished. In such cases we can also use the expression *used to*.

*Kitchens **were/used to be** very different a hundred years ago.*

The past simple is used with the following time expressions: *yesterday, then, when, How long ago ...?, last night / week / month / year / Tuesday, etc., three days / weeks, etc. ago, in 1997, etc.*

We use the Past Continuous:

a) for an action which was in progress at a stated time in the past. We do not mention when the action started or finished.

*At seven o'clock yesterday evening they **were having** dinner. (We do not know when they started or finished their dinner.)*

b) for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action).

*He **was walking** down the street when he **ran into** an old friend.*

c) for two or more simultaneous past actions.

*She **was talking** on her mobile phone while she **was driving** to work.*

d) to describe the atmosphere, setting, etc. in the introduction to a story before we describe the main events.

*One beautiful autumn afternoon, Ben **was strolling** down a quiet country lane. The birds **were singing** and the leaves **were rustling** in the breeze.*

The past continuous is used with the following time expressions: *while, when, as, all morning / evening / day / night, etc.*

We use the Past Perfect:

a) for an action which happened before another past action or before a stated time in the past.

*She **had finished** work when she met her friends for coffee. (She finished work first and then she met her friends.)*

b) for an action which finished in the past and whose result was visible in the past.

*He was happy. He **had signed** an important contract. (The action finished in the past and its result was visible in the past, too.)*

Note: The past perfect is the past equivalent of the present perfect.

*e.g. a) He **had fixed** the old armchair. It **looked** brand new. (The action – had fixed – happened in the past. The result – looked brand new – was also visible in the past.)*

*b) He **has fixed** the old armchair. It **looks** brand new. (The action – has fixed – happened in the past. The result – looks brand new – is still visible in the present.)*

The past perfect is used with the following time expressions: *before, after, already, just, for, since, till / until, when, by, by the time, never, etc.*

Note: We can use the past perfect or the past simple with *before* or *after* without any difference in meaning. e.g. *They went out after it had stopped / stopped raining.*

We use the Past Perfect Continuous:

a) to put emphasis on the duration of an action which started and finished in the past before another past action or a stated time in the past, usually with *since* or *for*.

They had been looking for a house for six months before they found one they liked.

b) for an action which lasted for some time in the past and whose result was visible in the past.

Last Friday Ron had to fly to New York. His flight was delayed.

He was annoyed. He had been waiting at the airport for three hours. (He waited at the airport for three hours and the result of the action was visible in the past, too.)

Note: The past perfect continuous is the past equivalent of the present perfect continuous.

e.g. a) *I had been driving for ten hours, so I felt exhausted. (The action – had been driving – lasted for some time in the past. The result – felt exhausted – was also visible in the past.)*

b) *I have been driving for ten hours, so I feel exhausted. (The action – have been driving – started in the past. The result – feel exhausted – is still visible in the present.)*

The past perfect continuous is used with the following time expressions: *for, since, how long, before, until, etc.*

FUTURE FORMS

We use the Future Simple:

a) in predictions about the future usually with the verbs *think, believe, expect, etc.*, the expressions *be sure, be afraid, etc.*, and the adverbs *probably, perhaps, certainly, etc.*

I'm afraid we won't be on time for the meeting.

b) for on-the-spot decisions.

I'll take it.

c) for promises (usually with the verbs *promise, swear, guarantee, etc.*), threats, warnings, requests, hopes (usually with the verb *hope*) and offers.

I don't understand this exercise. Will you help me with it? (request)

Of course! I'll explain it to you. (offer)

d) for actions/events/situations which will definitely happen in the future and which we cannot control.

The temperature will reach 40 °C tomorrow.

We use be going to:

a) for plans, intentions or ambitions we have for the future.

I'm going to become a famous violinist one day. (ambition)

*Now that they've won the lottery, they **are going to buy** a big house, (intention/plan)*

b) for actions we have already decided to do in the near future.

*They **are going to get married** in three months. (They have already decided to do it.)*

*BUT: They're **getting married** next month. (They have decided and arranged to do it.)*

c) in predictions when there is evidence that something will happen in the near future.

*Look at the clouds! It's **going to** rain.*

Note: 1) We normally use *be going to* to talk about something we intend to do and *will* to give details or make comments. e.g. A: *I'm going to have a party next week. I'll invite all my friends.* B: *That'll be great.*

2) We normally use the present *continuous* rather than *be going to* with verbs which express movement, especially the verbs *go* and *come*. e.g. *Sam is going to the market in a few minutes. Sheila is coming to my house for tea this afternoon.*

The future simple and *be going to* are used with the following time expressions: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year, in a week/month/year, in two/three days/weeks, etc.*

We use the Future Continuous:

a) for an action which will be in progress at a stated future time.

*This time next week, we'll **be cruising** round the islands.*

b) for an action which will definitely happen in the future as the result of a routine or arrangement.

*Don't call Julie. I'll **be seeing** her later, so I'll pass the message on.*

c) when we ask politely about someone's plans for the near future (what we want to know is if our wishes fit in with their plans.)

*Will you **be using** the photocopier for long?*

We use the Future Perfect:

for an action which will be finished before a stated future time.

*She **will have delivered** all the newspapers by 8 o'clock.*

The future perfect is used with the following time expressions: *before, by, by then, by the time, until/till.*

Note: *Until/till* are only used in negative sentences.

a) *She **will have finished** the report by tomorrow. (NOT:... until/till tomorrow.)*

b) *She **won't have completed** the report until/till 5 o'clock.*

We use the Future Perfect Continuous:

to emphasise the duration of an action up to a certain time in the future.

*By the end of next month, she **will have been teaching** for twenty years.*

The future perfect continuous is used with: *by... for*.

Note: after the time expressions *by the time, until, before*, we use the present simple because they introduce time clauses. The future perfect and the future perfect continuous may come either before or after the time clause.

Study the following examples:

a) *I **won't have finished** cleaning the house **until** you **come back**.*

b) ***By the time** they **reach** York, they **will have been travelling** for four hours.*

Note: We can use the future simple, future continuous or future perfect to make a prediction about the present or past, that is to say what we believe may be happening or have happened. Study the following examples:

e.g. a) *'There's somebody on the phone for you.'* *'**That'll be** my mother.'*

b) *Don't call her now – she **'ll be sleeping**.*

c) *It's seven o'clock. Dad **will have left** the office by now.*

We use **the present simple** for future actions when we refer to programmes, timetables, etc.

e.g. *The bus **arrives** in Liverpool at 7:30.*

We use **the present continuous** for actions we have decided and arranged to do in the near future. e.g. *I **'m flying** to Lisbon tomorrow morning.*

We use **the present simple** or **present perfect**, and not future forms, after words and expressions such as *while, before, after, until/till, as, unless, when, whenever, if, suppose/supposing, once, as soon as, as long as, by the time, in case, on condition that*, etc. e.g. *Call me **as soon as** you **get** back.* (NOT: ~~...as soon as you will get back.~~)

We use **future forms**:

a) with **when** when it is used as a question word. When it is used as a time word we use the present simple.

e.g. *When **will** they **get married**?*

*I'm not sure when they **will visit** us. BUT: I will let you know **when** I **decide**.*

b) with **if** (= whether) when it is used after expressions which show ignorance, uncertainty, etc. such as *I don't know, I wonder, I doubt*, etc. e.g. *I don't know **if/whether** he'll move house.*

*I doubt **if/whether** she'll pass her exams. BUT: **If** you **call** her, give her my regards.*

Future Simple versus Be going to

We use **the future simple**:

- when we make a prediction based on what we think, believe or imagine.

*In the year 2050 people **will drive** electric cars.*

- for on-the-spot decisions.

*I like this one better than the other. I **'ll take** it.*

We use **be going to**:

- when we make a prediction based on what we can see (evidence) or what we know.

*She **is going to** cut the sunflowers.*

- for actions we have already decided to do in the future.

Do you like this blouse?

Yes. Why?

*I **m going to** give it to my daughter as a gift.*

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