

**Міністерство освіти і науки України
Національний університет “Чернігівська політехніка”**



English for International Social Work

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 № 14
від “29” грудня 2022р.

English for International Social Work. 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., Кормільцина С.Ю. Чернігів: ЧНТУ, 2022. – 43 с.

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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 лексикою, підготують їх до спілкування іноземною мовою у професійному середовищі. Різноманітність та варіативність завдань сприятимуть реалізації диференційованого та індивідуального підходів до студентів.

MODULE 1. EUROPEAN SOCIAL NETWORK

Unit 1. Social Services in Europe



SOCIAL SERVICES IN EUROPE

The network, our values and our mission ESN's mission is to help our Members change the lives of the most vulnerable in our societies through the delivery of quality social services. To achieve this the European Social Network (ESN) brings together people who are key to the design and provision of local public services across Europe to learn from each other and contribute their experience and expertise to building effective social policy. Social services protect children and young people, empower families and communities, help people with disabilities live more independently and care for people in the later years of life. Social services also have a diverse and evolving set of responsibilities going beyond traditional social work boundaries into employment, health, housing, education and regeneration. They have been key to the development and delivery of social welfare in Europe and are a pillar of the European social model.

An Information Network In a constantly changing world, social services need the tools to understand how European and national policies impact on their services. With our European expertise and network of contacts, ESN is able to communicate and interpret new European policy trends. Drawing on policy intelligence from our Members we also connect to an interlinking agenda at the national and regional level. Through online news services, events, working groups and personal networking, ESN Members engage with the major social and economic challenges facing social services and learn about innovative responses in social care practice.

A Learning Network Europe-wide learning among social directors and care professionals is at the heart of what we do. Our Members know that good practice exchange and development inspires improvements in the services which are vital to helping vulnerable people. ESN's working groups and events together with our online services provide opportunities for practitioners to share and develop good practice.

Members also make their own contacts at our events allowing the learning to continue in other ways, e.g. through exchange visits.

An Engaged Network Policy-makers have to provide European and national policy responses to the challenges which social services face every day at a local level. The policy responses to issues such as community deprivation or child poverty ultimately impact on local services and so on the people and communities social services are committed to helping. ESN develops practice-led policy statements and reports, contributes to consultations, participates in EU events and networks with key decision-makers, bringing to the European and national policy process the unique perspective of public service providers.

European Social Services Conference The European Social Services Conference is our flagship event and a unique learning and networking opportunity which is open to everyone with an interest and attracts over 400 delegates. The Conference is built on partnerships with our Members, the EU Presidency country and other national and international bodies. The Conference’s headline themes such as demographic change, equal opportunities and community cohesion are captured and explored in a rich and varied plenary, workshop, exhibition and social networking programme.

A European and International Profile Many different institutions and bodies shape the social policy agenda in today’s interconnected world. ESN works closely with the European Commission, the European Parliament and national governments besides other stakeholders in the social policy field. We represent social services in high-level EU conferences and invite representatives of EU institutions and other European organizations to our events. ESN also benefits from good working relationships with international bodies such as the World Health Organisation and the Council of Europe, with which it has consultative status.

European Social Network <http://www.esn-eu.org/>

GLOSSARY

delivery	доставка
to achieve	досягати
provision	положення
expertise	експертиза
to empower	уповноважити
a boundary	межа
employment	працевлаштування
health	здоров'я
housing	житло

education	освіти
pillar	стовп
tool	інструмент
to impact on	впливати на
trend	тенденція

LANGUAGE NOTES

Note the difference in English between the words *policy* and *politics*. *Policy* refers to a course or principle of action adopted by a government, political party or a business. *Politics* is the study or the practice of the art of government. Compare these examples: *The government's education policy is to raise student fees at universities. He's studying politics at university as he plans to be a politician.*

The English word *care* corresponds to various Italian translations: *She takes good care of her father. Italy is renowned for a high standard of healthcare. The child was placed in care for her protection. It can be hard to get medical care on nights, weekends and holidays.*

The verb *to practise* is used for learned professions e.g. medicine and law: *He practises dentistry.* Related nouns are *practice*: *His veterinary practice is very successful* and *practitioner*: *My GP (General Practitioner) is a very competent doctor.*

The term *flagship* is also used as an adjective to mean “most prestigious or important”: *Gap's flagship store in Italy is in Via del Corso in Rome.*

The word *unique* differs from more common words like *only* or *sole* as it also has connotations of being special. Compare these examples: *I had a unique opportunity to study at Cambridge University. My only job opportunity was to work in a bank.*

COMPREHENSION

1. What is the main goal of the ESN?
2. How does the ESN reach this goal?
3. How do the Members develop good practice?
4. What is the role of social policy makers?
5. Tick (✓) the issues mentioned in the text:
 - a. immigration

- b. disabilities
- c. ageing
- d. jobs
- e. mental health
- f. education
- g. substance abuse
- h. gender equality

VOCABULARY

Exercise 1. Match each term with the correct definition.

social policy	social issues	social justice	social welfare	social work
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1. _____ : a professional and academic discipline committed to the pursuit of social welfare, social change and social justice.
2. _____ : matters which directly or indirectly affect members of a society and are considered to be problems or controversies.
3. _____ : guidelines, principles, legislation and activities that affect the living conditions conducive to human welfare.
4. _____ : a type of financial or other aid provided to people in need, generally provided by the government.
5. _____ : the idea of creating a society based on equality and solidarity, that values human rights, and recognizes human dignity.

Exercise 2 International conferences are one way professionals keep in touch throughout Europe. Complete the sentences with the appropriate word.

badges	delegates	gala	plenary	secretariat	venue	workshops
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The annual conference will be held in the London Hotel. Situated in the city centre, this is a perfect _____ to meet. There will be three keynote speakers who will give their _____ talks in the Auditorium every morning. In the afternoon we will divide into small groups for _____. All _____ will register with the _____ when they arrive and can pick up their conference _____ at the front desk. The _____ dinner will take place on the final evening.

Exercise 3 Complete the sentences with the appropriate word to form compounds with the word *working*.

class	group	holiday	relationships	week
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1. The maximum an employee should work in an average working _____ is 48 hours. 2. A working _____ was set up to discuss changes to social services policy. 3. Volunteers can enjoy an exciting working _____ abroad while assisting important environmental and community projects. 4. According to a survey of social attitudes, 57% of adults in the UK claim to be working _____. 5. If there are positive working _____ within a business the workforce tends to be happier and therefore more productive.

MODULE 1. EUROPEAN SOCIAL NETWORK
Unit 2. Report on Social Services of General Interest



EU REPORT ON SOCIAL SERVICES OF GENERAL INTEREST

Generally, health and social services play a significant role in the economies and societies of the EU Member States. They meet essential social needs, generate employment on a large scale and contribute significantly to GDP. Yet, at the moment, their importance varies widely across the EU. Their economic, social and employment potentials are clearly underdeveloped in certain Member States. Public perceptions show that, as a result, social needs are insufficiently met and expectations are frustrated.

Yet, irrespective of the extent of their development, health and social services in all Member States have come under serious pressures as an effect of the economic and public budget crisis. The contracting economy has caused both the need and the demand for services to rise and, at the same time, significantly constrained the financing basis in public budgets.

When analysing the features of employment in the health and social services sector compared with the rest of the economy, it appears that workers in these services

are generally better skilled than in the economy as a whole.

Despite the large proportion of highly-skilled workers, the bigger share of non-standard working hours and the difficult working conditions, wage levels have declined in relative terms, and are now below the average for the EU-27 economy. This is in line with the findings of many studies on the gender pay gap, showing that sectors with higher shares of female employment are characterised by low wages.

Possible consequences of these trends are that it will become more difficult in the future to attract qualified employees in this sector and this, coupled with the ageing of the health workforce, could lead to staff shortages or to a reduction in the quality of health and social services, at the very moment when these services are most needed, because of the current economic and financial crisis. Other challenges for this sector are the ageing of the population, as well as the changes in gender roles and household composition that will lead to an increasing demand for health and social services in all the EU Member States. Beyond these general trends, the impact of the crisis is particularly visible in terms of both reduction in social expenditure and increased demand.

Creating more secure, better skilled and better paid jobs and fulfilling the growing demand for services in a cost-effective way will require the development of comprehensive strategies in which EU-facilitated policy learning and transfer of best practices can play an important role. These strategies must be coordinated with sustained efforts to improve the working conditions and professional development of workers in the health and social services sector through a broad range of measures. Such measures include the development of more efficient learning schemes for acquiring, certifying and recognising qualifications in health and social services, better career prospects and job security, on-the-job training and opportunities for learning and personal improvement as well as more convenient salary packages and working conditions

GLOSSARY

to play a role	грати роль
significant	значний
underdeveloped	недорозвинений
irrespective (of)	незалежно (від)
extent demand for	ступінь попиту на
to rise (rose, risen)	підніматися
to constrain	стримувати
feature	особливість

skilled	кваліфікований
as a whole	в цілому
findings	знахідки
gap	розрив
ageing	старіння
shortage	дефіцит
to lead (led, led)	вести
expenditure	витрати
cost-effective	рентабельний
facilitated	сприяли
range	діапазон
to acquire	придбати
convenient	зручний

LANGUAGE NOTES

The word *yet* has two different grammatical functions. As an adverb it is generally placed at the end of a phrase or sentence: *Have you finished yet?*

As a formal conjunction, *yet* is similar to *however*, and *nevertheless*. It is often placed at the beginning of a phrase or sentence: *She was ill. Yet she managed to go to work.*

GDP is the abbreviation of *Gross Domestic Product*.

Note the irregular plural forms: *crisis* > *crises*, *basis* > *bases*. Other words that have the same irregular forms are *analysis*, *hypothesis*, *synthesis*, *thesis*.

The term *household* is used in demographic studies to refer to all the people who occupy a housing unit. There are two major categories of households: *family nonfamily*: *Istat has published a survey on a sample of 6,000 households resident in Italy with at least one foreign member.*

On-the-job training takes place in a normal working situation, using the actual equipment, documents or materials that trainees will use when fully trained

COMPREHENSION

Choose ONE of the following alternatives.

1. The article focuses specifically on ...

- a. the differences in the development of the social services in EU Member States.
 - b. the impact of reduced spending on staff in the social services.
 - c. difficult working conditions in the social services.
2. As a result of the current economic crisis, there will be ...
 - a. more demand for social services.
 - b. less demand for social services.
 - c. increased expenditure for social services.
 3. Workers in the health and social services are often ...
 - a. more proficient than workers in other economic sectors.
 - b. less proficient than workers in other economic sectors.
 - c. as proficient as workers in other economic sectors.
 4. Reduced spending on workers' salaries could result in ...
 - a. attracting unqualified employees.
 - b. older employees.
 - c. fewer qualified employees.
 5. In order to promote improved services cost-effectively, the Report recommends that Member States should ...
 - a. develop the best possible processes for supporting worker training.
 - b. transfer workers from one country to another.
 - c. introduce stricter measures for employing workers.

VOCABULARY

Exercise 4 Morphology. The prefixes *under-* and *over-* are used to convey the meaning “too much” or “too little”: *Their potentials are underdeveloped.* Complete the sentences with the appropriate word.

underpaid overworked underfunded undereducated overpopulated

1. A person who has too much to do is _____.
2. A person who has not had enough schooling is _____.
3. A project that does not receive sufficient money is _____.
4. A country that has a great number of inhabitants can be _____.
5. A person who does not earn enough is _____.

Exercise 5 Employment. Choose the most appropriate alternative.

1. He earns a living **wage / salary**, but has to work 72 hours a week.
2. We need a reference from your former **employee / employer**.

3. I'm looking for a new **work / job** in the banking sector.
4. I have a nice job, but the **pay / income** is appalling.
5. She **trained / prepared** as a social worker at college.

Exercise 6 Complete the sentences with the correct form of the word in brackets.

1. The _____ of good quality services is important. (*to provide*)
2. The _____ of an industrial base is critical for that country. (*to develop*)
3. Millions of people live in _____ throughout the world. (*poor*)
4. The government has made the right _____ regarding education funding. (*to decide*)
5. The project involves international _____ between countries. (*partner*)

WRITING

Definitions

A text may require the definition of a term. This can be done in several ways:

- a. by function (what the thing does or how it works): *A charity is an organization that helps people in need.*
- b. by structure (how the thing is organised or put together): *A charity is a particular type of voluntary organization that is regulated in the UK by the Charities Act (2006).*
- c. by analysis (comparing the thing with another, illustrating the differences): *Unlike non governmental organizations (NGOs), charities must register with the Charity Commission; they get certain tax advantages, but must also have their accounts inspected by the Commission.*
- d. by derivation or origins: *The word charity entered the English language through the Old French word *charité* which was derived from the Latin *caritas*.*
- e. by what the term does not mean: *A charity is not an organization established for a political purpose.*

Exercise 7 Write a definition for each of the following terms.

1. a social worker
2. on-the-job training
3. working conditions
4. an NGO

5. the EU

DISCUSSION

The countries of the European Union are very diverse in terms of history, culture, economics, politics, and language. What are some advantages and disadvantages of a European social services network? Some topics you might like to discuss are:

- Models of social services: Scandinavian model, family care model etc.
- Professional training for social workers
- International assistance
- Common issues – different responses

MODULE 2. Child Welfare Unit 1. Child trafficking



CHILD TRAFFICKING

ILO, UNICEF and the Global Initiative to Fight Human Trafficking (UN.GIFT) launched the ‘Training manual to fight trafficking in children for labour, sexual and other forms of exploitation’ on 15 September 2009. It is one of the few manuals on trafficking that specifically focuses on children, includes a focus on labour issues, and is geared towards training. It is comprised of textbooks for self study and an exercise book with a menu of assignment options that trainers can choose from for tailor-made training courses. It also includes a facilitators’ guide for use by those facilitating training. The manual addresses the needs of governments; workers’ and employers’ organizations; and NGOs and international agencies working at the policy and outreach level. [...]

Trafficking in children is a global problem affecting large numbers of children. Some estimates have as many as 1.2 million children being trafficked every year. There is a

demand for trafficked children as cheap labour or for sexual exploitation. Children and their families are often unaware of the dangers of trafficking, believing that better employment and lives lie in other countries.

Child trafficking is lucrative and linked with criminal activity and corruption. It is often hidden and hard to address. Trafficking always violates the child’s right to grow up in a family environment. In addition, children who have been trafficked face a range of dangers, including violence and sexual abuse. Trafficked children are even arrested and detained as illegal aliens.

Some facts:

- UNICEF estimates that 1,000 to 1,500 Guatemalan babies and children are trafficked each year for adoption by couples in North America and Europe. - Girls as young as 13 (mainly from Asia and Eastern Europe) are trafficked as “mail-order brides.” In most cases these girls and women are powerless and isolated and at great risk of violence.
- Large numbers of children are being trafficked in West and Central Africa, mainly for domestic work but also for sexual exploitation and to work in shops or on farms. Nearly 90 per cent of these trafficked domestic workers are girls.
- Children from Togo, Mali, Burkina Faso and Ghana are trafficked to Nigeria, Ivory Coast, Cameroon and Gabon. Children are trafficked both in and out of Benin and Nigeria. Some children are sent as far away as the Middle East and Europe.

GLOSSARY

<p>to fight (fought, fought) exploitation to focus on geared towards a comprised of to choose (chose, chosen) tailor-made to address to affect cheap environment</p>	<p>воювати (бився, воював) експлуатації зосередитися на орієнтований на складається з вибирати (вибрав, вибрав) на замовлення адресувати впливати дешевий навколишнє середовище</p>
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illegal alien	нелегальний іноземець
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LANGUAGE NOTES

The International Labour Organisation (ILO) is responsible for drawing up and overseeing international labour standards. The term Non Governmental Organisations (NGO) is normally used to refer to organisations that do not form part of the government and are not conventional for-profit business.

Outreach (assistenza) is formed from the verb + preposition *to reach out*. Other similar words are *output, outbreak, outcome*.

To grow up is an intransitive verb (crescere, maturare): *I grew up in England before moving to Greece*. The noun *grown-up* is synonymous of *adult*: *Grown-ups should protect vulnerable children from exploitation*. *To grow* is a transitive verb: *He grows tomatoes in his garden*. It can also be used as an intransitive verb to describe trends:

The price of petrol has grown rapidly this winter. *Alien* is a legal term referring to a person who is not a citizen of the country in which they live. *Resident aliens* are officially permitted to live in the country and *illegal aliens* live in the country unlawfully.

A *mail-order bride* is a woman brought from another country to be married, usually in return for payment to a company that makes such arrangements.

COMPREHENSION

Say whether the following statements are True or False.

1. The manual is designed to help people combat trafficking.
2. The manual is the first to talk about child trafficking.
3. The manual is structured to train different types of people.
4. Families are informed about the dangers of sending children to other countries.
5. 1.2 million girls are trafficked every year.

VOCABULARY

Exercise 1 Match the words from the text in column A to their synonyms in column B.

- | | |
|--------------|------------------|
| A | B |
| 1. lucrative | a. international |

- | | |
|--------------|---------------|
| 2. domestic | b. weak |
| 3. global | c. profitable |
| 4. powerless | d. work |
| 5. labour | e. home |

Exercise 2 Complete the sentences with the appropriate word.

crimes exploitation molester pornography victims

1. Child/Human Trafficking is one of the fastest growing _____ in the world.
2. Child _____ is a serious problem in the United States right now.
3. The global market of child trafficking at over \$12 billion a year with over 1.2 million child _____.
4. 300,000 children in the U.S. are at risk every year for commercial sexual _____.
5. An average serial child _____ may have as many as 400 victims in his lifetime.

Exercise 3 The construction *as....as* is used to measure and compare things that are of similar proportion. Use the expressions in the box to complete the sentences.

as soon as as little as as many as as long as as much as

1. Save the Children warns that _____ 1 million children may have been displaced because of the earthquake.
2. Social services will help abandoned children _____ they have sufficient funding.
3. A human trafficker can earn _____ 20 times what he or she paid for a child.
4. Children in Haiti are being sold for _____ 76 pence each. 5. Vulnerable children need to be given independent guardians _____ possible.

MODULE 2. Child Welfare
Unit 2. ECPAT International



ECPAT INTERNATIONAL

In 1990, researchers at a tourism consultation in Thailand first exposed the degree to which child prostitution was increasing in many Asian countries. The consultation ended with a determination to take action, and ECPAT – End Child Prostitution Child Pornography and Trafficking of Children for Sexual Purposes – was established as a three-year campaign focusing on ending the ‘commercial’ aspect of sexual exploitation of children.

Vision Realisation of the right of all children to live free of child prostitution, child pornography and child trafficking for sexual purposes.

Mission

ECPAT International is a global network of organisations and individuals working together for the elimination of child prostitution, child pornography and the trafficking of children for sexual purposes. It seeks to encourage the world community to ensure that children everywhere enjoy their fundamental rights free and secure from all forms of commercial sexual exploitation.

Who we are

The ECPAT network is composed of ECPAT groups based all over the world; the International Board, elected by the International Assembly; and the International Secretariat. In 1996, the network consisted of 17 groups. By 1999, it had grown to 53 groups and, in 2007, there are over 80 groups in more than 70 countries. ECPAT groups are very diverse: some are large coalitions of NGOs; some are small groups composed of individuals. Some groups have activities covering a wide range of CSEC issues while others concentrate on only one aspect.

The International Secretariat is the administrative and coordinating unit of ECPAT International and is based in Bangkok, Thailand. Every three years, the ECPAT groups meet at the International Assembly, which is the highest decision-making body of the

organisation. The International Board, composed of eight regional representatives from all continents, together with an independent Chairperson, Treasurer, Secretary and Youth representative, are elected at the Assembly and normally serve for three years.

ECPAT works to build collaboration among local civil society actors and the broader child rights community to form a global social movement for protection of children from sexual exploitation. Its membership reflects the richness and diversity of experience, knowledge and perspectives that arise from working in widely different contexts.

ECPAT groups are involved in implementation of various initiatives to protect children at local levels, while the Secretariat provides technical support and information, and holds workshops and other educational forums to extend and exchange knowledge among groups in different countries. It also represents and advocates on key issues at the international level on behalf of the network.

GLOSSARY

first	спочатку
degree	ступінь
to end	закінчувати
right	правильно
purpose	мета
to seek (sought, sought)	шукати (шукав, шукав)
to ensure	забезпечити
to serve membership	обслуговувати членство
to arise (arose, arisen)	виникати (виник, виник)
to advocate	захищати
on behalf of	від імені

LANGUAGE NOTES

CSEC is the abbreviation of the term *Commercial Sexual Exploitation of Children*.

Civil society is the part of society that consists of organizations and institutions that help and look after people, their health and their rights. It does not include the government or the family.

An economic *actor* can be an individual, a household, a firm, or a country. Many speakers of English maintain that the correct plural of *forum* is the original Latin form *fora*. However, the English plural form *forums* is more common today.

Formula is another word that can take two plural forms: *formulae* in technical contexts and *formulas* in more everyday contexts.

COMPREHENSION

1. Why was ECPAT established?
2. What is its main purpose?
3. How are ECPAT groups different?
4. Who makes up the International Board?
5. What is the function of the ECPAT Secretariat?

VOCABULARY

Exercise 4 International organisations are run by professional staff members. Match each term with the correct definition.

accountant	board	chairperson	secretary	treasurer
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1. A _____ presides over meetings of a group and acts as its head.
2. A _____ is a body of elected or appointed members who jointly oversee the activities of a company or organization.
3. A _____ is responsible for the finances and for generating income.
4. A _____, or administrative assistant, is a person whose work consists of supporting management.
5. An _____ helps to ensure that firms are run efficiently, public records kept accurately, and taxes paid properly and on time.

Exercise 5 Complete the sentences with the correct form of the word in brackets.

1. His _____ of guilt was taken into account by the judge. (*to admit*)

2. You may make an _____ by phoning the call center and speaking to an operator. (*to appoint*)
3. The International Day for the _____ of Racial Discrimination is 21st March. (*to eliminate*)
4. “No taxation without _____” was one of the slogans of the American revolution. (*to represent*)
5. Their _____ before the Board was very formal. (*to appear*)

Acronyms are special kinds of abbreviations that can be pronounced as words, such as NASA (National Aeronautics and Space Administration).

Initialisms are made from the first letter (or letters) of a string of words, but are read letter by letter, for example FBI or CIA.

Exercise 6 Use a dictionary to find out what these common acronyms stand for. Practise reading each acronym, then write them out in full.

UNESCO _____

NATO _____

OXFAM _____

UNICEF _____

ERASMUS _____

WRITING

Describing

Compound adjectives may be formed with a noun, adjective or adverb and a present participle or a past participle:

on-the-job training a decision-making body an EU-facilitated policy

Exercise 7 Complete the sentences with compound adjectives.

1. The worker is highly skilled. He is a _____ worker.
2. The work on this project never ends. The work is _____.
3. Profits this year have broken all records. Profits are _____.
4. The consequences of these actions reach far. They are _____ consequences.
5. Goods are often made by hand. They are _____ goods.

Many compound expressions contain numbers. *The campaign lasted three years* can also be written as *It was a three-year campaign*. Note that the plural noun used as an adjective loses its plural form.

Exercise 8 Complete the following sentences as shown above.

1. The Poor Law was passed in the 19th century. It is a _____ law.
2. The training course lasts 40 hours. It is a _____ course.
3. The report is 200 pages long. It is a _____ report.
4. The girl is 10 years old. She is a _____ girl.
5. The project will continue for 5 years. It is a _____ project.

DISCUSSION

Official Italian statistics reveal that thousands of women and children are trafficked into Italy for purposes of prostitution, organised crime and begging. Consult the Italian ECPAT website (<http://www.ecpat.it/>) and discuss the measures available.

Some issues you might like to explore are:

- the special residence permit
- the prohibition of deportation of children
- the assisted return
- the shelters
- the social programmes
- the right to access to a court
- the telephone hotline

MODULE 3. Migration

Unit 1. Rights on the line: Human Rights Watch.



RIGHTS ON THE LINE: HUMAN RIGHTS WATCH

Many governments' immigration policies and protection gaps expose migrants to abuse, Human Rights Watch said in a report today in advance of International Migrants Day, December 18, 2010. The abuses include labor exploitation, violence, trafficking, mistreatment in detention, and killings, yet the nations involved offer limited recourse to seek justice, Human Rights Watch said.

The 48-page roundup of Human Rights Watch reporting on violations of migrants' rights in 2010, "Rights on the Line: Human Rights Watch Work on Abuses against Migrants in 2010," includes coverage of Africa, Asia, Europe, the Middle East, and the United States.

"Migrants are consistently among those at highest risk of abuse, but also among those least likely to have access to services or justice," said Nisha Varia, senior women's rights researcher at Human Rights Watch. "Many governments make things worse with policies that aggravate discrimination or make it hard for migrants even to approach authorities for help."

More than 215 million people live outside their country of birth, according to the United Nations. International migration helps fuel economies across the globe. The World Bank estimates that migrants sent home more than US\$440 billion in 2010, \$325 billion of which went to developing countries.

Many countries rely on migrant workers to fill labor shortages in low-paying, dangerous, and poorly regulated jobs. Human Rights Watch documented labor exploitation and barriers to redress for migrants in agriculture, domestic work, and construction in Indonesia, Malaysia, Kazakhstan, Kuwait, Lebanon, Saudi Arabia,

Thailand, the United Arab Emirates, and the United States. Immigration sponsorship systems in many countries give employers immense control over workers and lead to migrants being trapped in abusive situations or unable to pursue redress through the justice system.

“Governments have begun to address abuse of migrant workers, including with strengthened employment contracts and labor law provisions,” Varia said. “But these reforms have been slow and incremental, and governments have fallen especially short when it comes to making sure migrants know about and benefit from such changes.”

Human Rights Watch also found that men, women, and children can risk their lives to cross borders, and may face abuse while in no-man’s lands between border checkpoints, on the high seas, or at the international zones of airports. For example, Egyptian border guards shot dead at least 28 migrants attempting to cross the Sinai border into Israel in 2010. Human Rights Watch research on Italy, Libya, Hungary, Slovakia, Ukraine, Greece, Spain, and the European Union documented border control policies that flout international standards, fail to screen and provide appropriate services for vulnerable populations such as unaccompanied children, asylum-seekers, and trafficking victims, or subject migrants to poor conditions in detention. [...]

“The list of abuses against migrants in 2010 is long and grim,” Varia said. “Governments need to jump-start the pace of reforms to avoid another year filled with abuses and injustices.”

Human Rights Watch called on governments to focus during 2011 on improving protections for migrants, including ratifying the International Convention on the Rights of All Migrant Workers and Their Families. Human Rights Watch also urged governments to:

- Ensure that immigration and labor policies are designed to facilitate documented migration and do not disproportionately punish those without proper documents;
- Reform labor laws to extend comprehensive labor protections in poorly regulated types of employment often dominated by migrants, including domestic work and agriculture.
- Establish effective monitoring and complaint mechanisms, including translation services as needed, rigorously investigate complaints of abuse, irrespective of an individual’s migration status, and take steps to resolve labor disputes and criminal proceedings in a timely manner;

- Establish legally enforceable standards to govern conditions of detention including access to medical care, and strengthen oversight to prevent and respond to abuses;
- Conduct independent reviews of expulsion policies and ensure that those subjected to forced removals have a right to appeal, based on individual review that does not discriminate on grounds of ethnicity or nationality;
- Develop comprehensive national strategies and strengthen international cooperation to combat trafficking, including access to services and rehabilitation for survivors.

GLOSSARY

gap in advance of	розрив заздалегідь
roundup	облава
coverage	покриття
according to	згідно з
to fuel	до палива
redress	відшкодування
sponsorship	спонсорство
to pursue	переслідувати
redress	відшкодування
labor law	трудове право
to fall short	не встигати
border	кордону
no-man's land	нічийна земля
checkpoint	контрольно-пропускний пункт
to shoot (shot, shot) dead	застрелити на смерть
to flout	зневажати
to screen	екранувати
grim	похмурий
to jump-start	стрибати
complaint	скарга
enforceable	підлягає виконанню
oversight	нагляд
removal	видалення
right to appeal	право на оскарження
on grounds of	на підставі

survivor	ТОЙ, ХТО ВИЖИВ
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LANGUAGE NOTES

The word *abuse* can be translated in different ways: *physical abuse, sexual abuse, drug abuse, alcohol abuse, verbal abuse.*

If something is “on the line” it is exposed to a chance of loss or damage: *He put his job on the line when he told the boss that he was wrong.*

The verb *to watch* means “to observe carefully or continuously”. As a noun, it is used also to refer to surveillance or guarding: *In the Neighbourhood Watch programme community members keep a look-out for neighbours and report suspicious activities to the police.*

High seas is a term used to refer to oceans and seas outside of national jurisdiction. In international law, the Latin term *mare liberum* is often used to refer to oceans and seas open to vessels of all nations; *mare clausum* refers to a oceans and seas under the jurisdiction of one nation and closed to all others.

The verb *to fail* means “to be unsuccessful”: *He failed his exam. To fail to do something* means “to omit”: *The health care system can sometimes fail to meet patients’ needs.*

Convention in this context refers to an international treaty or agreement on a specific subject. It can also mean a formal meeting or conference: *UNESCO’s Annual Convention on “Innovative Practices in ICT in Education” was held in Bangkok last year.*

The adjective *poor* means “with little wealth”. It can also mean “lacking in quality or inferior”: *a poor result = a bad result.* Therefore *poorly regulated jobs* are badly regulated.

The adjective *timely* means “at exactly the right time”: *The fight ended only with the timely arrival of the police.* The phrase *in a timely manner* means “as quickly as is reasonable in a particular situation”.

COMPREHENSION

1. What is the subject of the Human Rights Watch report?

2. What does it say about government migration policies?
3. Does international migration help or impede developing country economies?
4. What kind of work do migrants generally carry out?
5. What does the report advise governments to do as regards migrants who may be expelled?

VOCABULARY

Exercise 1 Morphology. The prefix *mis-* conveys the idea of “wrong” or “badly”. *To mistreat (mistreatment)* means “to treat badly”.

Complete the sentences with the appropriate word.

advised	understanding	conduct	management	taken
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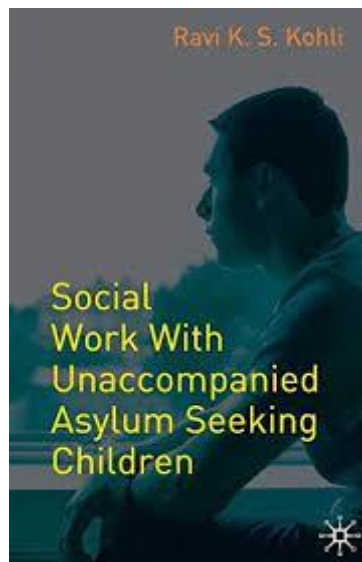
1. You can be sacked for gross mis_____ like drinking at work or subjecting people to racial abuse.
2. Constant monitoring and control at every stage prevents project mis_____ and can save time and money.
3. We were mis_____ by the experts and made several bad decisions.
4. Dyslexia is a learning disability that is often mis_____ for laziness.
5. Mis_____ is likely to happen when there are significant cultural differences between people.

Exercise 2 Choose the correct preposition.

1. The whole country will benefit **for / from** the new recycling plant.
2. Immigrants often rely **from / on** temporary jobs.
3. According **to / at** a poll, most Americans believe the government should block illegal immigrants at the border.
4. The Migration Advisory Committee will report **in / on** Family Migration to the government.
5. Undocumented immigrants should have access **at / to** health care, says a medical organisation in San Diego.

MODULE 3. Migration

Unit 2. Social Work with Unaccompanied Asylum-Seeking Young People.



SOCIAL WORK WITH UNACCOMPANIED ASYLUM-SEEKING YOUNG PEOPLE

In the UK there are currently some 5,000 unaccompanied asylum-seeking young people who are being looked after or supported by local authorities. Many of them are cared for by social workers who are legally obliged to ensure that they receive the same quality of care and protection that indigenous young people with similar needs would receive. In some respects these young people present a fresh version of familiar challenges and dilemmas for social workers. Separation and loss are fundamental parts of any unaccompanied child's story, as for many young people that social workers care for. Providing care and protection to unaccompanied asylum seekers from overseas, however, presents a number of additional, different challenges.

Many of them have faced, and still face, great uncertainties: in relation to their past, often as suddenly uprooted migrants; in the present, as young people who may not always receive high quality substitute care; and in the future, as asylum applicants waiting to hear about their bid for citizenship. They have to survive in an unfamiliar context, with strange habits, rules, language and customs. Their families may have sent them far away to escape danger, leaving the young people with a complex and sometimes burdensome message about what their families think about them. The young people may or may not know what they have to do for themselves. The stages of arrival, settlement and achieving citizenship may test their resilience in profound ways as they integrate into new environments and move away from the old.

Achieving citizenship is not enough. They may, like other migrants, have been urged by their families to succeed academically and financially. Unlike economic migrants,

however, their asylum claims may be jeopardized by revealing any economic sub-text to their flight. They may have learned to present the simplest, most acceptable version of their reasons for flight and thus may become silent about the complex circumstances of their departure. Social workers need to ask themselves: - How can we learn about an unaccompanied asylum seeker's life before separation? - How should we deal with silence? - How can we meet the needs of unaccompanied minors for a family, a social network, health care, education and a durable sense of self worth? - Do we know enough concerning the legal, political and research issues related to refugees? - How can we plan for resettlement, reunification with families of origin, or, where necessary, repatriation? Current evidence suggests that the chronic uncertainty about getting refugee status so dominates the lives of unaccompanied young people that it undermines their confidence about the future. Social workers familiar with the need to think about threats of social exclusion for young people leaving care are faced with the additional challenge of denial of citizenship for at least some of their unaccompanied young people.

GLOSSARY

asylum-seeking	шукач притулку
need	потреба
loss	втрата
from overseas	з-за кордону
uprooted	викорчований
applicant	заявник
bid	пропозиція
to send (sent, sent)	відправляти
to escape	втікати
danger	небезпека
burdensome	обтяжливий
settlement	поселення
to achieve	досягати
to test	перевіряти
resilience	стійкість
to urge	спонукати
to succeed	досягти успіху
claim	позов
to jeopardize	поставити під загрозу
sub-text	підтекст

flight	політ
reason	причина
departure	відправлення

LANGUAGE NOTES

The phrase *some 5,000 people* is one way of expressing an approximate quality. Other such words are *about, roughly, approximately, around: Last year, in the US, about 9.6 million immigrants came from Mexico, approximately 1.9 million from China and around a million from Canada.* The word *circa*, usually abbreviated to *c.* or *ca.*, usually refers to a date: *My grandfather immigrated to New Zealand in circa 1900.*

The word *like* is used for comparisons: *He acts like a professional* (Agisce come (da) professionista). Note also the opposite *unlike: They are quite unlike each other* (Non si assomigliano affatto).

The modal auxiliary verb *may* is used to express possibility: *Their families may have sent them far away.*

The term *minor* is used to refer to a person under the age of majority.

The word *evidence* is generally used as an uncountable noun: *There is a lot of evidence against him.* The word *proof* is also mainly used as an uncountable noun: *Do you have any proof of identity?*

COMPREHENSION

Choose ONE of the alternatives.

1. The article deals with the problem of young migrants who wish to ...
 - a. repatriate.
 - b. become British citizens.
 - c. find a job.
2. The problems of young migrants are ...
 - a. the same as the problems of young people in general.
 - b. more complex than those of young people.
 - c. difficult to ascertain.
3. One of the greatest problems for young migrants is ...
 - a. the continuous feeling of insecurity.

- b. to integrate into society.
 - c. to do well academically.
4. The phrase “economic sub-text” refers to the young migrant’s ...
 - a. reasons for leaving their country of origin.
 - b. past history.
 - c. real economic position.
 5. The writer believes in general that social workers should try to ...
 - a. reunite the young migrants with their families of origin.
 - b. find a balance between the general and specific needs of the young migrants.
 - c. understand the young migrant’s material needs.

VOCABULARY

Exercise 4 Morphology. The suffix *-ship* is used to create an abstract noun from a concrete noun. Complete the sentences with the appropriate noun. citizenship membership ownership partnership relationship

citizenship membership ownership partnership relationship
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1. The European Union’s _____ grew to 27 in 2007.
2. In a business _____ one or more businesses work together to share profits and losses.
3. Property _____ laws may vary widely among countries.
4. He has applied for British _____.
5. Ask our experts for _____ advice.

Exercise 5 Complete the sentences with the correct preposition.

about (x2) after for with

1. Young immigrants need to learn how to look _____ themselves.
2. Social workers hear _____ very shocking experiences the young migrants have had.
3. Young immigrants need to be cared _____.
4. It is hard to deal _____ new customs and a new language.
5. Sometimes immigrants don’t know _____ the services available for them.

Exercise 6 Match the terms with the correct definition taken from the UNESCO glossary of migration related terms.

Asylum seekers

Immigrants

Internally displaced persons

Refugees

Slaves

1. _____ leave their country because they have no other choice and fear for their own life or safety or that of their family.
2. _____ are those forced to move within their own country because of war, persecution or environmental disasters, rather than cross national borders.
3. _____ are people whose have reached another country and have submitted or will submit claims for refugee status.
4. _____ are people who move from one place to another to live, and usually to work, either temporarily or permanently.
5. _____ are owned or controlled by another person, their movements are restricted and they are not free to leave or change their employer.

WRITING

Modifying Connectives: Contrasting There are several ways of combining two opposing or contrasting statements.

1) Asylum-seeking young people are looked after by local authorities.

2) They may not always receive high quality substitute care.

but (general and informal)

Asylum-seeking young people are looked after by local authorities, *but* they may not always receive high quality substitute care. *however* (more formal and emphatic)

Asylum-seeking young people are looked after by local authorities. *However*, they may not always receive high quality substitute care.

although/though + *subject* + *verb* (concession)

Although asylum-seeking young people are looked after by local authorities, they may not always receive high quality substitute care. Asylum-seeking young people may not always receive high quality substitute care *although* they are looked after by local authorities.

despite (in spite of) + *noun/pronoun/gerund* (emphatic concession)

Despite the fact that asylum-seeking young people are looked after by local authorities, they may not always receive high quality substitute care.

Despite asylum-seeking young people being looked after by local authorities, they may not always receive high quality substitute care.

Exercise 7 Join these pairs of sentences using one of the connectives above. 1. Britain spends £946 a year on health care per person. The health service is inadequate. 2. The number of patients has risen to 14 million a year. The number of nurses is dropping. 3. Waiting times for treatment are short. Almost 500 patients a year die waiting for treatment. 4. More people with AIDS are being cared for at home. Doctors are not always happy about this. 5. People with AIDS are often more comfortable at home. It creates a lot of work for the family.

DISCUSSION

Thousands of people apply for asylum in Italy every year. Find out the answers to the following questions and discuss with a partner whether the procedures and treatment are sufficient. If not, what more could be done?

Who can apply for asylum in Italy?

What are the rights of asylum seekers?

What are asylum seekers not entitled to?

What happens if an applicant is not recognized as a refugee?

MODULE 4. Gender Equality

Unit 1. A European Parliament Resolution.



A EUROPEAN PARLIAMENT RESOLUTION

The current economic, financial and social crisis is having disastrous repercussions for employment, living conditions and our societies at large. Women have been severely affected by the crisis, particularly in terms of their working conditions, their access to employment, their place in society as a whole and gender equality. The Commission rightly listed, in its 2010 annual report, the remaining challenges we have to address regarding gender equality as we emerge from the crisis.

Your rapporteur stresses the need for a targeted response addressing the real effects of the crisis on women, which concerned, first and foremost, female employment. As a whole, women's employment was affected later than men's because women make up the majority of the workforce in sectors that were initially more resistant to the crisis (health, education, social welfare, etc.). The effects on these sectors, however, could well prove longer lasting, thus making women's employment less secure than men's. Women have therefore been hard hit in terms of their working or recruitment conditions and access to employment and could see their circumstances get worse if specific measures are not implemented quickly. Indeed, women remain relegated to part-time work on fixed-term contracts with often insufficient pay and are, for the most part, at a disadvantage on the labour market. Gender equality in employment needs to become an established reality, rather than merely a trend. It is therefore important that the governments of the Member States and the Commission continue to implement gender equality policies and refrain from reducing the budgets earmarked for them.

However, the crisis should not be seen from a wholly negative perspective. It should be seen as a chance for governments to ask the right questions and look at their policies in a new light. The crisis must be the catalyst for us to reconsider the respective roles of men and women in our societies, a process that would entail, among other things, fully incorporating gender equality into all policies. This ideal of equality should be achieved by means of concrete, lasting measures notably concerning education. Children must be familiarised with the principle of gender equality from a very early age so as to banish sexist stereotypes. Whether in the form of ongoing information programmes, awareness-raising campaigns or guiding boys and girls away from sectors traditionally reserved either for men or for women, education and training for young people is the key to equality.

Your rapporteur would also like to stress the importance of the role of women in decision-making positions, which are traditionally the preserve of men. Whether on the boards of publicly listed companies or in the world of politics, women must be able to attain posts in line with their skills. Although often better qualified than men, women are sometimes denied access to positions of responsibility, leading to a mismatch between their levels of training and their status.

There is also a need to strengthen the gender dimension in the fight against poverty. As 2010 is the European Year for Combating Poverty, particular attention should be paid to the most vulnerable groups of women. Specific measures should be taken to stop women vulnerable on account of a disability or their status as immigrants or minorities

falling into precarious situations, and to facilitate their integration into society. Your rapporteur therefore advises the Commission that a significant part of the EU strategy on Roma inclusion should concern the integration of Roma women.

The promotion of equality also involves combating violence against women. All forms of physical, sexual or psychological violence, however serious, must be combated and condemned. Combating gender-based violence entails launching awareness-raising campaigns and teaching children and young people about the horrors of this violence. Condemning gender-based violence entails defining it in the eyes of the law and ensuring that the punishment fits the crime. For example, acid attacks are a form of violence that is still regrettably prevalent in certain Member States. Taboos continue to be associated with certain forms of violence in our societies. Information on these forms of violence is scarce and there is, therefore, little awareness of their psychological or physical consequences which are, however, considerable.

GLOSSARY

to list	перераховувати
rapporteur	доповідач
targeted	цілеспрямовано
to make (made, made) up	складати (виготовляти, складати) до
to hit (hit, hit)	вдарити (вдарити, вдарити)
recruitment	підбір персоналу
fixed-term	фіксований термін
to earmark	виділяти
lasting	тривалий
to banish	виганяти
ongoing	що триває
to stress	підкреслити
preserve	зберегти
mismatch	невідповідність
to strengthen	зміцнити
to advise	радити
to concern	турбуватися
to entail	тягнути за собою
to fit	підходити
regrettably	нажаль

LANGUAGE NOTES

The term *rapporteur* (derived from French) is used in international and European legal and political contexts to refer to a person appointed by a deliberative body to investigate an issue or a situation. In this context, it refers to the author of a report prepared by a committee of the European Parliament.

The expression *first and foremost* means “first of all, most importantly”: *The priorities of the Refugee Council are children first and foremost.*

The verb *to make up* can have different meanings. In this context, it means “to compose”. It can mean “to invent”: *He made up a ridiculous story.* It can also mean “to apply cosmetics”: *She made herself up very carefully.*

The verb forms *combating* and *combated* are usually spelled with a single *t*, although the spellings *combatting* and *combatted* are also correct.

A *publicly listed company* is a company that has issued shares to the public (and thus has public ownership) and is now listed on a stock exchange.

The phrase *The punishment should fit the crime.*

The *Roma* (rom) are also known as gypsies and live primarily in Central and Eastern Europe.

The verb *to advise* translates as *consigliare* rather than *avvisare* (to inform, to warn). *Advice* is one of the several nouns that are countable in Italian but uncountable in English. They have no plural form and the verb that follows them is always singular: *His advice is always good.*

The indefinite article *a* is never used: *I'd like some advice. Have they given you any advice?* If it is necessary to specify the singular, the expression *a piece of* may be used: *He gave me a piece of good advice.*

Some other uncountable nouns in English are: *behaviour, business, furniture, information, luggage/baggage, money, music, news, progress, travel, research, work.*

COMPREHENSION

Choose ONE of the alternatives.

1. The main aim of the text is to urge governments to ...
 - a. give more jobs to women.

- b. promote equality for women in all sections of society.
 - c. make people aware of gender equality.
2. According to the text, the current crisis has hit hardest women's ...
 - a. living conditions.
 - b. employment.
 - c. position in society.
 3. Women's jobs were affected later than men's because ...
 - a. the sectors in which they worked were more secure initially.
 - b. women last longer in jobs than men.
 - c. specific measures were implemented to help women.
 4. The text recommends the European governments to ...
 - a. introduce gender equality policies.
 - b. make gender equality policies permanent.
 - c. follow gender equality trends.
 5. According to the text, the current crisis...
 - a. offers the chance for governments to examine their gender policies.
 - b. has a negative impact on education.
 - c. has a positive impact on the role of women in high level jobs.

VOCABULARY

Exercise 1 Find words in text that mean the following:

1. fairness
2. deal with
3. get rid of
4. make stronger
5. limited

Exercise 2 Complete the sentences with the appropriate word to form compounds with the word *pay*.

day	freeze	gap	rise	scale
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1. UNISON health workers have rejected a two-year pay _____.
2. The gender pay _____ is the difference between male and female earnings
3. Follow our quick advice on how to get a pay _____.
4. A pay _____ loan is a small, short-term loan that is intended to cover a borrower's expenses until his or her next pay day.

5. A range of wage levels, varying according to job title, salary or length of service, is called a pay _____.

Exercise 3 Uncountable nouns. Correct the mistakes in the following sentences.

1. We didn't earn many money working in America.
2. You are making great progresses in your English.
3. Put the luggages in the hall.
4. They gave me a useful information.
5. The news are not good.

MODULE 4. Gender Equality

Unit 2. UN says sexual discrimination is rife in Britain



UN SAYS SEXUAL DISCRIMINATION IS RIFE IN BRITAIN

British women are under-represented in Parliament, paid less than men at work and increasingly being sent to prison for committing minor offences, a report on sex discrimination has found. The report, which was published by an influential committee of the United Nations, paints a damning picture of daily life for women living in the UK who continue to fight for a fairer deal in society.

Calling on Britain to do more to improve the standing of women, the committee argues for “benchmarks and concrete timetables” to increase the number of women in political and public life and to use “special measures” to promote women to positions of leadership. Only one in five members of the House of Commons and the House of Lords is a woman.

The UN's Convention on the Elimination of All Forms of Discrimination against Women is also critical of what it describes as “gender segregation” in the workplace. In its report it says that its members are concerned about the “persistence of

occupational segregation between women and men in the labour market and the continuing pay gap, one of the highest in Europe”.

The average hourly earnings of full-time female employees amount to approximately 83 per cent of men’s earnings, according to the findings. In its report, the UN also highlights the need for greater measures to tackle violence against women and the practice of forced marriages.

Amnesty International UK highlighted the committee’s concerns about the discrimination against asylum-seekers. Liz McKean, Amnesty International’s gender policy adviser, said: “We’re delighted that the UN committee underlined the UK’s need to review its policy to protect women who are victims of violence but who currently have ‘no recourse to public funds’ because of their insecure immigration status ... We would urge the UK Government to heed the United Nations’ call to re-assess their policy so as to ensure that all women, regardless of their status, can access adequate protection and the support they need.” Amnesty said that it strongly supported the committee’s recommendation that the British Government implement a national strategy to eliminate violence against women and girls. It added: “We would urge the Government to heed the recommendations offered by the UN committee and to redress these failings.”

Although the committee acknowledges the work already done by the Government in bringing in new laws and policies to combat discrimination in public life and the workplace, the committee wants to see more being done across a broad number of issues.

It recommends: “To that end, the committee urges the state party (UK) to increase the availability of training and capacity-building programmes for women wishing to enter or already in public office.” The report also highlights the treatment of women in prison. The authors say too many women are being sent to jail for failing to pay their TV licences or committing other minor offences. The committee urges the Government to “intensify its efforts to reduce the number of women in conflict with the law, including through targeted prevention programmes aimed at addressing the causes of women’s criminality.” Specifically, the UN wants to see “alternative sentencing and custodial strategies, including community interventions and services, for women convicted of minor offences”.

GLOSSARY

rife	поширений
offence	правопорушення
to paint a picture	малювати картину
damning	прокляття
fair deal	чесна угода
standing	стоячи
benchmark	орієнтир
timetable	розклад
workplace	робоче місце
pay gap	розрив в оплаті праці
earnings	заробіток
to highlight	виділяти
to tackle	вирішувати
to urge	спонукати
to heed	прислухатися
to re-assess	переоцінити
to redress	відшкодувати
failing	невдача
to acknowledge	визнати
custodial strategy	стратегія опіки
community intervention	втручання громади
to be convicted	бути засудженим

LANGUAGE NOTES

In everyday English, *to argue* means “to exchange conflicted views in an intense way” (litigare): *I argued with my parents last night*. In formal English, *to argue* means “to give reasons in support of a certain position” (sostenere, argomentare). You can argue *for* (a favore di) or *against* (contro) an idea or position.

The expression *to that end* means “for that purpose”: *He wanted to discuss his position, and arranged a meeting to that end*.

In legal English, *party* refers to a person or organisation that takes one side in an agreement (parte). In other contexts, a *party* can be a social event (festa), a group (comitiva) or a political organization (partito).

Public Office is an official position of authority (incarico pubblico). Also *to hold office* (essere in carica) and *to stand/run for office* (essere candidato alle elezioni): *Barack Obama is the first African American to hold the office of President of the United States*.

The word *jail* is also spelled as *gaol* in British English, with the same pronunciation. A *jail sentence* is a punishment of time in jail. The verb *to sentence* means to declare the punishment: *The judge sentenced the convicted to 10 years in prison.*

The word *custody* has two principal meanings. *To be in custody* mean to be in jail. *Custody* of a minor is instead protective care.

COMPREHENSION

Say whether the following statements are True or False.

1. The article concerns the condition of women in the EU.
2. The report says that women in the UK are discriminated against in many sectors of society.
3. According to the report, not all women who are victims of violence get the help they need.
4. Amnesty International UK wants the Government to introduce new laws to fight discrimination against women.
5. The report says that too many women who commit minor offences are going to prison.

VOCABULARY

Exercise 4 Match the words from the text in column A to their synonyms in column B.

A	B
1. deal	a. wages
2. standing	b. weaknesses.
3. earnings	c. treatment
4. tackle	d. deal with
5. failings	e. position

Exercise 5 Terms related to the law. Choose the correct alternative.

1. At the **process** / **trial** the jury took two days to reach a verdict.
2. There was sufficient **testaments** / **evidence** to prosecute the thief.
3. He was found **guilty** / **wrong** by the jury.
4. Civil courts do not deal with criminal **disputes** / **arguments**.
5. The judge **charged** / **sentenced** him to 10 years' imprisonment.

Exercise 6 To bring. Complete the sentences with the correct word.

about back up out together

1. The death of their child brought them closer _____.
2. The government wants to bring _____ the death penalty.
3. It is not easy to bring children _____.
4. His time in gaol brought _____ the worst in him.
5. The campaign brought _____ a change in the law.

WRITING

Exercise 7 Rewrite these sentences making them “politically correct”, changing the words in italics.

1. The first *men* lived in caves.
2. The *firemen* put out the fire while the *policemen* held back the crowd.
3. The *head mistress* of every school is responsible for *her* students.
4. *He* who laughs last laughs longest.
5. *Each individual* must have the opportunity to go as far as *his* ability will take *him*.

DISCUSSION

Is sexual discrimination rife in Italy? Discuss the issue with a partner. Consider some of the following areas of life, and how the current situation could be improved:

- education
- the work place
- family matters
- politics



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