

зщМіністерство освіти і науки України  
Національний університет “Чернігівська політехніка”

## **ENGLISH *for* SOCIAL WORKERS**

Методичні вказівки до практичних занять з англійської мови  
для підготовки здобувачів вищої освіти  
освітнього ступеня «бакалавр» спеціальності 231– *Соціальна робота*  
освітньо-професійної програми  
«Соціально-правовий захист»

Затверджено на засіданні  
кафедри іноземних мов  
професійного спрямування  
*Протокол № 5*  
*від “1” грудня 2021р.*

English for Social Workers. Методичні вказівки до практичних занять з англійської мови для підготовки здобувачів вищої освіти освітнього ступеня «бакалавр» спеціальності 231–*Соціальна робота* освітньо-професійної програми «Соціально-правовий захист» Укл.: Гречок Л.М. Чернігів: ЧНТУ, 2021. – 46 с.

Укладач: Гречок Лідія Михайлівна,  
старший викладач кафедри іноземних мов професійного спрямування національного університету “Чернігівська політехніка”;

Відповідальна за випуск: Литвин Світлана Володимирівна,  
кандидат педагогічних наук, доцент кафедри іноземних мов професійного спрямування національного університету “Чернігівська політехніка”;

Рецензент: Лашук Наталія Моколаївна,  
кандидат педагогічних наук, доцент кафедри іноземних мов професійного спрямування національного університету “Чернігівська політехніка”

## ЗМІСТ

Вступ.....	4
<b>MODULE 1. Addictions</b> .....	5
Unit 1.Common usage of the term addiction .....	5
Unit2.Criminality.....	10
<b>MODULE 2. Homelessness</b> .....	16
Unit 1. Help for homeless people .....	16
Unit 2. Senior Citizens .....	21
<b>MODULE 3. Employment and unemployment</b> .....	24
Unit 1. Kinds of unemployment .....	24
Unit 2. Welfare state.....	31
<b>MODULE 4. Disabilities</b> .....	35
Unit 1. Physically disabled people .....	35
Unit 2. Mentally Disordered People .....	40
Рекомендована література.....	46

## ВСТУП

Методичні вказівки призначені для практичних занять з англійської мови для підготовки здобувачів вищої освіти освітнього ступеня «бакалавр» спеціальності 231– *Соціальна робота*. Мета пропонованих методичних вказівок – сприяти формуванню професійно-орієнтованої компетенції в читанні, усному і писемному мовленні, що здійснюється в межах ситуативного професійного контексту.

Методичні вказівки містять 4 модулі, в які входять 8 тем із текстами для читання, завданнями для перевірки прочитаного, лексичними та граматичними вправами, завданнями на розвиток умінь усного мовлення та письма.

Підібраний текстовий матеріал є органічним компонентом професійної підготовки студентів у сфері соціальної роботи. Фахові тексти та система вправ допоможуть майбутнім спеціалістам оволодіти відповідною термінологічною лексику, підготують їх до спілкування іноземною мовою у професійному середовищі. Різноманітність та варіативність завдань сприятимуть реалізації диференційованого та індивідуального підходів до студентів.

## **MODULE 1. Addictions**

### **Unit 1. Common usage of the term addiction**

#### **1.1 Read and translate the text.**

#### **ADDICTION**

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.

#### **1.2 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)

### 1.3 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?

### 1.4 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    |

### 1.5 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.

**1.6 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.

**1.7 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.

**1.8 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 **1**..... . Can also be used to make tea or can be baked in hash cakes and **2**..... . Smoking a spliff makes a lot of people happy and relaxed and the effects can last a few hours. It can make

3..... 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 4..... , which can hinder performance in school, college or work – in some cases causing people to give up or drop out. Skunk is 5..... 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, 6..... . 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 7..... and it is an expensive habit because the effects 8..... 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, 9..... . Heavy users often get anxious and paranoid, have trouble sleeping and feel sick quite a lot.

### **Ecstasy**

Ecstasy sold on the street usually doses 10..... . 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 11..... . Ecstasy can cause anxiety, panic attacks and confusion. It raises your temperature and makes 12..... . 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 13..... .

## **GRAMMAR FOCUS**

### **1. 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.



## 2. Fill in the gaps with **have / has been to** or **have / has gone to**

1 A: Hello, Jim! Have you seen Mum?

B: Yes. She ...*has gone to*... the shops. She'll be back soon.

2 A: Where.....you.....today?

B: I.....the cinema.

3 A: Shall we go on a picnic this weekend?

B: Oh, yes! I.....not.....on a picnic for ages.

4 A: I'm going to India this year.

B: I.....never.....India.

A: Really? I .....there twice before.

5 A: Where are the children?

B: They.....the park to play football.

A: .....Dad.....with them?

B: Of course. Don't worry!

## 3. Underline the correct word in bold

1 I **always/already** do the housework on Saturdays.

2 We haven't booked our summer holiday **just/yet**.

3 My brother has **just/ever** joined the football club.

4 Linda has **already/ever** bought a new dress for the party.

5 Have you so **far/ever** tasted Japanese food?

6 Joe has been in Paris **since/for** two weeks.

7 I have **never/just** seen this film before.

8 The secretary has typed twenty letters **yet/so far** this morning.

9 I have been working here **since/still** July.

10 The Taylors have moved house **recently/so far**.

11 They **still/already** haven't employed a new supervisor.

## 4. Correct the mistakes

1. Steve goes fishing tomorrow.

2. Rebecca wash her hair every day.

3. I am visiting my grandparents every week.

4. Tim doesn't wants to do his homework.

5. He sits on the floor at the moment.

6. Do you watch TV in the evenings always?

7. Sarah is drinking coffee every morning.

8. They don't go usually on holiday in May.

9. Does she work late? No, she does never.

10. Peter looks for a new house at the moment.

## **MODULE 1. Addiction**

### **Unit 2. Criminality**

#### **1.1 Read and translate the text.**

#### **WETHERBY**

Wetherby is a young offenders' institute for up to 360 young men aged 15 to 17 (juveniles). We have operated in Wetherby since 2001, offering the young men an opportunity to learn and develop skills according to their individual needs.

The project is based in a newly renovated building which has enough space and rooms to run workshops and programmes for groups and individuals. We offer a complementary programme to the more formal education provided at the institute. We offer a structured pre-release programme covering such subjects as living independently, managing money and how to find and apply for jobs. We also help the young men explore the consequences of being involved with crime and off ending behaviour.

Our successful fatherhood course – aimed at potential young fathers – explores what it means to be a responsible dad and a good role model. It also examines the moral, social and ethical consequences of being a father.

Our Advice and Information Centre is based in our computer room, where the young men can search for education, training and employment opportunities in their local area.

The aim of the Young Citizens Panel's first project was to help young men in the community to gain skills so that they are less likely to become the victims of street crime or bullying. The success of the Young Citizens Panel led to a second group project, this time focusing on car crime and its consequences. The young men participate in these projects in their cells in their own free time.

The young men helped renovate, repair and decorate an alcohol-free youth bar for the local Salvation Army.

#### **1.2 Read and memorize the active vocabulary.**

offender-суб'єкт злочину, правопорушник,

complementary programme -додаткова програма

a structured pre-release programme -структурована попередня версія програми

explore the consequences- дослідити наслідки

employmen-використання; зайнятість

cell-камера

renovate –відремонтувати

an alcohol-free youth bar -молодіжний бар без алкоголю

gain skill-здобути майстерність

### **1.3 Answer the following questions.**

1. What is Wetherby?
2. What does the institute offer?
3. What is aim of fatherhood course?
4. What is Advice and Information Centre based in?

### **1.4 Read Tim's story. Are these sentences true or false? Correct the false ones.**

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

### **Tim's story**

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

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

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

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

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

**1.5 Work in pairs. Choose one of the following problems. One of you is a family counsellor, the other is a person asking advice. Discuss the situation with the client and together try to come to a decision what the client should do.**

1. My grandson is four years old and my daughter and son-in-law live a few miles away. I have always had him several times a week and we have a very good relationship with him. He has nearly always made a fuss about going home to his mum and dad but we haven't taken any notice of that and he always gets over it once he is home.

Last week my daughter gave birth to a little boy and we looked after my grandson for three days while she was in hospital. We took him every day to see her. Since then when we took him back he has been upset and wants me and my husband, saying that he wishes I was his mum and he doesn't want to stay at home. I know this is very upsetting for all and I always make a joke of it and try to smooth things over as my daughter is getting upset. I was over every day this week to take him to playschool which probably didn't help the situation.

My problem is that I spoke to my daughter this morning and she said she doesn't think it is a good idea for me and my husband to see my grandson at the moment as it upsets him and she needs to sort things out with him at home. I am very upset about all of this. It feels so heartbreaking that I can't see him.

2. My long term partner and father of my three girls left me in January for someone else. We have stayed amicable and friendly. But my girls are still really angry with him and find it hard when he is around. He hasn't really made much of an effort to make things up with them and can't see why they are so down on him.

My problem is since he has left my oldest two girls 15 and 13 are so nasty to each other and to me, I have done everything I can to make things right, but nothing seems to work. The oldest girl speaks to me as if I am some kind of devil and then in the next breath asks me for a lift or money and when I point out how she has just spoken to me she is off again. I know they are hurt and confused, but none of this is my fault, but they seem to be blaming me.

I am not sure how to handle this. I have tried talking to them openly like grown-ups about the situation, I have tried shouting, other people have had a word with them about the way they are and nothing seems to work.

I also think my 13 year old has been stealing money from me, I approached her about it and obviously she got really defensive. I tried to explain that if she wants anything, all she has to do is ask nicely and she knows I will get it for her. I told her that now we are on our own, we have to be able to trust each other and help each other and I am always telling them I love them.

I have suggested family counselling but they all refuse to talk to anyone. The last thing I need is for this situation to get any worse.

3. I've been with my partner now for over two years and in that time he has been a brilliant male 'role model' to my kids. They had regular contact with their real father until June 2006, when he decided he didn't want to be a father anymore and stopped seeing them and paying me money for them every month. Since then he hasn't been in contact, even though he has made out to other people that I'm stopping him from seeing them. This I would never do to my children. Recently (even though we have not encouraged them) my children who are now nearly 4 and 5 have started calling my partner 'daddy'. In my mind, my children are old enough to make their own minds up who they wish to call 'daddy' and thus has prompted me to consider letting my partner adopt my children. Can anyone give me any information on whether there are any time limits or whether the biological father has any rights to stop this. Their father is named on their birth certificates and they currently have his surname.

### ***GRAMMAR FOCUS***

#### **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.

## MODULE 2. Homelessness

### Unit 1. Help for homeless people

#### 2.1 Read and translate the text.

### HELP FOR HOMELESS PEOPLE

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

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

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



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

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

## **2.2 Read and memorize the active vocabulary.**

threaten-погрожувати household

household- господарство, родина

vulnerable- вразливі

disability- інвалідність

emergency- надзвичайної ситуації, критичне становище

council's own stock- власні акції Ради

## **2.3 Answer the questions.**

1. Who are the people threatened with homelessness and intentionally homeless?
2. What duties do local authorities have to the homeless, above all young people?
3. How do they assess the applicants?
4. What is "the priority need group"?
5. How do local authorities arrange the housing?

## **2.4 Fill in the gaps with the following expressions.**

<i>unemployment _a vicious cycle _a way back _self-esteem_ putting a roof_ to hold on to a place _addressing the factors_ drug dependency.</i>
--

Why tackling homelessness is so important Tackling homelessness is about much more than simply ..... over someone's head.

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

– relationship and family breakdown;

- debt and ... .. ;
- mental health problems;
- alcohol or .....

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

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

**2.5 Read John’s story. Are following statements true or false? Correct the false ones.**

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

**John’s story**

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

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

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

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

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

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

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

### **GRAMMAR FOCUS**

#### **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. 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.

### 3. 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 5<sup>th</sup>. 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.

### 4. 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.

## MODULE 2. Homelessness

### Unit 2. Senior Citizens

#### 2.1 Read and translate the text.

#### SERVICES FOR OLD PEOPLE

There is no one social device designed to meet all the needs of old people. Society has accepted responsibility for seeing that their needs are met in a piecemeal fashion; tackling the most obvious needs first, those for **financial provision**, medical care and residential accommodation. A considerable part of the total range of need is met through the basic social services of **income maintenance**, health and housing and personal social services.

In special **welfare services** for the aged voluntary organizations play a prominent part. This fragmentation of concern for the aged is sometimes criticized, but clearly when we are considering a particular group of people, like the aged, rather than a particular problem like **sickness**, it would not be possible, or desirable, to provide all that is needed through one statutory service. The aged, like any other group, have special needs which arise because they are aged, but they share the basic needs of all human beings. It is quite **appropriate** that they utilize the health services and income maintenance services which are provided generally, and also utilize the special services provided particularly for them.

A fundamental need of the aged is for adequate financial provision since the vast majority is unable to earn their living. People should be helped to provide for their own needs in old age by **contributing** throughout their working life to a pension scheme. This method of financing old age is widely practiced through the means of private insurance and **occupational superannuation** as well as that of statutory national insurance.

Old people make considerable use of the full range of services provided under **the National Health Service Act**. Even if those who are living in institutions are excluded, it is estimated that one half of old people under seventy-five and about two-thirds of those over seventy-five are suffering from **a long-standing illness** in addition to normal minor ailments. Large numbers of the elderly suffer from some degree of disability or **impairment** of physical or mental function. General practitioners spend a good proportion of their time with elderly patients. Many GPs cooperate closely with the community health services which are particularly valuable for the old. Despite the GPs and domiciliary medical services many old people have to enter hospital for **treatment or care**.

Clearly if old people are to continue to live alone they need not only the support of **domiciliary health** and social care services but also suitable premises.

Size, location and quality of housing are important to all people, but clearly the old, with their reduced mobility and increasing frailty, have a special need of **decent accommodation**.

## **2.2 Read and memorize the active vocabulary.**

**financial provision**- фінансове забезпечення

**income maintenance**- підтримання рівня доходу

**welfare service**- служба соціальної допомоги

**occupational superannuation** -професійна пенсія

**the National Health Service Act**- закон про Національну службу охорони здоров'я

**a long-standing illness**- тривала хвороба

**impairment**- порушення

**treatment or care**- лікування або догляд

**domiciliary health**- домашнє здоров'я

**decent accommodation**- гідне житло

## **2.3 For each statement below choose a) true, b) false, c) doesn't say.**

1. A considerable part of the total range of need is met through the basic social services of income maintenance, health and housing and personal social services.
2. Old people make considerable use of the full range of services provided under the National Social Services Act.
3. A fundamental need of the aged is for adequate communication with their relatives.
4. Large numbers of the elderly suffer from some degree of disability or impairment of physical or mental function.
5. It is quite appropriate that they utilize the health services and income maintenance services which are provided generally.

## **2.4 Fill in the correct word(s). Use the word only once.**

***Social, need, considerable, old, insurance, illness, to earn, to live, quality, decent, medical***

1. ...age
2. ... accommodation
3. ... device
4. ...services
5. ... of housing
6. ...one's living
7. ... alone
8. ...part
9. fundamental ...

## 10. long-standing ...

### 2.5 Answer the questions.

1. What part do voluntary organizations play in special welfare services for the aged?
2. What is a fundamental need for the aged?
3. What is also important for old people?
4. What do old people suffer from?
5. What methods of financial provision do they have in UK?

### 2.6 Read the story of a woman and talk about her life.

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

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

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

again. I think that I made the right decision to come to the home.”

## 2.7 Write a composition on topic “Becoming old – how can we help?”

### GRAMMAR FOCUS

#### 1. 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 30<sup>th</sup> 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.

## MODULE 3. Employment and unemployment

### Unit 1. Kinds of unemployment.

#### 3.1 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.

### **3.2 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

exclusion – недопущення, виключення

opt – вибирати, робити вибір; надавати перевагу

marginal – маргінальний; незначний

### **3.3 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?

### 3.4 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

### 3.5. 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 **1**..... has levelled off. There has been a further **2**..... in the number of people claiming Jobseeker's Allowance benefit. The number of job vacancies **3**..... . 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 **4**..... 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 **5**..... .

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 **6**..... by 23,000 over the quarter but increased by 133,000 over the year, to reach 1.69 million.

### 3.6 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.

### 3.7 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.

### 3.8 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 **1**..... outside reasonable travelling distance of your home. If, however, you are **2**.....or transferred you can be required to transfer to anywhere in the United Kingdom or **3**..... .

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 is **4**.....on a permanent, full time basis and is **5**..... .

**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 **6**..... on the Healthy Relationships Programme and Treatment Manager

on the Healthy Relationships Programme. To contribute to regimes research as 7..... by the Senior Psychologist including managing regime surveys, analysis and 8..... of reports for the Senior Management Team.

### **GRAMMAR FOCUS**

#### **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. 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.

#### 4. 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.

#### 5. 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)

#### 6. 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.

#### 7. 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.

### 8. Fill in the gaps with the verbs in the past perfect continuous

1. Emily was angry. She .....with her parents for an hour.
2. Hannah felt sick. She .....chocolates all afternoon.
3. Allan had a headache. His baby sister .....for half an hour.
4. Emily was frightened. She .....a horror film for half an hour.
5. Simon was confused. He .....to win the game for hours.
6. John was very tired. He .....his article all night.

## MODULE 3. Employment and unemployment

### Unit 2. Welfare state'.

#### 3.1 Read the text and translate it.

#### WELFARE STATE

The term 'welfare state' **implies** that the state has assumed responsibility for the welfare of its individual members and for the removal of, or at least the **tackling of**, the major problems of society. The state does indeed concern itself with most of the major aspects of life and of human need. It does try to see that people can work, be educated, live in **pleasant** houses and environments, have medical attention when they require it and receive care and help if they have special handicaps. **To that extent** it is a welfare state.

The historical development of **social policy** shows that we concerned ourselves about different problems at different times and acted upon them in different ways, and only gradually did **the scope** of state concern for welfare become reasonably comprehensive, and almost consistent in its **approach**. The phrase 'the welfare state' has only been used since the Second World War; a result of the remarkable spate of post-war social legislation, creating some new social services and involving the wholesale reorganization of others. One of the most significant features of this

reorganization was that, in some of the major areas of social policy, the principle of universal provision was firmly adopted. That is, that services should be **available** to all.

The principle of **universality** was not, of course, applied in every sphere of social action. It was never, for example, assumed that the state should actually provide houses directly for everyone, although **the public housing** sector has grown considerably since the war. The principle was adopted, however, on a wide enough scale for it to mark **a new era** in social policy, and to **occasion** the widespread use of the term 'welfare state'. It is seen most clearly in the National Insurance Scheme of 1946 which brought **basic income** maintenance services to all members of the community irrespective of income levels; in the National Health Service Act which in 1948 made free comprehensive **health care** available to everyone; and in the 1944 Education Act.

None of these acts initiated new social services, but they were all **a significant point** in the development of social policy because of the universal scope of their **coverage**. Social services are sufficiently important in financial and **administrative** terms and in the ways in which they affect the social and economic structure of society that they can themselves bring about radical change in social organization. We can agree that **poverty** should be eradicated from a civilized, relatively affluent society – but some people feel that the state should go further and use social policy as a means of effecting greater **equality**, while others accept the existing unequal distribution of resources as natural and necessary for a thriving society.

### **3.2 Read and memorize the active vocabulary to the text.**

- 1. comprehensive adj.** 1. thorough; broad, including a lot or everything; teaching pupils of all abilities in the same school.
- 2. concern v.** 1. to be about; to be of importance or interest to; 2. have an effect on.
- 3. consistent adj.** 1. continually keeping to the same principles or course of action; 2. having a regular pattern.
- 4. eradicate v.** 1. to put an end to something bad or undesirable; 2. get rid of completely.
- 5. insurance n.** 1. agreement by contract to pay money to someone if something, esp. misfortune, such as illness, death, or an accident, happens to them; 2. money paid to an insurance company in order to make or keep such a contract.
- 6. irrespective adj.** 1. without regard to.
- 7. legislation n.** 1. a law or set of laws; the act of making laws.
- 8. removal n.** 1. an act of removing (taking away).
- 9. scale n.** 1. a set of numbers or standards for measuring or comparing;
- 10. significant adj.** 1. of noticeable importance, effect or influence; 2. having a special



meaning.

**11. thrive v.** 1. to develop well and be healthy, strong, or successful.

**12. widespread adj.** 1 existing, happening, etc., in many places or among many people.

**3.3 For each statement choose a) true, b) false, c) doesn't say.**

1. The principle of universality was applied in every sphere of social action.
2. The phrase “welfare state” has only been used since the Second World War.
3. The principle of universal provision means that services should be available to all.
4. The state doesn't concern itself with most of the major aspects of life and of human need.

**3.4 Read the text and answer the questions.**

1. What are the problems of social administration?
2. What problem is the most important?
3. What does the word “selectivity” mean?
4. What are the views of political parties to this problem?
5. What is the difference between private and state sector?

**3.5 Fill in the correct word(s) from the list below. Use the word only once.**

*Welfare, war, social policy, pleasant, members, sphere, features, administrative, society, distribution*

- 1) a new era in...
- 2) ...state
- 3) ...terms
- 4) ...houses
- 5) Second World...
- 6) significant....
- 7) individual....
- 8) ....of resources
- 9) affluent...
- 10) every...

**3.6 Read the stories and describe what helps Maria and Claire to do their work better.**

**Maria** has restricted vision and works as a receptionist in a social services department. Every month she attends a departmental meeting in a room away from her workstation. The minutes of the meeting are usually printed in 12-point type which Maria cannot read without her desktop magnification aids. The secretary prints

out the minutes for Maria in 36-point type which she is able to read in the meeting room with just her glasses. This simple adjustment is very effective in preventing the disadvantage that would otherwise occur.

**Claire** has a learning disability and is unable to read. She works as a cleaner in a residential home for older people. During her induction training it became clear that she found it hard to tell which cleaning material was which. Her supervisor created a system of marking the bottles of cleaning fluid with different colours and buying cleaning cloths in the same colours.

Claire knew to use the bottle with the yellow spot and yellow cloth to clean the toilet, the bottle with the blue spot and the blue cloth for the bathroom sinks, the bottle with the pink spot and the pink cloth for the furniture, and so on. This was a very effective method for Claire and an easy step for the employer to take. Claire's confidence has grown as she is valued at work for the first time. She enjoys work and being part of the team.

### **GRAMMAR FOCUS**

#### **1. 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?

## MODULE 4. Disabilities

### Unit 1. Physically disabled people.

#### 4.1 Read the following text and answer the questions.

1. What are physically disabled people?
2. Are the needs of each person similar?
3. What is one common need for all handicapped?
4. What are the disabilities?
5. What is the difference between a disability and a handicap?

#### SERVICES FOR PHYSICALLY DISABLED

The terms physically disabled and physically handicapped cover people with a wide range of disabilities: the blind and partially **sighted**, **the deaf and hard of hearing**, people with congenital deformities, those who have suffered serious injury, those who suffer from crippling diseases such as arthritis, tuberculosis, organic nervous disorders, and so on. Clearly the needs of each person, and the problems they present, will differ, according to the nature and severity of the disability and according to the individual's personality and social and economic situation. But all the physically handicapped have one need in common – the need to be helped to overcome their disabilities and live as near normal life as possible, being a part of, and **contributing to**, the life of the community.

It is perhaps useful, in considering the problem, to differentiate between a **disability and a handicap**. It is possible within limits, to assess a physical disability. Blindness can be ascertained, the degree to which a person suffers from loss of hearing can be measured, and the extent to which an injury or **disease** is physically disabling can be assessed in a fairly precise manner. But the extent to which a given disability will handicap a person in education, work, social relationships, **enjoyment of leisure**, etc, will depend on his social as well as his clinical state, and on the timing of the disability. If a person is born severely disabled he will need a great deal of help in overcoming the effects of the disability, but he will possibly be able to **adjust** to it better than the person who has enjoyed perfect health and a full, normal life and is

suddenly injured or crippled by disease. If someone has acquired skills in early life for a job involving considerable strength and mobility he will be more handicapped in finding work if he becomes wheelchair-bound than someone similarly afflicted who has qualifications and experience in a field which allows him to do a sedentary job demanding **intellectual skills**. Similarly, the person who has a great love of music might find blindness less of a handicap in obtaining pleasure than would the person who had a passion for football.

Various factors will strongly affect the extent to which disability leads to handicap, primarily the **ability** of the disabled person and his family to cope with disablement. The family may encourage **independence**, or they may stifle it, the individual may rise to the **challenge** but may equally be overcome with bitterness and **despair**. It is still difficult to indicate the size of the problem of physical disability in England, as there are no exact records. At present they have to rely on several sources of information, which sometimes overlap, and which definitely leave great gaps.

The total picture is incomplete, partly because not everyone who is disabled is necessarily in receipt of a pension or special welfare service and many of the lists of those on the disabled persons employment register, for example, include those with **mental** handicap as well as those with physical disabilities.

#### **4.2 Read and memorize the active vocabulary to the text.**

sighted, the deaf and hard of hearing- зрячий, глухий і слабочуючий

contributing to -сприяючи

disability and a handicap- інвалідність, фізичний недолік

disease -захворювання

enjoyment of leisure- задоволення від дозвілля

adjust- пристосовувати

intellectual skills- інтелектуальні навички

ability- здатність

encourage independence- заохочувати незалежність

challenge- виклик

despair- відчай.

#### **4.3 Correct the statements, where necessary.**

1. The extent to which a given disability will handicap a person in education, work, social relationships, etc, will depend on only on his social status.
2. It is not necessary to differentiate between disability and handicap.
3. The needs of each person will be the same.
4. It is possible within limits to assess a physical disability.
5. All physically handicapped have a lot of needs in common.

#### 4.4 Translate the following sentences paying attention to the forms of the infinitives.

1. Although it is not possible to give any exact statistics of the physically disabled, it is possible to give some indication of the problems they face.
2. Voluntary effort has already been mentioned, but a further comment is required to underline the very large contribution of voluntary agencies in this field.
3. A further logical step is to consider the provision of specially adapted housing.
4. At present the local authorities have a duty to provide residential accommodation if this is required for anyone who needs it by reason of age or infirmity.
5. To overcome this discrimination public education is needed.

#### 4.5 Insert the correct words.

1. The terms (**psychologically, physically**) disabled and physically handicapped cover people with a wide range of disabilities.
2. It is perhaps (**useless, useful**) to differentiate between a disability and a handicap.
3. (**Various, the same**) factors will strongly affect the extent to which disability leads to handicap.
4. The person who has a great love of music might find (**injury, blindness**) less of a handicap than would the person who had a passion for football.
5. At present they have to (**depend on, rely on**) several sources of information.

#### 4.6 Fill in the correct word(s). Use the word only once.

*Various, physical, life, economic, partially, state, sedentary, manner, exact, to assess*

1. ... a physical disability
2. ...job
3. ...factors
4. clinical...
5. ... disability
6. ... sighted
7. ... records...situation
8. precise...
9. normal...

#### 4.7 Give a short summary using the key words.

**Key words** - *Physically disabled - Physically handicapped*

- *The needs of each person*
- *Overcoming the effects*

- *Wheelchair-bound*
- *Affect the extent*

#### 4.8 Fill in the gaps with the following expressions:

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

#### **Social care services – direct payments and individual budgets**

People with 1..... are taking more 2..... of their own services. This is really important to help people live 3..... Individual budgets are also helping. Direct payments are when people are given money to pay for 4..... they need themselves. They can choose what services to spend the money on. They can pay people to give them 5..... they want, in the way they choose. Individual budgets are when people are told how much money there is for services and support for them. People say what services they really want and need. They do not have to pay 6..... themselves if they do not want to.

We said that both direct payments and individual budgets would make services 7..... . People would use the money for services they wanted – so good services would get 8..... . Services would have to listen more to what people want, otherwise they would not get any money 9. .... means supporting a person to work out what they want in their life and how services should help them do this. Services should then 10..... to give them the things they want and need. Person centred planning can help 11..... think about what they want to do when they leave school and what services they need. It can help them 12....., make friends and get involved in the area where they live.

More is being done 13..... Regional networks enable 14..... to learn from each other and share ideas.

#### 4.9 Write an essay “The problems of physically disabled”.

### **GRAMMAR FOCUS**

#### **1. Complete the sentences with the correct active or passive form of the verb in brackets.**

1. At last night's ceremony, they \_\_\_\_\_ the award to an unknown actress. (GIVE)
2. The survivors \_\_\_\_\_ by a cruise ship that \_\_\_\_\_ to be near them. (RESCUE, HAPPEN)
3. Two hours after the accident the doctor \_\_\_\_\_ him dead.

(DECLARE)

4. I remember \_\_\_\_\_ to the circus by my father. (BE TAKE)

5. The weather \_\_\_\_\_ in the next few days. (NOT IMPROVE)

6. Coffee \_\_\_\_\_ before you \_\_\_\_\_ it. (MUST ROAST, SELL)

7. The bridge \_\_\_\_\_ at the moment so it \_\_\_\_\_. (REPAIR, CANNOT USE)

8. The police \_\_\_\_\_ the victim a picture of the suspect. (SHOW) 9.

The new staff members \_\_\_\_\_ all the help they need. (GIVE)

10. That door \_\_\_\_\_ for ages. (NOT OPEN)

11. A few days ago, a judge \_\_\_\_\_ him to appear before court next month. (ORDER)

12. The Times \_\_\_\_\_ such a shocking letter before. (NEVER PUBLISH)

13. They \_\_\_\_\_ on what to do when the headmaster \_\_\_\_\_ in. (INSTRUCT, COME)

14. The vandals \_\_\_\_\_ bottles into windows and \_\_\_\_\_ a few cars. (THROW, DESTROY)

15. The new teammates \_\_\_\_\_ more time to get accustomed to the practice sessions. (SHOULD GIVE)

16. After dad \_\_\_\_\_ me to the zoo, he \_\_\_\_\_ me some new clothes at the department store. (TAKE, BUY)

17. I \_\_\_\_\_ to the party last Thursday because I \_\_\_\_\_. (NOT GO, NOT INVITE)

18. I \_\_\_\_\_ so surprised by such an outstanding performance before. (NEVER BE)

19. When we \_\_\_\_\_ out of the cinema, the bus \_\_\_\_\_ to take us home. (COME, TAKE)

20. All the papers \_\_\_\_\_ in by next Friday. (MUST HAND)

## 2. Rewrite the sentences and make them passive.

1. They are serving breakfast in the dining room.

2. They play rugby in all the Commonwealth countries.

3. You must clean your suit for the ceremony.

4. The authorities are opening the town health centre next week.

5. Nobody can beat Liverpool.

6. After John had repaired the car, he sold it.

7. Steven King wrote the book.

8. You should send the email today.

9. The doctor must examine you again.
10. The company has produced cars since the beginning of the century.
11. The Egyptians buried pharaohs in pyramids.
12. They will meet you at the train station.
13. Has everyone read the instructions?
14. The nurse reads the newspaper to the old man every day.
15. They must have left the documents behind.

## **MODULE 4. Disabilities**

### **Unit 2. Mentally Disordered People.**

#### **4.1 Answer the questions to the text.**

1. When can full care be required?
2. What concept was accepted at the beginning of last century?
3. What are the demands of mentally disordered?
4. What help is needed for mentally disordered?

### **SERVICES FOR MENTALLY DISORDERED**

**Mental illness** and **mental subnormality** are grave social problems. Any form of mental disorder is a serious handicap to the individual since it can involve great suffering and prevent him or her from living a full and **satisfying life**. But the social problem posed by mental disorder is a particularly awkward one: on the one hand, facilities for care and treatment are necessary and on the other, some form of control may be required, because the more **serious states** of mental illness and sub normality involve some **failure** to live a responsible and **well-ordered life** which confronts to the demands of society. For the protection of society some form of control of the mentally disordered is needed and great care has to be taken, since control means some infringement of **individual liberty**, to ensure that the control is not abused, and also that it does not clash with the other needs for care and treatment.

The needs of the mentally disordered vary as much as their disabilities. Treatment is necessary as far as the advance of medical and psychological knowledge permits. In some cases this will involve hospitalization. If the disorder is severe the patient may also require full care and, **very occasionally**, physical control. In many cases mental disability will prevent a person benefiting from normal education or from **earning a living** and therefore special education and **financial help** will be needed, even if care in an institution or home is not actually needed. For those who are able to work special help might be needed in finding suitable employment or



creating a sheltered **working environment**. But the needs of the mentally handicapped are perceived differently at different times according to prevailing attitudes towards mental disorder and the extent to which it is understood.

At the beginning of last century it was generally accepted that the care and control of the mentally ill and sub normal should be a **public responsibility**. But little was known of the nature and causation of mental disorder and so provision for treatment was minimal. Today, however, we tend to emphasize the value of care within the normal community wherever possible. This change of policy, which reflects a growing understanding of the nature of mental disorder, and the development of the social services generally means that we perceive the needs of the mentally handicapped in a different light.

We are now attempting to provide care on a **community** rather than an institutional basis, on the assumption that it is good to retrain the mentally handicapped within the community as far as possible and help to rehabilitate and re-integrate those who have had to go into hospitals for treatment. So today we see the needs of the mentally handicapped as demanding a **wide range of facilities**: homes, centres, clinics and so forth, linked by a body of **trained social workers** and places within a tolerant, accepting and truly caring community.

#### 4.2 Read and memorize the active vocabulary to the text.

mental illness- психічний розлад

mental subnormality -психічна ненормальність

satisfying life- задоволення життям

serious state- серйозний стан

failure-невдача

very occasionally- дуже зрідка

well-ordered life- добре впорядковане життя

earning a living- заробляти на життя

working environment- виробниче середовище

a public responsibility- громадська відповідальність

a community- спільнота

a wide range of facilities- широкий спектр послуг

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

- |              |                                    |
|--------------|------------------------------------|
| 1. confront  | a) to place emphasis on            |
| 2. benefit   | b) the action of causing something |
| 3. emphasize | c) to continue to exist            |
| 4. causation | d) lack of order                   |
| 5. prevail   | e) to stop something happening     |

- |             |                                    |
|-------------|------------------------------------|
| 6. tolerant | f) to behave unnaturally           |
| 7. disorder | g) lacking skill in moving         |
| 8. prevent  | h) anything that brings profit     |
| 9. pose     | i) showing or practicing tolerance |
| 10. awkward | j) to face bravely                 |

**4.4 Fill in the correct word(s) from the list below. Use the word only once.**

*Full, the value, care, special, the advance, disorder, attitudes, society, understanding, light.*

1. provide...
2. prevailing... ..
3. ....care
4. the protection of... ..
5. ....education
6. growing...
7. in a different...
8. mental...
9. as far as...
10. emphasize...

**4.5 Underline the correct word.**

1. The needs of the mentally disordered **vary\**differ as much as their disabilities.
2. At the **end\**beginning of last century it was generally accepted that the care and control of the mentally ill and sub normal should be a **private\**public responsibility.
3. The social problem posed by mental disorder is a(n) **special\**awkward one.
4. In some cases this will involve rehabilitation\hospitalization.
5. We tend to emphasize the value of care **outside\**within the normal community wherever possible.

**4.6 Correct the statements where necessary.**

1. The needs of the mentally disordered don't vary as much as their disabilities.
2. Special education sometimes is needed for mentally disordered people.
3. Today we don't emphasize the value of care within the normal community.
4. If the disorder is severe the patient may also require partial care.
5. Any form of mental disorder is a serious handicap to the individual.

**4.7 Give a short summary of the text, using the key words.**

**Key words**

*Mental illness*

*Posed by*  
*Protection of society*  
*Special help*  
*Public responsibility*

## **GRAMMAR FOCUS**

### **Mixed Tenses**

#### **1. 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.

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

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

**B** I was calling to ask if you'd like to go out after we 1) ...(finish) work tomorrow or if you 2)..... (want) to watch a video instead. Call me back as soon as you 3)... (get) in. I'll wait until I 4) ..... (hear) from you.

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

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

**3. In the following passage, put the verbs in brackets into a suitable (active or passive) tense and put any adverbial expressions in the correct place. The first one has been done for you.**

I must admit that Maria's English (1) *is improving* (improve) every day. Three weeks ago she (2).....(manage) to book us on to the Portsmouth to Santander ferry at the local travel agent's. The night before we (3).....(be) due to leave, she (4)..... (ring) me up to remind me to be on time. 'Don't forget the train (5).....(leave) at 7.35 and if we (6).....(miss) that, we (7).....(miss) the ferry top!' she said.

'Of course I (8).....(get) there on time,' I replied, somewhat annoyed. 'You're the one who (9).....(always turn up) late for things!'

Surprisingly, we both (10).....(arrive) at the station in time (11).....(catch) the train. We (12)..... (sit) on the train for about ten minutes when we realised, to our horror, that it (13)..... (go) in the wrong direction! We got off at the next station where a ticket seller informed us that there (14).....(not be) another train to Portsmouth until 8.45. We explained that we had to catch the ferry at 10 o'clock. 'Well, if (15).....(be) you,' he said, 'I (16).....(catch) the coach. That should get you to Portsmouth

before the ferry (17).....(sail). But you (18).....(have) to hurry, it (19).....(leave) the bus station in about five minutes!

We shot off like lightning despite the heavy rucksacks on our backs and jumped on the coach just as the driver (20). .....(shut) the doors. We (21).....(just collapse) in our seats with a sigh of relief, when the driver announced, 'Sorry everyone but the motorway (22) ..... (still repair) so we (23)..... (not get) to Portsmouth until 9.45.' We groaned in despair. That gave us only fifteen minutes to get to the ferry terminal. We arrived at Portsmouth bus station at 9.40 and jumped straight into a taxi. 'The Santander ferry terminal and please hurry,' I shouted, 'or it (24).....(go) before we (25).....(get) there!' To our astonishment, the taxi driver calmly switched off the engine and turned round. (26).....you (not hear)?' he said, smiling, 'the ferry workers (27)..... (come) out on strike last night!' 'Oh no!' I cried in disbelief. 'If only I (28)..... (listen) to the news this morning!'

### Список літератури

1. Barker R. The Social Work Dictionary. 2nd ed. Silver Spring: NASW Press. 1991.- xv, 287 p.
2. New Encyclopaedia Britannica. - Chicago, Auckland, London, Madrid, Manila, Paris, Rome, Seoul, Sydney, Tokyo, Toronto: Encyclopaedia Britannica Inc., 1994.- V. 1-29.
3. Ж.Г. Жигунова. Англо-русский словарь терминов по социальной работе. - Омск: Издательство ОГМА, 2003.- 68 с.
4. <http://en.wikipedia.org/wiki/Addiction>
5. <http://en.wikipedia.org/wiki/Poverty>