

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ЧЕРНІГІВСЬКА ПОЛІТЕХНІКА»

English for social workers

**Методичні вказівки
з англійської мови професійного спрямування
до самостійної роботи для здобувачів другого (магістерського) рівня вищої
освіти спеціальності 231 «Соціальна робота»**

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English for social workers. Методичні вказівки з англійської мови професійного спрямування до самостійної роботи для здобувачів другого (магістерського) рівня вищої освіти спеціальності 231 «Соціальна робота» / укл.: Н. В. Гагіна, О. В. Лось, С. В. Литвин – Чернігів : НУ «Чернігівська політехніка», 2023. – 67 с.

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ВСТУП

Методичні вказівки з англійської мови професійного спрямування для здобувачів освіти ОКР «Магістр» спеціальності 231 «Соціальна робота» передбачають самостійне опанування здобувачами освіти тем, що стосуються основних понять соціальної роботи, зокрема, зв'язку соціальної науки з іншими соціальними дисциплінами, ролі комунікації, побудови взаєностосунків у галузі соціальної роботи, надання соціальних послуг, працевлаштування, етики соціального працівника тощо.

Розроблені навчальні матеріали спрямовані на вдосконалення здатності здобувачів освіти спілкуватися іноземною мовою в ситуаціях професійної сфери, виконувати завдання, пов'язані з фаховою та науково-дослідною діяльністю. Матеріал кожного уроку містить професійно орієнтовані тексти, вправи для закріплення лексичного матеріалу та розширення словникового запасу, письмові завдання для оволодіння вмінням реферувати тексти, готувати презентації та повідомлення з низки галузевих питань.

Запропоновані завдання дискусійного характеру, відеоматеріали, кейси, які дозволяють комплексно формувати комунікативні вміння з усіх видів мовленнєвої діяльності, розвивати такі необхідні професійні вміння та особистісні якості, як активне слухання, аналіз інформації, аргументація, вирішення складних ситуацій, емоційний інтелект, креативне та критичне мислення тощо. Методичні вказівки також містять окремий розділ з вправами для повторення граматики англійської мови. Правильність виконання завдань та сформованість комунікативних умінь може оцінюватися викладачем на практичних заняттях, консультаціях або дистанційно із залученням університетської платформи Moodle.

Unit 1

Social work and social sciences

1. Before you read answer the following questions.

What is social work?

What is social science?

2. Read the text paying attention to the word and phrases in italics.

Social work as a science

Using *theories of human behaviour and social systems*, social work intervenes at the points where people *interact with their environments*. Social science is any discipline or *branch of science* that deals with human behaviour in its social and cultural aspects. Social science, broadly speaking, provides an understanding of how the world works using social and behavioural explanations. Social work has been called a *helping profession*, a *problem-solving profession* or an *enabling profession*. The social work profession promotes *social change*, problem-solving in *human relationships*, and the empowerment and liberation of people to *enhance wellbeing*. As such, social workers are *change agents* in society and in the lives of the individuals, families, and communities they serve.

Social work is an *interrelated system of values, theory, and practice*. Social work grew out of humanitarian and democratic ideals, and its values are based on *respect for the equality, worth, and dignity* of all people. Social work bases its methodology on *evidence-based knowledge* derived from *research and practice evaluation*, including local and indigenous knowledge specific to its context. It draws on theories of human development and behaviour and social systems to analyse complex situations and to *facilitate individual, organisational, social and cultural changes*.

Social work uses a variety of skills, techniques, and activities consistent with its holistic focus on persons and their environments. Social work interventions range from primarily *person-focused psychosocial processes* to involvement in social policy, planning, and development. The holistic focus of social work is universal, but the priorities of social work practice will vary from country to country and from time to time depending on cultural, historical, and socio-economic conditions.

3. Match the following sentence halves.

- 1 Social work requires the practitioner to integrate complex and evolving knowledge...
- 2 A theory can be described as a systematic ordering of ideas...
- 3 Social work practice theories seek to explain...
- 4 When social workers practise using a particular theoretical frame they interpret the ideas through...
- 5 Practice theories that are typically used in social work...
- 6 Using theory to better understand the nature of people's problems...
- 7 A social worker could learn the method or technique...

- 8 The skilled practitioner needs to carefully and critically reflect...
9 Becoming a social worker and learning about the practice standards, values and vision of the profession...

- A a disciplinary lens that incorporates social work values, beliefs and knowledge.
B is a challenge not only for students on placement, but also for experienced practitioners in the field.
C on the application of theory in the context of practice.
D arising from evidence bases and practice theories, as well as personal, professional and cultural contexts.
E associated with a particular theory.
F will inevitably influence our thinking.
G that have been drawn from a range of knowledge sources.
H are not necessarily the sole purview of the social work profession.
I the nature of human troubles and the processes of change.

4. Write a 7-sentence summary of the text.

5. Answer the questions.

1. Why have you chosen “social work” as your future career?
2. What role do social workers play in the current political and social situation?
3. What is the present situation with social work in the world and in your country?
4. What is the future of social work in the world and in your country?

6. Read and translate the text.

Social work and its relationship to other disciplines

Social work is related to various disciplines. The areas like sociology, psychology and social policy are considered cognate disciplines of social work which has influenced social work.

Sociology and Social Work

Sociology is the scientific study of the human society. It is called the science of society. But sociology and social work differ in some aspects. In Sociology the approach to society is theoretical and theory building is its major concern. Social work on the other hand has to be practical and deal with problems. So social workers spend more time in the field with people rather than in the libraries with books. Sociological theory is based on facts drawn from complex social reality. They offer precise cause to explain social phenomena. Often these theories are of little value to the practitioner as many other factors come into play which should be taken into account to reach a realistic solution. On the other hand, sociologists find the work of social workers to be fragmented and oriented only towards the problem at hand. Another important distinction between social work and sociology is that the latter made claims to be a value free discipline.

Psychology and Social Work

Psychology is the study of mental processes and human behaviour. Being a science it uses the tools of observation, measurement and classification to study human behaviour. Along with sociology, psychology had a major influence on the social work profession. Psychology contributed a number of techniques to social work profession: behaviour modification theories, psychoanalysis techniques like dream analysis, etc.; child development with emphasis on role expectation at every stage; abnormal psychology and the various classification of mental illness; counselling psychology. Social worker often used these techniques in their practice to increase their effectiveness.

Medicine and Social Work

The social work had a strong presence in the health sector. Consequently knowledge about the various diseases, their causes, diagnosis and cure are necessary for the social worker. Social workers should be aware of the social implication of these illnesses. The impact on the family, the resources available to the client, governmental and non-governmental resources available to support the client are areas of concern for the social worker.

Psychiatry and Social Work

Social work and psychiatry have close relation, as one very important area of intervention in social work is the mental health field. Social work gained a significant amount of information from psychiatry – types of mental illness, their classification, causes, effects and treatment methods. Social workers on the other hand deal with social aspects of the illness. They mobilize resources within the community to support the patient. It may be a job from the recovered person or getting funds for his livelihood. Social worker will also help his family cope with the difficult situation they find themselves in. Social worker views the mentally as a total person rather than a patient. The cooperation of social work, psychiatrist and other health professionals are needed for the holistic treatment of the patients.

Law and Social Work

Social work and law have an important relationship. The need for knowledge of law is of paramount importance to a social worker. Social workers need the knowledge of law when they perform their roles as counsellors. Secondly, social worker as mentioned earlier performs a number of quasi-judicial functions in the correctional field, childcare, adoption and mental health field. Thirdly, in developing countries the social worker need the knowledge of law to protect the poor from the misuse of law by the powerful.

Philosophy, Ethics and Social Work

Social work is a value-based profession that deals with the life of human beings. Hence its relationship with philosophy especially moral philosophy is very important. Moral philosophy also called ethics, aims at determining ‘what ought to be’ in any given situation. In simple words it helps in distinguishing right from wrong. Social workers work with human beings and with human relationships. Often social workers are confronted with decisions that have to be ethically sound. The end cannot justify the means. Ethics provides the basis for the right action towards the client. Large sections are increasingly becoming aware of their rights and value systems are

constantly changing. Different perspectives and often contradicting are available on different issues. For example, on abortion there are number of perspectives and the question arises which is the correct approach.

7. Find the word in the text that means:

- a) all those events, trends, or reactions that take place within an established human society;
- b) a person who practises a profession or occupation, especially a practical one;
- c) the way in which one acts or conducts oneself, especially towards others;
- d) the action or process of closely observing or monitoring something or someone;
- e) the action or process of classifying something;
- f) a way of carrying out a particular task; skill or ability in a particular field;
- g) the provision of professional assistance and guidance in resolving personal or psychological problems;
- h) a likely consequence of something;
- i) a cause of anxiety or worry; a matter of interest or importance to someone;
- j) a group of people living in the same place or having a particular characteristic in common;
- k) the process of working with another company, organization or country in order to achieve something;
- l) the process of healing the whole person, mind, body and spirit;
- m) moral principles that govern a person's behaviour or the conducting of an activity.

8. Read the text and fill in the gaps with the following words and phrases:

paraphrasing, point of view, sensitively, appropriately, communication, non-verbal cues, open-ended questions, needs, unbiased, communicating, difficult times

Effective 1) ... is an extremely important part of social work. It allows social workers to discover the most important issues and 2) ... of their clients and respond 3) It also helps them discover information about their client that the client may be communicating through 4) ... and other methods. Good communication also allows social workers to empathize with clients and understand the client's 5)

Another important aspect of good communication in social work is that it enables social workers to help clients navigate through 6) Social workers can use effective communication to 7) ... discuss painful truths with clients. They can also advise clients in an impartial, 8) ... manner.

There are multiple effective communication methods that social workers can use in their work with clients, including: using 9) ... (questions that have answers that are more than one word and provide subjective information); 10) ... client expressions; interpreting the verbal and the nonverbal communication of clients; focusing the conversation on one or two pertinent topics; 11) ... with concise language

9. Fill in the gaps in the sentences with the following words:

extrovert, clarification, stick, sensible, interrupt, persuade, grapevine, hesitant, loyal, confused, wavelength, embarrassing

1. Do you get 1) ... about what to say when you feel 2) ...?
2. I could hardly whisper a word in front of everyone at the meeting. It was so 3) ...!
3. These are people who have remained 4) ... to the company for years.
4. Please, don't 5) ... her while she's working.
5. He did finally come with us, although it took a long time to 6)
6. This seems to be a 7) ... way of dealing with the problem.
7. Please, do contact me if you require further 8) ... on any of these issues.
8. I heard through the 9) ... that you and Rick are thinking of splitting up.
9. He thought I was a football fan – he must have got completely the wrong end of the 10)
10. Someone who is lively in social situations is an 11)
11. It was a difficult meeting because David and I didn't seem to be on the same 12)

10. Discuss the questions:

What other disciplines is social work related to?

What are the three main fields of social work?

11. Case study

George: Using many lenses to assess cases

George is brought to a community outpatient mental health clinic due to his parent's observation that he is "not acting like a normal 13-year-old." George's parents report that he is failing school, has no peer group, and he is often angry at home, "lashing out at this younger brother and sister."

They brought him to the clinic because they think he is suffering from the same mental illness his mother has, and the last straw was that he was found with marijuana in his bedroom. The family reports a long and detailed family history of substance abuse. And, they report that George's mother lives with debilitating symptoms of anxiety and intermittent depressive episodes.

When you talk to George, he reports "My parents are exaggerating. I have friends. And, my little brother and sister are annoying, and are always bothering me and stealing my stuff. Besides I prefer hanging out by myself."

Discussion:

What are some of the "lenses" that social workers can view this case?

Medical (Mental Health and Substance-Use)

Family context

School context

Structural context

What about the social context?

Does that matter?

How?

How might our treatment plans differ depending on which lens we use?
 How might our interventions choices differ?
 How can we maintain a focus on the social context when thinking about cases on all levels?
 (Grand Challenges Faculty Development Institute: Eradicate Social Isolation CSWE, Dallas, TX, Oct. 19, 2017)

12. Write a 200-words essay about social work in Ukraine.

Unit 2
Employment and social work careers

1. Answer the following questions.

How many times do you expect to apply for a new position during your career?
 How many times do you expect to change jobs?
 Can you explain the difference between the following pairs of words:
 a career and a profession
 a certificate and a qualification
 skills and experience

2. Complete the table with the appropriate verbs.

<i>Noun</i>	<i>Verb</i>	<i>Noun</i>	<i>Verb</i>
application	apply for	resignation	
dismissal		rejection	
increase		reprimand	
interview		rise	
offer		retirement	
promotion		shortlist	

3. Look at the information below and put the nouns from exercise 2 and from the list in the appropriate places in the stories about Angela, Ben and Sheila.

part-time job, temporary job, contract, pension, job description, job centre, redundancy, Curriculum Vitae (CV), unemployment benefit (dole)

Angela

A1 Angela prepared a summary of her qualifications and experience.

A2 She saw an ad (advertisement) in the newspaper and wrote a letter to the Personnel Department. _____

A3 She received a letter saying that she and a few others had been selected to meet managers on a certain day. _____

A4 With the letter there was a list of things that the job involves _____

A5 Angela attended a formal meeting at which some managers asked questions about her experience, qualifications, etc. _____

A6 She received a letter telling her that she had got the job. _____

A7 There was also a formal document, telling her about working hours, holidays, salary, etc. She had to sign this. _____

Ben

B1 Ben applied for a job. He got a letter back saying that he hadn't got the job.

B2 After trying several times, he went to an office where they help to find jobs.

B3 They took all his details. Later they phoned him and offered him a job just for a few weeks. _____

B4 After this job, he got another, but it only involved working for part of the day.

B5 Ben got to the age of 65, the age when employees stop working. _____

B6 Now he gets money monthly during his old age from the government and from his employers. _____

Sheila

C1 Sheila got on very well in her first job, and after a while she got a higher salary.

C2 She did so well that after a year, she was given a new job with more responsibility. _____

C3 After a while, the quality of her work was not good enough, and she was often late. She had to see the boss, who told her she was not satisfied. _____

C4 Sheila's work continued to be unsatisfactory. After another warning the boss told her that she had to leave. _____

C5 Sheila got another job, but she didn't like the work and decided that she wanted to leave. _____

C6 Sheila got a third job, but after weeks the company went bankrupt and her job came to an end. _____

C7 After several weeks without a job, she registered at a government office. They paid her a small amount of money every week. _____

4. Use the words and word combinations from the list to complete the sentences below. There is one extra word you do not have to use.

interview, job description, applicant, application, apply, candidate, CV, employment agencies, dole, job vacancies, references, short-listed, application form

Many people looking for work read the 1) ... advertised in newspapers by companies and 2) To reply to an advertisement is to 3) ... for a job. You become a 4) ... or a 5) ... You write an 6) ..., or fill in the company's 7) ... , and send it, along with your 8) ... and a covering letter. You often have to give the names of two people who are prepared to write 9) ... for you. If your qualifications and abilities match the 10) ... , you might be 11) ... , i.e. selected to attend an 12)

5. Fill in the gaps in the sentences with the words from the list. There are two extra options which you do not need to use.

redundant, retired, overtime, resigning, part-time, prospects, recruitment, sacked, promotion

1. Do you get paid extra for doing ...?
2. She was ... after repeatedly arriving late at work.
3. Five thousands miners were made ... when the tin market collapsed.
4. The ... for employment in the technology sector are especially good right now.
5. We try to fill our executive positions by ... from within.
6. There are six ...employees working here.
7. He made it clear that he was not ... from active politics.

6. Fill in the gaps in the sentences with the words from the list.

assess, income, fostering, unemployed, provide, wage, needy, insurance, facilities, handicapped, guidance

1. We can ... you with information that may help you to find a job.
2. When you fill out a health ... application and use some tools on the website, you'll need to estimate your expected
3. A ... is monetary compensation paid by an employer to an employee in exchange for work done.
4. If you lose your job or are ... you may get a social welfare payment.
5. He donated a lot of money to the ... people.
6. The examination was soon completed, for the room presented no ... whatever for escape.
7. Would you consider ... a child?
8. He has been ... since his motorcycle accident.
9. We need to ... whether or not the system is working.
10. We need more ... on how to handle these unusual cases.

7. Look at the advice for someone applying for a job. Complete the sentences using the words from the list. There is one extra option which you do not need to use.

write, will know, will receive, have written, have received, know, have sent in, send in

1. When you ... your application, include a covering letter with your CV.
2. When you ... your CV, make sure the experiences and skills you list match the job you're applying for.
3. When you ... your CV, check it for spelling and grammar mistakes.
4. When you ... your application, you will often have to wait several weeks for a reply.
5. When you don't hear anything after several weeks, you ... that your application was probably unsuccessful.
6. When you ... an invitation to an interview, start preparing for it by researching the company on the Internet.
7. When you ... that you have got the job, tell your current employer.

8. Discussion: CVs/resumes and covering letters

Why is it normal in some countries not to include photos or personal details on a CV/resume?

Should a CV really be totally honest? Do you think most people are completely honest?

Why might an employer want to know about your hobbies and interests?

Would you want to work for someone who might be prejudiced against your country of origin or religion?

Would you target each covering letter if you were applying to 30 companies?

Curriculum vitae (CV) Useful tips

1 Use wide margins and leave lots of white space. It makes your CV easier to read.

2 Use a clear, easy-to-read typeface. Don't use italics or a small type size. Be consistent with the typefaces you use.

3 Make the section headings clear and leave a clear space between sections.

4 Separate each part of your work experience and education clearly.

5 Don't assume the reader will know what some abbreviations and acronyms mean. If in doubt, use the full name.

6 Don't exaggerate your talents but don't underestimate them either. Remember to sell yourself by using positive adjectives.

7 Watch out for grammar and spelling mistakes. Do a spell and grammar check on your computer when you finish your CV and ask someone else to check it for you.

9. Answer the questions.

Tips for job interviews

Which five of these tips do you think are the most useful?

Research the company thoroughly.

Have complimentary things to say about the company and its products or services.

Be confident and enthusiastic.

Be prepared to talk about your strengths and weaknesses.

Expect questions about difficult situations you have faced, problems you have solved, etc.

Have examples of successful experiences with groups or teams.

If you talk about your hobbies, try to say something interesting and memorable (and not just 'music, cinema, travel').

Have some questions you can ask the interviewer, such as:

Can you tell me more about your training programmes?

Can you tell me how performance is measured and reviewed?

Are there possibilities of promotion for someone whose results are good?

Is the company facing any major challenges I don't know about?

10. Watch the video 'Common interview questions and answers – Job interview skills' <https://www.youtube.com/watch?v=1mHjMNZZvFo&t=107s> and write your own answers to 8 questions from the video.

11. Study and practise common social worker interview questions and answers.

1. What target group would you be willing to work with?

Employers want to know what motivates you and verify your commitment to the job of a social worker. They also want to assess your interests and your commitment to helping certain clients. Explain why you believe you could make an impact with this target group.

Example: “I am committed to helping the elderly have a better life. It is not always easy for them to find a good balance once they stop working. They are often isolated and facing financial or health challenges. I want to improve their situation. I am motivated to provide practical solutions for them and advocate when necessary for this target group.”

2. Would you be willing to visit clients in their houses?

The interviewer wants to know if you are prepared for this challenging situation. Your answer should be yes since home visits are an essential part of a social worker’s job. Let your employer know that you are prepared and express yourself with confidence.

Example: “Yes, I am mentally prepared to visit clients in their homes. I know that these situations can be risky or emotionally difficult, but I am confident enough to do it. It is the best way to get to know the clients’ real situation and provide them with the help they need. Moreover, I am not easily stressed and I can keep calm whenever a situation becomes complicated.”

3. In your experience, what kind of clients are the most difficult to work with?

With this question, your future employer will try to identify how well you can deal with demanding clients and with your stress. Answer with positivity and acknowledge the clients’ struggles to demonstrate empathy.

Example: “I think that it can be challenging to work with substance abusers. But it is also gratifying to help them fight their addiction. I am committed to motivating my clients and finding the best solution to their problems. Substance abusers have a story and I understand that I must figure out what brought them to their low point if I want to help them get better. This involves listening to them, facing emotional situations and trying different ways until it works.”

4. What do you know about vivid signs of abuse?

With this theoretical question, the employer is testing your knowledge and experience. The ability to identify the signs of abuse in a target group is a crucial competency as a social worker.

Example: “Unusual changes in behaviour, agitation or social withdrawal can be signs of emotional abuse. Bruises or black eyes are evident signs of physical abuse. Also, when the caregiver refuses to let visitors see the vulnerable individual alone, it can be a sign that something is wrong. Finally, the individual’s report of abuse is a clear sign that I will take seriously.”

5. How would you handle an aggressive client?

The interviewer wants to verify your ability to resolve conflict and demonstrate patience. This is a potentially challenging question because it could lead you to speak

in negative terms. Stay positive in your answer by expressing empathy and assuring the interviewer you can manage angry clients.

Example: “When I face aggressive clients, I first want to show them that I am with them and not against them. I listen to what they say and rephrase to make sure I understand. I know that I should not take anything they say personally, so I stay collected. I use a low tone of voice, I speak calmly and most of the time they calm down after a few minutes. It is crucial to stay relaxed to keep the situation in control.”

6. How do you balance your work and personal life?

Your interviewer knows how social work can interfere with your personal life and wants to ensure you can manage it. Emphasize your organizational skills and express your will to commit to your job.

Example: “I am well organized and used to managing my professional and personal life. I have put in place a support system to help me at home when I need to work overtime. That way, I can stay committed when I work and enjoy my free time when I am home.”

7. What are your biggest strengths in the role of a social worker?

When a prospective employer asks you about your strengths, they want to know if you have the requested qualities to perform the job of a social worker. A good social worker’s top qualities are being non-judgemental, well organized, proactive and an excellent communicator.

Example: “I know that being caring and non-judgemental is crucial to building a relationship with clients, and I possess these qualities. I am an excellent communicator. I can ask the right questions of my clients and listen to their answers, even in difficult situations. This strength allows me to make good decisions on the cases I manage.”

8. What are your most significant weaknesses in the role of a social worker?

When the interviewer asks about your weaknesses, they want to ensure you can recognize your limitations and work on them. Select a weakness that will not impair your performance as a social worker, like a lack of self-control or difficulty in making decisions. Also, be sure to explain what steps you have taken to improve.

Example: “I am so dedicated to providing a high-quality service, that sometimes I take on too much work. This is a weakness I am well aware of, so I make an effort to talk with my colleagues when my workload increases. Recently, I have become much more comfortable asking for help and delegating tasks.”

9. Why did you choose a career in social work?

The interviewer is asking you to show how much you care about social work. Explain that you care about improving other people’s lives and show your compassion and commitment to the role.

Example: “Since I was a child, I always felt fulfilled when I was able to help others. Making a difference in my community is something that drives me every day. I have required social help myself in the past—and I am forever grateful for the impact social workers made in my life. Their guidance brought me where I am today. This personal experience and my compassionate nature certainly inspired me to choose a career in social work.”

**12. What questions, in your opinion, are the most difficult to answer? Why?
Write your own answers to the questions above.**

13. Read the text and discuss the questions.

Which career most appeals to you? Why?

What do you want out of your career?

How does your choice of career affect your life?

Social work careers

Direct care worker

Primary duties: Direct care workers provide care and help to patients who cannot care for themselves because of a physical or developmental disability, age, illness or injury. They may help patients with daily living activities such as caring for personal hygiene, administering medications, completing household chores, running errands and counseling about independent living. Direct care workers also observe patients for changes in their overall health condition.

School counselor

Primary duties: A school counselor provides counseling services to students regarding topics such as personal and social development, career development, college admissions and achieving their academic goals. School counselors may work in public, private and charter schools at the elementary, middle and high school level. The specific duties of a school counselor vary based on the ages and needs of the students they serve.

Family advocate

Primary duties: A family advocate ensures the greatest number of eligible families take part in the Head Start program as is allowed by funding, creates a trusting and collaborative partnership with each family, enhances the lives of parents and guardians by making home visits and encouraging active participation in the program, maximizes the use of community resources by families in need, promotes positive growth and development of families and documents and records progress of the families.

Case worker

Primary duties: Caseworkers help at-risk individuals and families such as children from troubled homes, senior citizens and people with serious chronic or terminal illnesses. Caseworkers may make home visits, perform psychosocial evaluations, provide referrals to community resources and report abuse. They meet with their clients regularly to determine how well they are managing their circumstances and to help them cope with life's difficulties when possible.

Behavioral health technician

Primary duties: A behavioral health technician provides mental health and behavioral intervention services to patients who struggle with issues such as post-traumatic stress disorder, psychiatric disorders, developmental disorders, substance abuse and physical or emotional abuse. Behavioral health technicians work with doctors, nurses and behavior analysts to implement patient treatment plans and evaluate

and report on their patients' treatment progress.

Counselor

Primary duties: A counselor guides individuals, couples, families and groups to help them cope with and overcome issues that affect their mental health and well-being. Most counselors use a holistic therapy approach that encourages patients to discuss their emotions and experiences and helps them define their goals, gain insight and plan a course of action to reach their goals.

Counselors may work with patients on issues such as substance abuse, depression, career guidance, anger management, relationships, self-image, bullying, aging and stress. They may also refer patients to psychologists and other mental health professionals.

Child welfare specialists

Primary duties: Child welfare specialists ensure children are protected and secure by making sure they are living in an appropriate environment, receive necessary medical care and have access to schooling. Child welfare specialists often have to make tough decisions on behalf of children such as deciding whether the child needs to be removed from their home.

When a child is removed from their home, the child welfare specialist conducts interviews of potential foster and adoptive parents to find a new home for the child, schedules visitations and represents the child in all court hearings. Child welfare specialists may continually supervise the care of a child through regular home visits.

Case manager

Primary duties: Case managers work in healthcare or social service industries including family services, rehabilitation services, geriatric care, mental health care, education and nursing and acts as a mediator and advocate for their patients. Their duties may include meeting with patients and their care teams, filling out paperwork, advocating on behalf of their patients, creating or helping create care plans, making home visits and following up on the progress a patient is making in their care plan.

Addiction counselor

Primary duties: Addiction counselors offer services to individuals and groups struggling with substance abuse. Addiction counselors listen to their patients to help them identify the root causes of their addictive behavior, provide guidance on coping mechanisms and refer them to programs that can help them through recovery such as 12-step programs.

Addiction counselors may also work with families to provide support and guidance and report to courts on the progress of recovery. Addiction counselors may work in hospitals, in-patient and out-patient rehabilitation centers and halfway houses.

Crisis counselor

Primary duties: Provides help and support to individuals and groups who have recently experienced a major crisis to help them find resources, regain stability and improve their overall sense of safety and empowerment. Crisis counselors usually meet with their patients for brief periods involving less than three sessions, with each session ranging in length from 15 minutes to two hours.

The role of the crisis counselor is to provide immediate relief through the use of psychological first aid and to refer patients who need on-going treatment to long-term counselors and therapists.

Medical social worker

Primary duties: A medical social worker helps patients and their families cope with the social, financial, emotional and psychological hardships related to a diagnosis of a serious, chronic or terminal illness and educates them about patient entitlements, community resources and health insurance coverage.

Medical social workers may also provide counseling through individual or group therapy discussions. They can help advocate for their patients by promoting an understanding of healthy lifestyles, disease prevention and barriers to access within their communities.

Therapist

Primary duties: Therapists, also known as “psychotherapists”, are licensed mental health professionals who improve the lives of their patients by helping them overcome mental health illness, develop better cognitive and emotional coping skills and overcome life challenges. Therapists provide unbiased, objective, nonjudgmental and supportive guidance to help their patients identify goals, overcome challenges and achieve their goals.

Behavior analyst

Primary duties: Behavior analysts are licensed mental health professionals who use the principles of behavioral psychology to help their patients overcome social, emotional and behavioral problems caused by mental illness, injury, disability or a developmental delay. They conduct behavioral assessments, create behavior support and intervention plans based on the results of their assessments and oversee the implementation of these plans by Registered Behavior Technicians to measure the patient’s progress towards achieving their individual goals and program objectives.

Clinical social worker

Primary duties: Clinical social workers are licensed mental health professionals who provide counseling services to at-risk individuals, families, children and groups and act as an advocate for their patients by directing them to resources, services and programs. They often work closely with other social workers, doctors, nurses, teachers, counselors and psychologists.

They may assess patients and diagnose mental health illnesses, help patients identify goals, create treatment plans designed to help their patients achieve their goals and then provide counseling services as their patients work toward achieving their goals.

14. Writing

Conduct a mini-research on potential employment spheres for social workers in Ukraine. Write a report on your research findings.

Unit 3

Relationships and personal social services

1. Answer the following questions.

What are the most important relationships for you at your place of work or study or outside your place of work or study?

What skills do you need to build good relationships as a social worker?

2. Read the text paying attention to the words and phrases in italics.

How to build good relationships as a social worker

There's no doubt that building positive relationships as a social worker is essential. When it comes to *succeeding as a social worker*, professionals need to be *empathetic*, *supportive* and *socially aware*. Social workers provide services to people facing a variety of different *challenges*. In this *people-centric career path*, understanding how to build relationships is *crucial* to success. Social workers are responsible for ensuring families, older people and young children feel comfortable and happy, so well-developed *interpersonal skills* are key.

Build a connection

One of the main ways to build great relationships as a social worker is to *establish a meaningful connection* with the people in your care. This means *finding common ground* and *building rapport* and *treating everyone as an individual*. As a social worker, you need to *show empathy* for people's past experiences and understand their feelings. This means social workers should always *be respectful* of boundaries and maintain their professionalism. Social workers need to be able to effectively communicate understanding and *provide encouragement*. These are all key ways of making a connection and building great relationships with people in need. It's important that social workers *put themselves in someone else's position* to make a connection, and make adults and children feel at ease.

Create trust

Establishing trust is essential to building strong relationships as a social worker. When social workers can build trust and create an open dialogue, outcomes for families and children can be much more positive. One of the best ways social workers can build trust for those in their care is by offering complete *transparency* with communication. This also includes being collaborative and *non-judgmental* and helping clients without any *bias*. Trust is the foundation of any relationship within the workplace, but equally important between social workers and their clients.

Active listening

Active listening is crucial for a social worker to identify and understand someone's needs. When a social worker listens carefully and asks thoughtful questions, this can help *engage* the person you're speaking to and build positive relationships. Active listening helps recognise other people's perspectives, which *fosters respect* and helps clients feel understood. Social workers who listen and stay engaged during conversations will show they care and as a result, can build strong relationships.

Solve problems

Social workers are focused on *empowering and supporting the people* in their care. Problem-solving is an important part of a social worker's role. Strong problem-solving skills are crucial when it comes to *finding solutions* for individuals. Social workers may find themselves working with parents or children who are going through a difficult time, which could be anything from *dysfunction, neglect or abuse*. Social workers must be able to share information effectively and *arrange good quality care* for children. In this way, social workers can *create long-lasting relationships* with those they *interact* with.

3. The verbs below are often used with the word *relations*. Use them to complete the table.

break off, build up, cement, foster, cut off, develop, disrupt, encourage, establish, endanger, improve, jeopardise, maintain, strengthen, promote, restore, resume, damage, sour, undermine

Positive meaning	Negative meaning
build up relations	break off relations

4. Match the following sentence halves.

- 1 The social worker needs skills ...
- 2 Constructive working relationships between professionals and family members, and between professionals themselves ...
- 3 Establishing and sustaining relationships with people and with a wide range of cultural backgrounds is an increasingly ...
- 4 Effective practice can lead to the establishment of ...
- 5 Practitioners need to be ...

- A is at the heart and soul of effective practice.
- B sensitive and understanding to develop a trusting relationship with a child.
- C to engage the client in the helping process.
- D trusting relationships between professionals and vulnerable children and can help those children develop the protective behaviours.
- E important part of effective social work.

5. Find the word in the text that means:

- a) having the ability to share another person's feelings or emotions as if they were their own;
- b) a task or situation that tests someone's abilities;
- c) of great importance;
- d) relating to relationships or communication between people;
- e) a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well;
- f) the action of giving someone support, confidence, or hope;

- g) firm belief in the reliability;
- h) inclination or prejudice for or against one person or group, especially in a way considered to be unfair;
- i) the state of being uncared for;
- g) cruel and violent treatment of a person or animal.

6. Write a 7-sentence summary of the text.

7. Read the text and fill in the missing words:

affected, differ, gang, subcultures, share, within, brought, societies, trial, mysterious.

Cultural Diversity

Cultural diversity exists in all societies. Some diversity is a result of social categories – groups that **1** ... a social characteristic such as age, gender, or religion. Certain behaviors are associated with particular ages, genders, or religions. For example, devout Catholics are expected to attend Mass regularly.

What are subcultures and countercultures? Cultural diversity also comes from groups that **2** ... in particular ways from the larger culture. These groups participate in the larger culture. They may speak the language, work regular jobs, eat and dress like most others, and attend recognized houses of worship. But despite sharing in the broader culture, these groups have some ways of thinking, feeling, and behaving that set them apart. Such groups – known as subcultures and countercultures – are usually found in large, complex **3**

Subculture is part of the dominant culture but differs from it in some important respects. The subculture of San Francisco’s Chinatown is a good example. Early Chinese immigrants **4** ... much of their native culture with them to America and have attempted to retain it by passing it from generation to generation. Although Chinese residents of Chinatown have been greatly **5** ... by American culture, they have kept many cultural patterns of their own, such as language, diet, and family structure. Other examples of **6** ... are those formed by circus people, musicians, and mental patients. Counterculture is a subculture deliberately and consciously opposed to certain central beliefs or attitudes of the dominant culture. A counterculture can be understood only **7** ... the context of this opposition.

Examples of primarily teenage countercultures include the “goth” and the “punk” scenes. Goth is a shortening of the term gothic, meaning dark, strangely **8** ..., and remote. Punk is a philosophy of rebellion and sexual revolution popularized by the lyrics and music of punk-rock bands.

Prison counterculture surfaced at the **9** ... of John King, a man convicted of the gruesome truck-dragging murder of James Byrd, Jr. During an earlier prison stretch, King had become a member of a white supremacist **10** ... that promoted many forms of violence. The gang’s motto was “blood in, blood out,” meaning that entry into the gang demanded a violent act, and leaving the gang would result in violence as well. Delinquent gangs, motorcycle gangs, certain types of drug groups, and revolutionary or religious groups may also form countercultures.

8. Before you read match the following English words and expressions with their Ukrainian equivalents:

- | | |
|-----------------------------|--|
| 1.socialization | a. особистість |
| 2.personality | d. передчасний; той, що попереджує |
| 3.anticipatory | c. брати участь у житті соціальної групи |
| 4.participate in group life | e. увійти до суспільства |
| 5.mass media | f. засоби масової інформації |
| 6.integrate into society | b. соціалізація |
| 7.resocialization | g. прийняття на себе ролей |
| 8.role taking | h. десоціалізація |

9. Read the text and mark these statements T (true) or F (false). Find the part of the text that gives the correct information.

1. Socialization is the cultural process of learning to participate in individual life.
2. Socialization begins at school and continues throughout life.
3. Mass media are means of communication designed to reach the general population.
4. The mass media display role models for children to imitate. Learning these role models helps to integrate the young into society.
5. It is often through the books that children are first introduced to numerous aspects of their culture

Socialization and Personality

Nearly all the human social behaviour we consider natural and normal is learned. It is natural to us for husbands and wives to walk along side-by-side. In many places in India, however, it seems natural for wives to walk slightly behind their husbands. In fact, nearly all aspects of social life (including walking patterns) are not natural but learned through the process of socialization. Human beings at birth are helpless and without knowledge of their society's ways of thinking, feeling, and behaving. If a human infant is to participate in cultural life, much learning has to take place. Socialization is the cultural process of learning to participate in group life.

Socialization begins at birth and continues throughout life. Successful socialization enables people to fit into all kinds of social groups. Socialization must occur if high school freshmen are to adjust to their new situation, if graduating seniors are to look for employment, and if presidents are to govern successfully.

Mass media are means of communication designed to reach the general population. They include such things as television, radio, newspapers, magazines, movies, books, the Internet, tapes, and discs. Many popular images presented in the mass media are highly distorted. For example, detective and police work are not as exciting and glamorous as depicted in books, in movies, and on television. Nevertheless, it is often through the mass media that children are first introduced to numerous aspects of their culture what role do the mass media play in socialization?

The mass media display role models for children to imitate. Learning these role models helps to integrate the young into society. The mass media, by their content alone, teach many of the ways of the society. This is evident in the behaviour we take

for granted – the duties of the detective, waitress, or sheriff; the functions of the hospital, advertising agency, and police court; behaviour in hotel, airplane, or cruise ship; the language of the prison, army, or courtroom; the relationship between nurses and doctors or secretaries and their bosses. Such settings and relationships are portrayed time and again in films, television

10. Answer the following questions:

What is socialization?

When does socialization begin?

What is mass media?

What is the role of mass media in modern society?

Language focus

Phrasal verbs are very common in English, especially in more informal contexts. They are made up of a verb and a particle or, sometimes, two particles. The particle often changes the meaning of the verb.

I called Jen to see how she was. (call = to telephone)

*They've **called off** the meeting. (call off = to cancel)*

11. Match the phrasal verbs in bold in the sentences with their definitions:

1. Even though Peter had **made up with** Mary, the tension between them was still evident.
2. Joe was a fussy person and difficult to **get on/along with**.
3. John **looks down on** people who aren't as rich as he is.
4. Everybody **looks up to** Mr. Jones. He is a respectable member of our community.
5. The man was **showing off** his new sports car to his friends.
6. The managing director replaced the sales manager after **falling out with** him over a crucial issue.
7. I started describing what had happened to the police officer but my sister **broke in** to tell him something I had forgotten.
8. They **broke up** after having been together for three years.
9. She couldn't handle being under so much stress so she **broke down** and started crying.
10. John is a very good host. He knows how to **mix with** the crowd.

- A interrupt
- B have a poor opinion of
- C lose control of one's feelings
- D become friends again
- E try to make people notice and admire; boast
- F socialize
- G respect, admire
- H have an argument with
- I have a good relationship

Join a relationship

12. Fill in missing phrasal verbs below. There are extra choices you do not need to use.

see to, took to, set out, set up, took over, settle down, back out

1. But you promised to help me this weekend – you can't 1) ... now!
2. Could you answer the phone while I 2) ... the baby?
3. In the beginning, we 3) ... to build a successful company, but we never expected to become millionaires.
4. You're such a good tailor that I think you should 4) ... an atelier.
5. When he retired, his daughter 5) ... the family business.

13. Case study

Karima: Creating new supports and managing existing ones

Karima is the mother of a 4-year-old boy, Jamal, who is enrolled in Head Start. Karima, 27 years old, is a single parent, living with her mother and brother. She attends a community college part-time, where she is studying early childhood education. Her network consists of:

- Karima's mother, who helps with child care and housework, but is sometimes critical of Karima's ability to be a parent to Jamal.
- Jamal, her son, who is an active child, but also lots of fun.
- Karima's brother, who helps with transportation from time to time.
- Jamal's father, who is only seen infrequently, but who provides child support. Sometimes Karima and Jamal's father argue over how to handle Jamal.
- Head Start personnel (mainly the teacher and parent advisor), who have helped Karima deal with Jamal's behavior and helped her learn about community resources.
- Karima's teachers and classmates at the community college, who are helpful, but not very close.
- Imams and members of Karima's mosque.

Karima has clearly defined the following two goals for her support network:

1. She would like to get to know some of her classmates better at school. That way, if she had to miss class, she would have people to rely upon for notes. She doesn't have a lot of time to socialize when she gets to school, though.
2. She would also like to handle her mother's criticisms of her in a better way. She gets angry when her mother criticizes her, but she knows she needs to rely on her mother's help with Jamal.

Discussion

What skills might Karima need to learn to reach her goals?

What is a reasonable first step for Karima to take to reach each goal?

Draw a simple ecomap, indicating the strength or weakness of relationships, direction of support, and relationships with tension or conflict.

While Karima has already formulated her goals, ecomaps can be an effective,

collaborative tool for clients to identify strengths and weaknesses in their network. What strengths and weaknesses do you see in Karima's ecomap? (Grand Challenges Faculty Development Institute: Eradicate Social Isolation CSWE, Dallas, TX, Oct. 19, 2017)

Unit 4

Job satisfaction and ethics of social workers

1. Answer the following questions.

Which of the following would motivate you to work harder? Choose your top five and rank them in order of priority. Explain your priorities.

bigger salary	promotion opportunities
praise	perks or fringe benefits
more responsibility	desire to help others
good colleagues	a wide variety of tasks

2. Read the text paying attention to the words and phrases in italics.

Social work may be associated with low pay, *unsociable hours* and a *lack of confidence* among the general public, mainly due to negative stories in the media in recent years, but the fact is that job satisfaction remains high among those working in the sector. Various surveys have unveiled high levels of job satisfaction among social care workers, with the Department of Health insisting that this surpasses notions of an *imbalance between salary and workload*.

The primary motivation for many entering the social care arena is a *determination to improve the lives of people* in different walks of life, something that is well worth *keeping at the forefront of your mind* when answering social work job interview questions. Social workers care about people and recognise that the *suffering that many experiences* in their lives can be relieved with some *coordinated intervention*. The rewards that are to be enjoyed, therefore, are not monetary but high levels of job satisfaction in the knowledge that real differences are being made *to enable needy people to live more safely and independently*.

Few jobs can boast the high levels of *face-to-face interaction* with such a diverse group of people, and this is another aspect of social work that those in the profession tend to *highlight as an advantage* of their work. Social workers can specialise in different client groups including children, families or senior citizens, and the *circumstances under which they work* can range from *domestic violence to adoption and mental health issues to end-of-life care*.

Every client's personal needs make them among the most *vulnerable* in society, meaning the social worker can have *valuable input* into shaping their future, building on the client's strengths and making important decisions that can help *to facilitate positive change*. The range of situations facing social workers is immense, with every day potentially bringing a fresh challenge, whether it is in an individual's home, school, care home or other location.

Feeling that they *make a real difference* in the lives of vulnerable people is the overriding factor that motivates those who work in the field of social care. The steps that clients take may be tiny, such as a child who improves his attendance at school, or more life-changing, for example a young adult who is dissuaded from suicide, but every success is evidence of the social worker's successful interventions and positive actions to improve the life experience of people who are most in need.

3. Find the word in the text that means:

- a) unusual hours that are outside of the normal working day (late at night, early in the morning, at weekends, or on public holidays);
- b) an investigation of the opinions or experience of a group of people, based on a series of questions;
- c) the amount of work to be done by someone;
- d) in a position of highest importance or priority;
- e) a thing given in recognition of service, effort, or achievement;
- f) is a type of social interaction occurring between two people where they converse or exchange knowledge;
- g) a favourable or desirable feature;
- h) exposed to the possibility of being attacked or harmed, either physically or emotionally;
- i) a contribution of work or information;
- j) make (an action or process) easy or easier;
- k) to do something that is important.

4. Write a short summary of the text.

5. Read the text and fill in the missing words:

irritability, physical, rigidity, separated, suffering, inoperability, painful, emotional, exposure, empathy

“Burnout” as a term was first applied to describe what happens when a practitioner becomes increasingly “inoperative.” This progressive state of **1** ... can take many different forms, from simple **2** ..., in which “the person becomes ‘closed’ to any input,” to an increased resignation, **3** ..., and quickness to anger.

To explore and understand the phenomenon of burnout before it is too late, researchers have introduced several components of the term such as compassion fatigue and vicarious trauma.

Compassion fatigue describes “the overall experience of **4** ... and physical fatigue that social service professionals experience due to chronic use of **5** ... when treating patients who are **6** ... in some way”. There is evidence that compassion fatigue increases when a social worker sees that a client is not “getting better.”

Vicarious trauma results from a social worker's direct **7** ... to victims of trauma. Social workers are far more likely to have **8** ... personal histories than those working in other professions or vocations, for example, that women working in the mental health professions were more frequently traumatized as children by **9** ... abuse,

alcoholism, emotional and sexual abuse, and familial conflict than were women working in other fields.

Although vicarious trauma can be **10** ... from compassion fatigue for ease of categorization, it is quite likely that they influence each other – that is, vicarious trauma provokes and promotes compassion fatigue, while the origins of compassion fatigue – an inability to establish proper boundaries – can be found in the social worker’s trauma history.

6. Share your ideas on the following statements.

1. People who pursue social work careers should plan on being happy but poor all their lives.
2. Social work is one of the insignificant professions in many countries.
3. Is the role of social work increasing or decreasing as the society develops?
4. Social work is an ethical profession.
5. The social work profession is one of the most vitally important professions in our fast-growing world.

7. For questions 1-10, read the text below and then decide which word (A, B, C or D) best fits each space. There is an example at the beginning (0).

A year ago, Laura reached her lowest **(0)** A. Utterly exhausted after a short walk, she was **(1)** ... up off the pavement and driven home by the police. 'My feet felt nailed to the ground,' she recalls. With permanent flu **(2)** ..., panic stricken and confined to a wheelchair, she was eventually diagnosed as having chronic fatigue syndrome, the term doctors now use for her illness. Laura, a 30-year-old marketing manager, has since made a remarkable **(3)** ... in her health. She is now able to walk for an hour, swims twenty lengths three times a week and is **(4)** ... going back to work. She **(5)** ... her new-found sense of well-being down to a technique called cognitive behaviour therapy. CBT aims to help people understand how the beliefs they **(6)** ... about themselves and others influence mood and behaviour – and how re-evaluating negative beliefs can help them to feel and behave differently. It has been successful in dealing with problems ranging from depression to chronic, unexplained pain. Research shows that CBT can also help people like Laura. Yet many sufferers are **(7)** ... opposed to the treatment, arguing that their **(8)** ... is physical not psychological. Psychological therapy, they believe, implies that they are to **(9)** ... and their disorder is not genuine. Laura says CBT helped her change the way she thought about her problems without implying that they were her fault. 'I was an “all-or-nothing” thinker and felt I had to be perfect in everything. The therapy has encouraged a less perfectionist approach to life and helped me gradually to **(10)** ... up more physical activity.'

0 A point B mark C time D degree

1 A collected B moved C taken D picked

Clue: This is a phrasal verb with a literal meaning.

2 A indications B signs C symptoms D characteristics

Clue: Which of these words do you associate most strongly with illness or medical

matters?

3 A renewal B return C recovery D restoration

Clue: Which word do you most associate with getting better after an illness?

4 A contemplating B regarding C reflecting D judging

Clue: Only one of these words comes before an '-ing' form – 'going'.

5 A puts B gets C takes D turns

Clue: Which phrasal verb has the form 'to smth down to smth' meaning 'to explain or account for smth'?

6 A carry B hold C keep D possess

Clue: You need a verb which collocates strongly with the noun 'beliefs'.

7 A intensively B extremely C bitterly D severely

Clue: Which adverb collocates the most strongly with 'opposed'?

8 A condition B state C case D circumstance

Clue: You need a noun which collocates with the adjectives 'physical' and 'psychological'. If someone has an illness you may talk about their 'medical...'

9 A criticise B blame C accuse D disapprove

Clue: Which fixed expression means that something is your fault?

10 A mount B grow C build D develop

Clue: This is part of a phrasal verb meaning 'increase the amount of smth' (in this case 'physical activity').

8. For questions 1-15, read the text below and decide which answer A, B, C or D best fits each space. There is an example at the beginning (0).

Example

0 A ever B then C also D yet

Do you (0) ..A.. wish you were more optimistic, someone who always (1) ... to be successful? Having someone around who always (2) ... the worst isn't really a lot of (3) ... - we all know someone who sees a single cloud on a sunny day and says, 'It looks (4) ... rain.' But if you catch yourself thinking such things, it's important to do something (5) ... it.

You can change your view of life, (6) ... to psychologists. It only takes a little effort, and you'll find life more rewarding as a (7) Optimism, they say, is partly about self-respect and confidence but it's also a more positive way of looking at life and all it has to (8) Optimists are more (9) ... to start new projects and are generally more prepared to take risks.

Upbringing is obviously very important in forming your (10) ... to the world. Some people are brought up to (11) ... too much on others and grow up forever blaming other people when anything (12) ... wrong. Most optimists, on the (13) ... hand, have been brought up not to (14) ... failure as the end of the world - they just (15) ... with their lives.

1 A counted B expected C felt D waited

2 A worries B cares C fears D doubts

3 A amusement B play C enjoyment D fun

4 A so	B to	C for	D like
5 A with	B against	C about	D over
6 A judging	B according	C concerning	D following
7 A result	B reason	C purpose	D product
8 A supply	B suggest	C offer	D propose
9 A possible	B likely	C hopeful	D welcome
10 A opinion	B attitude	C view	D position
11 A trust	B believe	C depend	D hope
12 A goes	B falls	C comes	D turns
13 A opposite	B next	C other	D far
14 A regard	B respect	C suppose	D think
15 A get up	B get on	C get out	D get over

9. Answer the questions before you read.

What is the main purpose of social work?

Can you give a definition of ‘code of ethics’?

What are ethical standards and values of the social work profession?

The National Association of Social Workers (NASW) Code of Ethics Preamble

The primary mission of the social work profession is to enhance human well-being and help meet basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individual’s needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work’s unique purpose and perspective.

Service

Social justice

Dignity and worth of the person

Importance of human relationships

Integrity

Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

10. Read the text and match the values with the ethical principles.

Values

- 1 Value: Service
- 2 Value: Social justice
- 3 Value: Dignity and Worth of the Person
- 4 Value: Importance of Human Relationships
- 5 Value: Integrity
- 6 Value: Competence

Ethical Principles

A Ethical Principle: Social workers respect the inherent dignity and worth of the person. Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

B Ethical Principle: Social workers behave in a trustworthy manner. Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

C Ethical Principle: Social workers' primary goal is to help people in need and to address social problems. Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

D Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession. Ethical Standards

E Ethical Principle: Social workers recognize the central importance of human relationships. Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

F Ethical Principle: Social workers challenge social injustice. Social workers pursue

social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

11. Discussion

Imagine that you are taking part in an international conference and the agenda is to develop the Code of Ethics for social workers.

Which values and which ethical principles are the most important ones for Ukraine? Make a list of values and principles according to their importance for Ukraine. You will take part in a round-table discussion in which you will be expected to put forward a certain point of view.

Grammar

ACTIVE VOICE PRESENT TENSES

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

1 A: Where's James?

B: He (play) football in the garden right now.

2 A: Bill.....(dance) very well.

B: Yes, he's a good singer, too.

3 A: Lucy is very busy.

B: Yes. She.....(work) very hard these days.

4 A: What(you/do) on Saturdays?

B: I clean the house and go shopping.

5 A: Why.....(you/pack) your suitcase?

B: Because I(fly) to Paris tomorrow morning.

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

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

7 A: Max looks very fit.

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

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

Dear Martin,

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

Best wishes,

Richard.

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

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

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

2 A: Are you doing anything tomorrow evening?

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

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

1. A: How long ...*have you known*... (you/know) Alison?
 B: We (be) friends since we were children.
 2. A: Who (use) the car?
 B: I was. Is there a problem?

3. A: What are Andrew and David doing?
 B: They (work) in the garden for three hours.
4. A: Why is Sally upset?
 B: She (lose) her bag.
5. A: I (always/believe) that exercise is good for you.
 B: Of course, it's good to keep fit.
6. A: Emily (teach) Maths since she left university.
 B: Yes, and she's a very good teacher, too.
7. A: Fred (open) a new shop.
 B: Really? Where is it?
8. A: This pie is delicious.
 B: Is it? I (not/taste) it yet.
9. A: Have you found your umbrella yet?
 B: No, I (look) for it for an hour now.
10. A: You look exhausted.
 B: Well, I (clean) the windows since 8 o'clock this morning.
11. A: Can I have some more lemonade, please?
 B: Sorry, your brother (just/drink) it all.
12. A: Have you got new neighbours?
 B: Yes, they (just/move) to the area.
7. Identify the tenses, then match them to the correct descriptions.

5. Put the verbs in brackets into the present perfect continuous or the present perfect simple

- A: Good evening and welcome to our show. Tonight we have Steve Connolli, the well-known director. We're glad to have you here Steve. What 1) have you been doing (do) lately?
 B: Well, I 2).....(finish) my latest film, "Double Crossing".
 A: That 3).....(just/come out) at the cinema, hasn't it?
 B: Yes. The papers 4).....(give) it good reviews. I hope they'll like my next film too.
 A: 5).....(you/decide) what it'll be about?
 B: Yes, I 6).....(read) an exciting book over the last few weeks and I want to make it into a film. I 7).....(not/decide) where to film it yet, perhaps Moscow.
 A: Aha! Is it true that you 8).....(recently/start) learning Russian?
 B: Yes, I 9).....(study) it for three years now and I
 10) (visit) the country twice.
 A: Steve, thank you very much for being with us, and good luck with your new film.

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

- 1 The plane to Sydney leaves at eleven o'clock.
 2 I have written two letters this morning.

- 3 They're going on holiday on Saturday.
- 4 Graham has known Errol for five years.
- 5 You're always leaving the door open.
- 6 We are rehearsing a new play at the moment.
- 7 George has bought a new car.
- 8 Lisa has been cleaning the house all morning.
- 9 Look! Alison has dyed her hair!
- 10 More and more people are recycling their rubbish.

- a actions which started in the past and continue up to the present
- b action which has recently finished and whose result is visible in the present
- c to put emphasis on the duration of an action which started in the past and continues up to the present
- d to express criticism or annoyance
- e timetables and programmes
- f actions that we have arranged to do in the near future
- g action which has happened within a specific time period which is not over at the moment of speaking
- h action which happened at an unstated time in the past
- i changing or developing situations
- j temporary actions

7. 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.

8. Put the verbs in brackets into the correct present form

- 1 A: Tortoises (live) to be very old.
 B: I've heard of one which is over a hundred years old.
- 2 A: Are you still busy?
 B: Yes. I(read) this article for an hour and I still(not/finish).
- 3 A: More and more people.....(go) to university these days.
 B: Yes. I think it's a good thing.
- 4 A: I(have) a party tonight. Do you want to come?
 B: Yes. What time does it start?
- 5 A: Why are your shoes wet?
 B: I(wash) the car.
- 6 A: What's the matter?
 B: I(break) my ankle.
- 7 A: What do I need to do next?
 B: You(add) the sugar to the mixture and you(mix) it well.
- 8 A: Who(use) my car?
 B: I have.
- 9 A: Are you new here?
 B: No. Actually, I(live) here for almost ten years.
- 10 A: Pete is playing his music very loud.
 B: Again! He.....(always/do) that!
- 11 A: Have you made plans for Saturday yet?
 B: I(go) to the cinema with Jack.
- 12 A: Mr Collins is a very good teacher.
 B: Well, he(teach) Maths for twenty-five years, you know.
- 13 A: Are you going to the concert on Saturday night?
 B: Yes. Actually, I.....(already/buy) the tickets.
- 14 A: Hello, Simon.
 B: Oh! We(always/meet) each other in this supermarket.

PAST TENSES

1. 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.

2. 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)

3. 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.

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

Yesterday was a bad day for Andrew. He 1) *hadn't slept* (not/sleep) well because there was a terrible storm in the night. After he 2)(have) a shower, he made breakfast. After he 3)(eat), he got into his car and drove to

work. He 4)(only/drove) for five minutes when he remembered that he 5)(leave) his briefcase at home. He turned the car around and went home again. Then, he realized that he 6).....(lock) himself out. The keys were still inside the house! Andrew was already late for work, so he decided to leave the briefcase and go to work. When he arrived, his secretary told him that his boss 7)(try) to call him at home. Andrew went to find his boss. When he asked his boss why he(call), he told him that it hadn't been necessary for him to come to work that day after all! Poor Andrew drove all the way home again.

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

- 1 People used to have/had very simple lives in those days.
- 2 She was talking on the phone when her boss came in.
- 3 Sam was in hospital because he had crashed his car.
- 4 They had been studying hard all morning, so they were tired.
- 5 I was cooking lunch while he was pouring the drinks.
- 6 We had been living in the house for a year before we decorated the kitchen.
- 7 Princess Diana did a lot of work for charity.
- 8 At two o'clock this afternoon they were having lunch at work.
- 9 First, she knocked on the door. Then, she went inside.
- 10 We had bought the tickets before we went to the theatre.

a to talk about actions of people who are no longer alive

b action which happened before another past action or before a stated time in the past

c actions which happened immediately one after the other in the past

d to put emphasis on the duration of an action which started and finished in the past before another past action

e action which was in progress at a stated time in the past

f two or more simultaneous actions

g action in progress when another action interrupted it

h action which lasted for some time in the past and whose result was visible in the past

i past habit or state which is now finished

j action which finished in the past and whose result was visible in the past

6. Underline the correct tense

1. Lynne was singing/had sung as she was cleaning the windows.
2. Mr. Todd was teaching/had been teaching for thirty years when he retired.
3. I phoned Jack because I wanted/had wanted to ask him a question.
4. They had walked/had been walking for hours when they stopped for a rest.
5. The shop had been selling/had sold the table by the time I got there.
6. Joe was happy. He was winning/had won first prize in the competition.
7. It was raining/had rained while they were playing the football match.

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

7. Put the verbs in brackets into the correct tense

- 1 A: What ...*were you doing*... (you/do) at ten o'clock this morning?
B: I(read) some important documents in my office.
- 2 A: Why are you so disappointed?
B: Because I. hoped that I(pass) the test, but I didn't.
- 3 A: Have you found your bag yet?
B: No, but I.....(report) to the police yesterday.
- 4 A: Did you enjoy the play last night?
B: No, even though I.....(read) good reviews of it before I bought the tickets.
- 5 A: Have you written your report yet?
B: I(just/start) when you came in, actually.
- 6 A: Sorry I'm late.
B: Where have you been? I(expect) you an hour ago.
- 7 A: We.....(go) to an antique market yesterday.
B:(you/buy) anything?

- 8 A: Were you surprised that the factory closed down?
 B: Not really. In fact, I(know) it was going to happen.
- 9 A: Julia did well in the test, didn't she?
 B: Yes. She(study) very hard for it.

8. Put the verbs in brackets into the correct tense

A When Simon 1) (arrive) at the cinema, dozens of people 2).....(queue) outside. They 3).....(wait) to see the same film as Simon. Simon, however, 4).....(buy) a ticket in advance, so he 5)..... (walk) straight to the front of the queue and 6)..... (enter) the cinema. He 7).....(feel) relieved that he didn't have to queue. He 8)..... (reach) his seat just as the lights 9)..... (go down) for the start of the film.

B Last weekend, Cathy 1).....(hire) a car and 2) (drive) to the seaside. When she 3).....(arrive) the wind 4)..... (blow) and the sky 5) (be) cloudy. She 6) (get out) of the car and 7).....(take) a walk along the seafront. Then she 8)(decide) to go for fish and chips at a nearby restaurant that she 9).....(see) earlier and liked the look of. By the time she 10).....(leave) the restaurant, it 11) (already/grow) dark. As she 12).....(walk) to her car it 13).....(begin) to rain. However, Cathy 14).....(not/mind) because she 15).....(have) a wonderful day.

FUTURE TENSES

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

- 1 A: I.....(see) Roger at seven o'clock tonight.
 B: Really? I thought he was out of town.
- 2 A:(you/do) anything on Friday morning?
 B: No, I'm free.
- 3 A: I(go) to the cinema. There's a new film on. Do you want to come with me?
 B: What time.....(the film/start)?
- 4 A: Helen(have) a party the day after tomorrow.(you/go)?
 B: As a matter of fact, I haven't been invited.
- 5 A: The new exhibition(open) on April 3rd and.....(finish) on May 31st.
 B: I know. I(go) on the first day.
- 6 A: Aunt Maggie.....(come) to visit us tomorrow.

B: I know. What time.....(she/arrive)?
 7 A: Excuse me, what time.....(the train/leave)?
 B: At half past three, madam.
 8 A: Sting(give) a concert at the Olympic Stadium next week.
 B: I know. I(want) to get a ticket.
 9 A: I'm really thirsty.
 B: I.....(get) you a glass of water.
 10 A: Are you looking forward to your party?
 B: Yes. I hope everyone.....(enjoy) it.
 11 A: How old is your sister?
 B: She(be) twelve next month.
 12 A: What are you doing tonight?
 B: I(probably watch) TV after dinner.

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 5th. I (7).....(be) nineteen! I hope you (8).....(come).
 Well, I must go now. I'm going to help my mother with the housework. See you soon!
 Love, Penny.

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.

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

1. By 3 o'clock, she ...*will have been studying*... (study) for six hours.
2. By the end of next month, Sam.....(finish) the project.
3. He(not/start) painting the kitchen before Tuesday.
4. By the time she arrives in Paris, she(travel) for four hours.
5. I hope I.....(buy) my own house by the time I'm thirty-five.
6. By Saturday, Lisa.....(diet) for two weeks.
7. Hopefully, they.....(learn) everything by the time they sit the exam.
8. By 4 o'clock, I(sit) in the hairdresser's for three hours.
9. By Christmas, I.....(work) for this company for eighteen months.
10. By next weekend, Brian(move) house.
11. Hopefully, the builders(finish) building the house by next month.
12. By Tuesday, Alan(sail) for twelve days.
13. By tomorrow morning, she(sleep) for twelve hours.

6. Underline the correct tense

- 1) When we go to Paris, we will climb/*will have climbed* the Eiffel Tower.
- 2) James *will have completed*/will have been completing his studies by the end of the year.
- 3) By the time I get home, I *will have been walking*/will walk for three hours.
- 4) Kim *will be performing*/will have been performing in the concert next week.
- 5) We're too late to catch the bus. It *will go*/will have gone by now.
- 6) 'We're run out of milk.' 'Really? I *will buy*/will have been buying some more this afternoon'.
- 7) This time tomorrow, I *will have been leaving*/will be leaving for the airport.
- 8) Sam *will work*/will have been working here for two years on Monday.
- 9) I *will collect*/will have collected you from Peter's house on my way home.
- 10) Julia *will have found*/will be finding the note I left for her by now.

7. Underline the correct tense

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

4) *will have returned/will have been returning* home by Thursday evening.

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

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

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

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

- 1 I like these shoes. I'll buy them.
- 2 They will have eaten lunch by two o'clock this afternoon.
- 3 I'm going to open my own business in the future.
- 4 This time tomorrow, I'll be taking my driving test.
- 5 By the time Jack finishes the race, he will have been running for two hours.
- 6 Everyone believes he will win the competition.
- 7 I'll tell Paul about the party. I'll be seeing him at work anyway.
- 8 Will you be speaking to Rob later? I've got a message for him.
- 9 Look at them! They are going to catch the thieves.
- 10 Since you're tired, I'll cook dinner tonight.

a for offers, promises, threats, etc.

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

c for plans, intentions or ambitions we have for the future

d predictions about the future

e asking politely about someone's plans for the near future

f action which will be finished before a stated future time

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

h action which will be in progress at a stated future time

i on-the-spot decision

j predictions when there is evidence that something will happen in the near future

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

- 1 A: Are you looking forward to your holiday?
B: Oh, yes! This time next week I ... *will/'ll be lying*... (lie) on the beach.
- 2 A: We're having a party on Saturday.
B: Oh, good. I(make) a cake to bring along.
- 3 A: Have you finished that report yet?
B: Yes. I.....(give) it to you in a minute.
- 4 A: Why are you buying all those vegetables?
B: Because I(make) vegetable soup.
- 5 A: This writing is too small for me to read.
B: Give it to me and I(read) it to you.
- 6 A: I.....(stay) at Claire's house tonight.
B: Alright. I won't expect you home, then.
- 7 A: Would you like to join me for lunch today?
B: Yes, please. I(meet) you at half past one.
- 8 A:(you/help) me with the shopping tomorrow?
B: Of course.
- 9 A: Are you excited about your trip?
B: Yes. This time tomorrow I.....(sit) on the plane.
- 10 A: I can't hear the television very well.
B: I(turn up) the volume.

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

- 1 A: Your house is very small.
B: I know. I... *'m going to move*... (move) to a bigger house next year.
- 2 A: I have got a new job!
B: Wonderful! I.....(call) Mum and tell her the good news.
- 3 A: How old is your daughter?
B: She(be) fourteen next week.
- 4 A: I must phone Julia.
B: Well, don't phone her now. She(sleep).
- 5 A: Have you been living here long?
B: Yes. By next month, I(live) here for ten years.
- 6 A: Are you having a party next weekend?
B: Yes. I hope I(finish) decorating the house by then.
- 7 A: What are your plans for tonight?
B: Well, I(meet) Steve at eight o'clock.
- 8 A: I must buy some bread.
B: You'd better hurry. The shops(close) in half an hour.
- 9 A: Shall I call you at ten o'clock tomorrow?
B: No. I(leave) for work by then.
- 10 A: Are you coming to the disco on Friday night?
B: I can't. I(study) for my exam then.
- 11 A: Are you excited about going to California?

B: Yes! This time tomorrow I(fly) across the Atlantic.
 12 A: It's seven o'clock.
 B: Yes. John.....(leave) the office by now.
 13 A: There's somebody at the door.
 B: Oh. That.....(be) the postman.
 14 A: I've left my jacket at home.
 B: I(go) back and get it for you.
 15 A: Have you booked a taxi to take you to the airport?
 B: Yes. It(come) at eight o'clock in the morning.
 16 A: Are you nervous about the interview?
 B: Yes. This time tomorrow, I (talk) to the managing director.

11. Fill in the correct present or future forms

If you 1) ...*like*... (like) watersports, you 2).....(love) Aquaworld. As soon as you 3).....(arrive) at this unique theme park, you 4)..... (be greeted) by visitor hosts who 5).....(show) you to a luxury chalet. Once you 6).....(be) in your swimsuit, you 7) (be able to) enjoy a wide variety of watersports, from swimming to water-skiing. You 8).....(find) plenty to do and you 9).....(have) the chance to try many exciting activities. Aquaworld 10).....(open) at 9 am every day and 11).....(close) at 8 pm. There 12).....(be) special facilities for children and lifeguards 13).....(supervise) all activities. Visit Aquaworld for an experience you 14)(never/forget)!

CONDITIONALS

Conditional sentences have two parts: the situation (condition) and the consequences (result). Look at this example: If it rains, you will get wet. The conditional half of the sentence is If it rains, and the result half is you will get wet. The result happens only if the condition happens.

	If clause	Main clause	Use
Type 0 (general truth)	If + present simple	present simple	Something which is always true
If the temperature falls below 0°C, water turns into ice.			
Type 1 (real present)	If + present simple, present continuous, present perfect, present perfect continuous	future/imperative can/may/might/must/ should/could + bare infinitive	Real – likely to happen in present or future
If you need help, come and see me. If he doesn't pay the fine, he will go to prison. If you have finished your work, we can have a break.			

If you are ever in the area, you should come and visit us.			
Type 2 (unreal present)	If + past simple or past continuous	would/could/might + bare infinitive	Imaginary situation contrary to facts in the present; also used to give advice
If I had time, I would take up a sport. (but I don't have time – untrue in the present)			
If I were you, I would talk to my parents about it. (giving advice)			
Type 3 (unreal past)	If + past perfect or past perfect continuous	Would/could/might + have + past participle	Imaginary situation contrary to facts in the past; also used to express regrets or criticism
If she had studied harder, she would have passed the test.			
If he hadn't been acting so foolishly, he wouldn't have been punished.			

I wish... / If only...

a. If we want to express regret now about something in the present we use I wish/If only + past simple:

I wish | |

If only | I | **lived** in New York right now. (I live in LA.)

b. If we want to express regret now about something in the past we use I wish/If only + past perfect:

I wish | |

If only | I | **had lived** in New York last year. (I lived in LA.)

1. Match the items in column A with those in column B in order to make correct Type 0 conditional sentences

A

- 1 Add sugar to a cup of coffee
- 2 Throw salt onto snow
- 3 Put an apple in a bowl of water
- 4 Water plants regularly
- 5 Lie in the sun too long
- 6 Take regular exercise

B

- A the apple floats.
- B your skin turns red
- C the coffee tastes sweeter.
- D you feel healthy
- E the plants grow.
- F the snow melts.

2. Look at the prompts and make Type 1 conditional sentences, as in the example e. g. *If we cut down all the forests, the world's climate will change.*

1 cut down / all forests / world's climate / change

2 not stop / use / aerosols / world's climate / change

- 3 find / alternative sources of energy / solve / some of our environmental problems
- 4 temperatures / go up / by a few degrees / sea levels / rise
- 5 recycle / waste / save / natural resources
- 6 population / continue to increase / not be enough food for everyone

3. Study the situations, then make Type 2 conditional sentences, as in the example

e. g. *I don't have a car, so I have to wait for the bus every day.*

1 If I ...*had*... (have) a car, I ...*wouldn't have to*... (not/have to) wait for the bus every day.

I never do my homework, so my teacher always gets angry with me.

2 If I (do) my homework, my teacher.....(not/get) angry with me.

I live in a small house, so I can't invite friends over.

3 If I.....(live) in a bigger house, I..... (be able to) invite friends over.

I never get up early, so I am always late for work.

4 If I.....(get up) earlier, I..... (not/be) late for work.

4. Put the verbs in brackets into the correct tense to make correct type 2 conditional sentences

1. If I were (be) you, I would study (study) for the exams.
2. If we(have) a car, we(go) for a drive in the country.
3. Kim(buy) some new clothes if she(have) enough money.
4. If cameras(not/cost) so much, we.....(buy) one.
5. John(lend) you some money if you(ask) him.
6. He(open) the door if he(have) the key.
7. We(paint) the house if we(have) the time.
8. If she(get) good grades, she(go) to university.
9. If I(be) rich, I(never/work) again.
10. Helen(post) the letters if she(have) some stamps.

5. Complete the sentences to make Type 3 conditional sentences, as in the example

1 If he ...*hadn't noticed*... (not/notice) the mould in one of his glass dishes, Alexander Fleming ...*would never have discovered*... (never/discover) penicillin.

2 If he(sell) some of his paintings, Van Gogh(get) some recognition during his lifetime.

3 If Barbara Streisand(change) the shape of her nose, her career.....(never/be) the same.

4 If Anne Sullivan (not/teach) her, Helen Keller (not/be able to) communicate.

5 If Naomi Campbell (not/be) so beautiful, she(never become) a supermodel.

6. Put the verbs in brackets into the correct tense to make correct type 3 conditional sentences

1. If you hadn't been (not/be) in a hurry, you wouldn't have forgotten your keys.

2. If he(remember) earlier, he(send) her a birthday card.
3. If you(not/be) ill, you(go) to the party.
4. Jason(not/break) his arm if he(be) more careful.
5. Helen(get) wet if she(not/take) her umbrella.
6. If I(do) my homework, my teacher(not/shout) at me.
7. You(pass) the test if you(study) more.
8. If she(close) the gate, the rabbit(not/run away).
9. She(lose) her keys if I(not/pick) them up.
10. If he(save) some money, he(be able) to go on holiday.

7. Read the story below and make Type conditional sentences, as in the example
 e.g. 1) ...*If Sally hadn't been in a hurry, she wouldn't have left some important notes at home....*

Sally had a terrible day yesterday. She was in a hurry, so she left some important notes at home. She wasn't prepared for her meeting with a new client, so the meeting was a disaster. The client was disappointed, and as a result he refused to do business with the company. The boss shouted at Sally, so she got upset.

8. Wendy has just started university. It isn't what she expected, and she is disappointed. Read what she says and make sentences, as in the example
 e.g. *I wish my room wasn't/weren't so small.*

My room is so small.

I have to share the bathroom.

The kitchen is such a mess.

My tutors are strict.

The classes are so hard to understand.

The people are not friendly.

I can't visit my family and friends because they are so away.

I don't have any friends.

9. Jason has been for an interview. He didn't get the job. Read what he says and make sentences, as in the example

e.g. *I wish I had known more about the company.*

I didn't know much about the company.

I was nervous.

I didn't shake hands with my interviewer.

I forgot what I wanted to say.

I didn't answer the interviewer's questions properly.

My letter of application was badly typed.

I spilt the cup of tea I was given.

10. Rewrite the sentences using the correct conditional type, as in the examples

1 I wish Jack were here, (he/help us)

...If Jack were here, he would help us....

- 2 I wish we hadn't got stuck in traffic, (we/be late for work)
- 3 I wish you paid more attention in class. (you/understand everything)
- 4 I wish they had called before they came. (I/cook something)
- 5 I wish Tim weren't so selfish, (he/make friends much more easily)
- 6 I wish Sandra hadn't got up late today, (we/go shopping together)
- 7 I wish you hadn't left the door unlocked. (thieves/ break in)

11. Put the verb into the correct form

- 1 If I found £100 in the street, I.....(keep) it.
- 2 I'm sure Tom will lend you some money. I would be very surprised if he(refuse).
- 3 I'd have sent you a postcard while I was on holiday if I..... (have) your address.
- 4 If she sold her car, she.....(not/get) much money for it.
- 5 If I.....(know) that you were ill last week, I'd have gone to see you.
- 6 Would George be angry if I.....(take) his bicycle without asking?
- 7 Come on! Hurry up! Ann(be) annoyed if we(be) late.
- 8 What would happen if you.....(not/go) to work tomorrow?
- 9 If I.....(know) her number, I would telephone her.
- 10 I.....(not/buy) that coat if I were you.
- 11 Don't worry if I(be)late tonight.
- 12 I.....(give) you a cigarette if I had one but I'm afraid I haven't.
- 13 This soup would taste better if it.....(have) more salt in it.
- 14 It's good that Ann reminded me about Tom's birthday. I.....(forget) if she hadn't reminded me.
- 15 If you.....(not/go) to bed so late last night, you wouldn't have been so tired.
- 16 If he(not come) soon, I'm not going to wait.
- 17 I'd help you if I..... (can) but I'm afraid I can't.
- 18 We would happily buy that house if it.....(not/be) so small.
- 19 Tom got to the station in time. If he.....(miss) the train, he would have been late for his interview.
- 20 Tom might phone this evening. If he(do), can you take a message.

12. Put the verbs in brackets into the correct tense

- 1 A: I wish I ...*could play*... (play) a musical instrument.
B: You should take lessons.
- 2 A: If only the wind (stop) blowing so hard.
B: Yes, it's very windy today, isn't it?
- 3 A: I wish John (come) with us.

- B: So do I. He would have really enjoyed it.
- 4 A: Paul, I wish you (stop) making so much noise.
B: Sorry, I'll try.
- 5 A: I wish I (study) more when I was at school.
B: It doesn't matter now. You've got a good job.
- 6 A: I wish I (be) young again.
B: So do I. We had some good times back then.
- 7 A: I wish I (not/speak) to Jane like that.
B: Don't worry. I'm sure she'll forgive you.
- 8 A: If only Bob (call) me.
B: Well, he promised to call today.
- 9 A: I'm exhausted. I wish I (do) some of the housework yesterday.
B: Sorry I wasn't here to help you.
- 10 A: I wish you (make) less noise when you come in.
B: It's not my fault. The door squeaks when you open it.
- 11 A: Are you going to your school reunion party next week?
B: No. I wish I(go) because I would like to see everyone again.

13. Put the verbs in brackets into the correct tense

- 1 A: What time will you be home tonight?
B: I'm not sure. If I ...*have to*... (have to) work I ... *'ll call*... (call) you.
- 2 A: I felt very tired at work today.
B: Well, if you (not/watch) the late film, you.....(not/feel) so tired.
- 3 A: Should I buy that car?
B: Why not? If I (have) money, I.....(buy) it myself.
- 4 A: If you.....(pass) a chemist's,..... (you/get) me some cough medicine?
B: Yes, certainly.
- 5 A: My sister seems very upset at the moment.
B: Were I you, I.....(talk) to her about it.
- 6 A: Unless you(hurry), you(be) late again.
B: No, I won't. There's plenty of time.
- 7 A: Oh! I forgot to ask Sarah over for dinner.
B: If I.....(speak) to her today,.....(ask) her for you.
- 8 A: May I join the club, please?
B: Provided you.....(be) over eighteen, you can join the club.
- 9 A: What a lovely restaurant! I'm glad we came here.
B: If you (not/burn) the dinner, we.....(not/come) here!
- 10 A: Just think. If I (not/move) to York, I.....(never/meet) you.
B: I know, wasn't it lucky?
- 11 A: Jo doesn't spend enough time with me.

B: Well, if she..... (have) the time, I'm sure she.....(try), but she's very busy.

12 A: Did you give Bill the message?

B: No, but when I(see) him, I.....(tell) him the news.

INFINITIVE GERUND PARTICIPLES

The INFINITIVES are:

- ◆ **the to - infinitive** e.g. *I hope to see you soon.*
- ◆ **the bare Infinitive (infinitive without to)** e.g. *He can't help me.*

The TO –INFINITIVE is used

- ◆ **to express purpose.**

e.g. *She went to the bank to get some money.*

- ◆ after certain verbs (**advise, agree, appear, decide, expect, hope, manage, offer, promise, refuse, seem, want, afford, pretend, etc.**).

e.g. *He advised me to apply for the job.*

- ◆ after verbs such as **know, decide, ask, learn, remember, want to know, etc.**, when they are followed by question words (*who, what, where, how, etc.*). 'Why' is followed by a subject + verb, not by an infinitive.

e.g. *I can't decide where to go.*

I want to know why you've decided to leave.

- ◆ after adjectives such as **nice, sorry, glad, happy, willing, afraid, ashamed, etc.**

e.g. *He is glad to be back.*

- ◆ after **too and enough.**

e.g. *She's too shy to talk to the manager.*

We've got enough money to buy a new car.

- ◆ after **it + be + adjective (+ of + noun/pronoun).**

e.g. *It was nice of him to help.*

- ◆ after **would like/would love/would prefer** (to express specific preference).

e.g. *I would like to learn a foreign language.*

- ◆ after **only** to express an unsatisfactory result.

e.g. *He rushed to the back door only to discover that it was locked.*

The BARE INFINITIVE is used

- ◆ after **modal verbs (may, should, can, etc.).**

e.g. *You must study hard.*

- ◆ after the verbs **let, make, see, hear and feel.**

e.g. *They made him pay for the damage.*

but: be made/be heard/be seen + to – Infinitive (passive)

e.g. *He was made to pay for the damage.*

- ◆ after **had better** and **would rather.**

e.g. *You had better sign the contract. I would rather go home now.*

Note:

1 Help is followed by either the to - infinitive or the bare Infinitive.

e.g. *She helped me (to) fix the tap.*

2 If two infinitives are joined by and, the to of the second infinitive can be omitted.

e.g. *He decided to go to university and study biology.*

3 We form the negative infinitive with not.

e.g. *He decided not to accept the job.*

The infinitive has four tenses in the active and two in the passive.

	Active	Passive
Present	(to) give	(to) be given
Pres.	(to) be giving	
Cont.		
<hr/>		
Perfect	(to) have given	(to) have been given
Pert.	(to) have been giving	
Cont.		

ACTIVE

♦ **present infinitive: refers to the present or future.**

e.g. *She wants to talk to him now. (present)*

Sandra wants to move to a new house next year, (future)

♦ **present continuous infinitive: (to) be + -ing. It describes an action happening now.**

e.g. *He is believed to be hiding somewhere in the mountains.*

♦ **perfect infinitive: (to) have + past participle**

It refers to the past and shows that the action of the infinitive happened before the action of the verb.

e.g. *She claims to have met Richard Gere. (First she met Richard Gere, then she claimed that she had met him.)*

♦ **perfect continuous infinitive: (to) have + been + -ing**

It refers to the past and emphasises the duration of the action of the infinitive, which happened before the action of the verb.

e.g. *She is tired. She claims to have been working hard lately. (We emphasise what she has been doing lately.)*

The perfect infinitive is used with verbs such as *seem, appear, believe, know, claim, expect* and the modal verbs.

PASSIVE

present infinitive: (to) be + past participle

e.g. *He hopes to be given a pay rise soon.*

perfect infinitive:

(to) have been + past participle

e.g. He is said to have been injured in an accident.

The verb tenses corresponding to the tenses of the infinitive are as follows:

Verb tenses	Infinitive
he goes / will go	to go
he is going / will be going	to be going
he went / has gone / had gone / will have gone	to have gone
he was going / has been going / had been going / will have been going	to have been going

1. Fill in the correct infinitive tense.

- 1 I think he left. He must ...*have left*
- 2 I think they will come. They must
- 3 I think she is studying. She must
- 4 I think it will be delivered. It must
- 5 I think he was fired. He must
- 6 I think they were arguing. They must
- 7 I think he is lying. He must
- 8 I think {hey had been waiting for her. They must
- 9 I think she has typed it. She must
- 10 I think she had written it. She must
- 11 I think they will be staying. They must.....

2. Complete the sentences with the correct infinitive tense.

- 1 She has grown taller. She seems*to have grown taller*.....
- 2 He is getting used to his new job. He appears
- 3 Kate makes friends easily. She tends
- 4 He has finished the report. He claims
- 5 It is raining over there. It seems
- 6 He is on a diet. He appears
- 7 They have sailed round the world. They claim
8. She is feeling better. She seems

3. Fill in the correct infinitive tense.

- 1 A: What would you like ...*to do*... (do) tonight?
B: Let's(go) to an Italian restaurant.
- 2 A: What's Liz doing?
B: She seems..... (look) for something in her bag.
- 3 A: Alan has been offered a new job!
B: No, he hasn't. He just pretended (offer) a new job.
- 4 A: Colin claims (meet) lots of famous people.

B: I know, but I don't believe him.

5 A: Look at those two men outside. What are they doing?

B: They appear (empty) the rubbish bins.

6 A: Would you like to go to the cinema tonight?

B: Not really. I would prefer(go)to the theatre.

7 A: Tara seems (work) hard all morning.

B: Yes, she hasn't even stopped for a cup of coffee.

8 A: Why is Tom at work so early this morning?

B: He wants (finish) early so that he can go to the concert tonight.

GERUND is used

◆ **as a noun.** e.g. *Swimming keeps you fit.*

◆ **after prepositions.**

e.g. He left *without saying* goodbye.

◆ **after (love, like, enjoy, dislike, hate and prefer to express general preference.**

e.g. *She likes going* for long walks.

◆ **after certain verbs (consider, avoid, deny, look forward to, confess to, fancy, involve, mention, risk, spend, mind, regret, admit, suggest, imagine, etc.).**

e.g. *Jessica spent all day shopping.*

◆ **after go** for activities.

e.g. *They often go climbing* at the weekends.

◆ **after: it's no use, it's (not) worth, it's no good, be busy, what's the use of...?, there's no point in, can't help, can't stand, be/get used to, have difficulty (in)**

e.g. *It's no use waiting* for the bus. *It won't come.*

◆ **after the verbs see, hear, feel, watch, listen to and notice to describe an incomplete action, that is to say that somebody saw, heard, etc. only a part of the action.**

e.g. I heard *Jack talking* on the phone. (= I heard Jack while he was talking on the phone. I heard part of the action in progress. I didn't listen to the whole conversation.)

But: see, hear, feel, watch, listen to, notice + bare infinitive describe a complete action, something that somebody saw, heard, etc. from beginning to end.

e.g. I heard *Jack talk* on the phone. (= I heard the whole conversation from beginning to end.)

Verbs taking the to –infinitive or the –ing form without a change in meaning

◆ **begin, start, continue**

We never have two -ing forms together.

e.g. *They started talking/to talk.*

But: *it's beginning to get* dark.

(~~NOT: It's beginning getting dark.~~)

◆ **advise, allow, permit, recommend, encourage take the to-infinitive when they are followed by an object or when they are in the passive form. They take the -ing form when they are not followed by an object.**

e.g. *They don't allow us to park* here, (object) *We aren't allowed to park* here,

(passive) *They don't allow parking here, (no object)*

◆ **need/require/want + -ing form**

This construction often shows that it is necessary to repair or improve something.

'Need' can also be followed by a passive infinitive.

e.g. *The flat needs decorating.*

The flat needs to be decorated.

1 In pairs, ask and answer questions using the prompts below, as in the example.

SA: Why does Sarah giggle so much? SB: Well, she doesn't enjoy giggling, she just can't help doing it.

- 1 Sarah / giggle so much?
- 2 you / always chew your pen?
- 3 he / blush all the time?
- 4 she / bite her nails?
- 5 you / shout at the children?

2. Underline the correct preposition and fill in the gaps with the -ing form of the verb in brackets.

1. He is ill. He is complaining with/about ...*having*... (have) a headache.
2. Marcus went out instead for/of (do) his homework.
3. Tracy was very excited with/about (go) to the party.
4. I hope you have a good excuse of/for (be) so late.
5. Sam is interested in/for (take up) French lessons.
6. You can't stop him to/from (take) the job if he wants to.
7. Susie ran because she was worried about/of (miss) the bus.
8. Thank you to/for (help) me with my homework.
9. She felt tired because she wasn't used to/with (work) so hard.
10. His boss blamed him for/of (lose) the deal.
11. I am in charge in/of (make) the Christmas deliveries.
12. We are thinking of/from (buy) a new car next month.
13. Sandra apologised for/about (ruin) the performance.
14. Ian was talking with/about (open) a shop in York.

3. Put the verbs in brackets into the correct infinitive form or the -ing form.

- 1 It's no use ...*talking*... (talk) to Bob; he won't change his mind.
- 2 She will (return) the books next weekend.
- 3 It was good of you (help) me fix my bicycle.
- 4 The man suggested (call) the police in, to investigate.
- 5 I can't get used to (live) in such a hot country.
- 6 He admitted (rob) the bank.
- 7 You had better (hurry), or you'll be late for work.
- 8 They refused (give) me my money back.
- 9 She is too short (become) a fashion model.
- 10 My parents let me (stay) up late at weekends.

- 11 Our teacher makes us.....(do) homework every evening.
- 12 The kitchen windows need(clean).
- 13 They have begun(make) preparations for the party.
- 14 He advised her(speak) to her boss.
- 15 I dislike..... (go) to the theatre alone.
- 16 Mr Roberts was seen (leave) his house at 12:15 last night.
- 17 My sister can't stand..... (watch) horror films. She gets terribly scared.
- 18 Can you imagine..... (spend) your holidays on the moon?
- 19 There's no point in.....(call) again. There's no one at home.
- 20 I don't allow people (smoke) in my house.
- 21 It was silly of you (forget) to lock the door.
- 22 He risks.....(lose) his wallet when he leaves it on his desk.

4. Put the verbs in brackets into the correct infinitive form or the -ing form.

1. Is Anne in the room?
Yes. I can see her ...*dancing*... (dance) with her husband over there.
2. Did you see the robber?
Yes. I saw him.....(get) into the car and drive away.
3. Is John here today?
Yes. I heard him (talk) on the phone as I walked past his office.
4. Colin is good at speaking in public, isn't he?
Yes. I heard him..... (make) a speech last month. It was excellent.
5. I walked past the sports centre today.
So did I, and I stopped for a moment to watch some boys (play) football.
- 6 Your hair looks great today.
Thanks. I watched the hairdresser (dry) it so I could learn how to do it myself.
7. That's a music school, isn't it?
That's right. I often hear the students (sing) as I walk past.
8. Did you stay until the end of the contest?
Yes. I listened to the chairman (announce) the results before I went home.
9. How do you know Tim is at home?
I saw him (cut) the grass as I was driving home.
10. How do you know that man stole the watch ?
I saw him.....(put) it in his pocket and leave the shop without paying.

Verbs taking the to –infinitive or the –ing form with a change in meaning

◆ forget + to - inf = not remember

e.g. *I'm sorry, I forgot to call you.*

forget + -ing form = not recall

e.g. *I'll never forget winning my first gold medal.*

◆ remember + to - inf = not forget e.g.

Remember to call Jack tonight.

remember + -ing form = recall

e.g. *I don't remember seeing you here before.*

◆ go on + to - inf = then

e.g. *He welcomed us and went on to offer us some drinks.*

go on + -ing form = continue e.g.

They went on talking for hours.

◆ mean + to - inf = intend to

e.g. *She means to open her own shop.*

mean + -ing form = involve

e.g. *Being a pilot means travelling a lot.*

◆ regret + to - inf = be sorry to

e.g. *I regret to inform you that you have failed the i exam.,*

regret + -ing form = feel sorry about

e.g. *I regret making that mistake; I lost my job.*

◆ try + to - inf = attempt, do one's best .

e.g. *He tried to win the race.*

try + -ing form = do sth as an experiment

e.g. *Try exercising, you may lose weight.*

◆ stop + to - inf = stop briefly to do sth else

e.g. *He stopped to drink some tea and then continued working.*

stop + -ing form = finish, give up

e.g. *He stopped eating junk food because it is unhealthy.*

◆ be sorry + to - inf = apologise for a present action

e.g. *I'm sorry to interrupt, but can I ask you a question?*

be sorry for + -ing form = apologise for an earlier action

e.g. *I'm sorry for shouting at you.*

◆ like + to - inf = think that sth is good or right to do

e.g. *I like to exercise every day.*

like + -ing form = enjoy (general preference)

e.g. *She likes swimming.*

would like + to - inf = want (specific preference) e.g. *I would like to see this film.*

◆ be afraid + to - inf (the subject is unwilling to do sth)

e.g. *He is afraid to take the test in case he fails again.*

be afraid of - -ing form = (the subject is afraid that what is described by the -ing form may happen) e.g. *She doesn't want to ride the horse.*

She is afraid of falling and hurting herself.

5. Put the verbs in brackets into the correct infinitive form or the -ing form.

1 I'll never forget ...sailing... (sail) down the Danube on that warm spring night last year.

2 Please don't forget..... (pay) the bill.

3 John said he remembers..... (buy) the newspaper, but now he

can't find it.

- 4 Did you remember..... (post) my letters today?
- 5 Gloria regrets (shout) at her sister.
- 6 I regret..... (inform) you that we cannot give you your money back.
- 7 The students went on..... (write) for another hour.
- 8 After cleaning the windows, he went on..... (wash) the car.
- 9 We are sorry (announce) that the 7:15 train to Liverpool has been cancelled.
- 10 I'm sorry for..... (miss) your birthday party; I'll make it up to you.
- 11 She stopped..... (go) to the gym after she had got back into shape.
- 12 They stopped..... (have) a rest before they continued their journey.
- 13 They tried (open) the door, but it was stuck.
- 14 You should try..... (make) your own clothes. It's much cheaper.
- 15 I'm sorry. I didn't mean..... (break) your vase.
- 16 Being a teacher means (correct) a lot of homework.
- 17 I like..... (tidy) my room at week-ends because I don't have time during the week.
- 18 They like (play) in the sea on hot days.

6. Put the verbs in brackets into the correct *infinitive form* or the *-ing form*.

My neighbour, Mr Mason, loves 1) ...*spending*... (spend) time in his garden. He would rather 2)..... (work) outside than stay indoors, even when it is snowing! Early in the morning, you can 3)(see) Mr Mason 4)(eat) breakfast in his garden, and late at night he is there again, with a cup of cocoa in his hand. I'd like 5)(help) sometimes when there is lots of work to do, but Mr Mason prefers 6).....(do) everything himself. He doesn't mind 7)(get) cold and wet in the winter, and his wife says it's no use 8)(try) to make him wear a waterproof jacket because he hates 9) (wear) them! Mr Mason says he will go on 10) (garden) until he is too old 11)(do) it!

7. Put the verbs in brackets into the correct *infinitive form* or the *-ing form*.

- 1 I don't know what 1) ...*to do*... (do) at the weekend. I fancy 2).....(go) to the cinema, but none of my friends enjoy 3) (watch) films very much.
- 2 Paul had his driving test today. He tried 1) (not/make) any mistakes, but he failed. He expects 2).....(pass) the test the next time he takes it.
- 3 Tom often goes 1).....(walk) at the weekends. He doesn't like 2).....(take) anyone with him because he prefers 3).....(be) alone while he walks.
- 4 We had better 1) (hurry) home tonight because our parents have promised 2).....

..... (take) us out for dinner. I don't know why they want 3)(eat) out, but we must 4).....(arrive) home on time.

5 James is rich and can afford 1) (buy) expensive things. He is always willing 2) (lend) money to people who need it, because he enjoys 3).....(help) others.

6 My parents let me 1) (stay) at my friend's house last weekend. They agreed

2).....(take) me in the car and they made me 3)(promise) to behave myself. It was a great weekend!

8. Put the verbs in brackets into the correct *infinitive form* or the *-ing form*.

Dear Jessica,

How are you? I'm busy 1) ...*studying*... (study) for my exam which is next week/but I've decided 2)..... (take) a break and 3) (write) you a letter.

4)(read) so many notes and 5) (learn) so many facts is making me very tired. I can't wait 6) (finish) my course! Then, I can start 7) (look) for a good job.

Sophie started her new job last month. 8)..... (work) at the hospital suits her - she

loves 9).....(look) after people. She (hopes 10).....(stay) in this job for a couple of years and then she intends 11)..... (try) for a promotion.

By the way, how are you getting on now that you are a manager? I forgot 12) (congratulate) you when I saw you.

Anyway, I've got to go now. Write soon and tell me all your news, won't you?

Best Wishes, Maggie

9. Complete the sentences, as in the example.

1 John said, 'I didn't take the money.' John denied ...*taking*... the money.

2 'I broke the window,' said Gary. Gary confessed to the window.

3 'Yes, I'll look after your dog for you,' said Anne. Anne agreedafter my dog.

4 Alice said, 'I hate travelling by bus.' Alice complained about by bus.

5 The boss said to the employees, 'You have until 5 o'clock to finish the reports.' The boss expects his employees.....the reports by 5 o'clock.

6 My father said to me, 'Don't come home late,' but I didn't listen. My father warned me about.....home late, but I didn't listen.

7 'You can all go home early,' said the professor. The professor allowed us..... home early.

8 The coach said to the players, 'Don't let the ball out of your sight.' The coach ordered the players the ball out of their sight.

PARTICIPLES

The participles are:

a) present participles (playing, running, etc.),

- b) past participles (played, written, etc.) and
c) perfect participles (having written, etc.).

Present and past participles can be used as adjectives.

The present participle (-ing) describes what somebody or something is (it answers the question 'What kind?'). The past participle (-ed) describes how somebody feels (it answers the question 'How do you feel?').

*e.g. It's a very **tiring** job. (What kind of job? Tiring.) He's very **tired**. (How does he feel? Tired.)*

Participles can also be used:

◆ **to express time.**

*e.g. **After doing/having done** her homework, she watched TV.*

***Having done her homework**, she watched TV. (=After she had done her homework, she watched TV.)*

*He broke his arm (**while**) **playing** hockey. (=He broke his arm while he was playing hockey.)*

◆ **to express reason.**

*e.g. **Being late**, Adam took a taxi.*

*(Because **he was late**, Adam took a taxi.) **Having spent all her money**, Pam asked for a loan.*

(=Because she had spent all her money, Pam asked for a loan.)

◆ **instead of a relative pronoun and full verb.**

*e.g. The man **standing** at the door is my boss. (=The man **who is standing** at the door is my boss.)*

*The information **presented** in the article was invaluable. (=The information **which was presented** in the article was invaluable.)*

◆ **instead of the past simple in narratives when we describe actions happening immediately one after the other.**

*e.g. **Seeing** the shadow, he **screamed**. (=He saw the shadow and he screamed.)*

◆ **to avoid repeating the past continuous in the same sentence.**

*e.g. She was climbing up a ladder **carrying** a bucket. (=She was **climbing** up a ladder and she was **carrying** a bucket.)*

10. Underline the correct word.

1 A: Have you read that new book yet?

B: Only some of it. It's very **bored/boring**.

2 A: Did you enjoy your holiday?

B: Oh, yes. It was very **relaxed/relaxing**.

3 A: I'm going to a lecture tonight. Do you want to come?

B: No thanks. I'm not **interested/interesting** in the subject.

4 A: Did you hurt yourself when you fell?

B: No, but it was very **embarrassed/embarrassing**.

5 A: Shall I turn off the lights?

B: No. I'm **frightened/frightening** of the dark.

6 A: Was Mother upset when you broke her vase? B: Not really, but she was very

annoyed/annoying.

7 A: How do you feel today? B: I still feel very **tired/tiring.**

8 A: I haven't seen Mr Green for several days. B: Neither have I. It's a bit **worried/worrying.**

11. Rewrite the sentences using participles.

1 He was lying on the bed and he was reading a book.

...*He was lying on the bed reading a book.*.....

2 Lisa took a deep breath and dived into the water.

.....

3 Jack burnt his finger while he was lighting a fire.

.....

4 After Ann had ironed the clothes, she put them away.

.....

5 Because he was cold, James turned on the heater.

.....

6 The photographs, which were taken at the reception, were blurred.

.....

7 Alison washed the paintbrushes before she painted the living room.

.....

8 She was sitting on the sofa and she was knitting a jumper.

.....

9 The girl who is sitting next to Alison is Vicky.

.....

10 Because he had forgotten to do the shopping, he ate out that night.

.....

11 Emma turned the key in the lock and opened the door.

.....

PASSIVE VOICE

We form the passive with the verb to be and the past participle of the main verb.

	ACTIVE	PASSIVE
Present Simple Present Continuous	He delivers the parcels He is delivering the parcels.	The parcels are delivered. The parcels are being delivered.
Past Simple Past Continuous	He delivered the parcels. He was delivering the parcels.	The parcels were delivered. The parcels were being delivered.
Future Simple	He will deliver the parcels.	The parcels will be delivered.
Present Perfect	He has delivered the	The parcels have been

Past Perfect	parcels. He had delivered the parcels.	delivered. The parcels had been delivered.
Future Perfect	He will have delivered the parcels.	The parcels will have been delivered.
Modals + be + p.p.	He must deliver the parcels.	The parcels must be delivered.

◆ **The present perfect continuous, the future continuous, the past perfect continuous and the future perfect continuous are not normally used in the passive.**

◆ **We can use the verb to *get* instead of the verb to *be* in everyday speech when we talk about things that happen by accident or unexpectedly.**

e.g. *Four people got hurt in the car crash. (= Four people were hurt...)*

1. Rewrite the sentences in the passive, where possible

- 1 Her mother drives her to school every day.
- 2 Paul drives to work every day.
- 3 I woke up late on Sunday morning.
- 4 Her mother woke her up at seven o'clock.
- 5 Sue asked the waiter to bring some water.
- 6 David asked for some help.
- 7 Simon is moving house next month.
- 8 Michael moved the boxes out of the way.
- 9 Sandra walks on the beach regularly.
- 10 The boys walk the dog every day.
- 11 John opened the door.
- 12 They didn't come home late last night.
- 13 Their nanny takes them to the park every day.
- 14 I left very early yesterday afternoon.
- 15 Meg asked the policeman for directions.
- 16 The letter arrived two days ago.
- 17 Sam took these photographs.

2. Rewrite the sentences in the passive. Omit the agent where possible

- 1 Do they sell clothes in this shop?
- 2 Someone is cleaning the windows.
- 3 She tapped him on the hand with her pen.
- 4 People spend a lot of money on food.
- 5 Is Sue washing the car?
- 6 Who made this mess?
- 7 They will open the new hospital soon.
- 8 Liz showed me some holiday pictures.

- 9 Who broke this mug?
- 10 The jury will have reached a verdict by the morning.
- 11 The teacher will mark the essays.
- 12 People make jam from fruit.
- 13 They sent for the doctor.
- 14 Clive hasn't cut the grass yet.
- 15 They may not repair the car this week.
- 16 Is Tim cleaning the house?
- 17 She hit him on the head with a tennis racquet.
- 18 Did your next door neighbours see the thieves?
- 19 Who smashed the kitchen window?
- 20 He won't have written the book by the end of the month.
- 21 They haven't bought a new house yet.
- 22 I made this omelette with onions and cheese.
- 23 The detective had collected all the information before he handed in his report.
- 24 Frank doesn't like people telling him what to do.
- 25 Who will make the speech tomorrow?
- 26 What did they decorate the streets with?
- 27 Has Jane read a book yet?
- 28 Who is repairing John's car?
- 29 What stung her?
- 30 Mother shouted at Claire.

3. Put the verbs in brackets into the correct passive tense

- A: Do you still work at Browns and Co?
 B: Yes, I do. I 1)(employ) by Mr Brown for five years now, you know.
 A: Oh. Do you still enjoy it?
 B: Oh yes! I 2)(give) a promotion last year and I'm very happy.
 A: A promotion? So, what is your job now?
 B: I 3).....(make) Head of European Sales.
 A: So, what do you do?
 B: Well, sometimes I 4).....(send) to other countries on business.
 A: I see. Do they pay you well?
 B: Well, I 5).....(pay) quite well and I expect 6).....(give) a pay rise soon.
 A: Good for you!

4. Put the verbs in brackets into the correct passive tense

- 1 A: Who looks after your garden for you?
 B: It(look after) by my brother.
 2 A: That's a beautiful dress. Where did you buy it?
 B: Actually, it.....(make) for me by my aunt.

- 3 A: Have you typed that letter yet, Miss Brown?
B: It.....(type) right now, sir.
- 4 A: Did you make the coffee when you got to work this morning?
B: No, it(already/make) by the time I got there.
- 5 A: Are you going to pick up the children today?
B: No, they.....(pick up) by Roger. I've already arranged it.
- 6 A: Where is your watch?
B: I broke it. It(repair) at the moment.
- 7 A: Has the new furniture for my bedroom arrived?
B: No, it.....(not/deliver) yet.
- 8 A: They are building a new sports centre in town.
B: I know. It.....(open) by the mayor next month.
- 9 A: That's a lovely shirt. Is it new?
B: Yes. It(buy) for me by my grandmother.
- 10 A: When do you have to have this report ready?
B: Well, it(must/hand in) by Tuesday.
- 11 A: Did you read the newspaper this morning?
B: No. It.....(not/deliver) by the time I left for work.
- 12 A: Where is your car?
B: At the garage. It(repair).
- 13 A: Do you know your exam results yet?
B: No. They.....(not/announce)yet.
- 14 A: Are you going to make dinner tonight?
B: No. It.....(make) by Simon. He promised to do it.
- 15 A: Have you finished your homework yet?
B: No, but it(finish) by eight o'clock.
- 16 A: Who waters your plants for you when you're away?
B: They(water) by my neighbour.

5. Make a passive sentence from the words in brackets

- 1 A: That's a beautiful picture.
B: Yes. (It / paint / my mother)
- 2 A: Have they caught the thieves yet?
B: Yes. (two men / arrest / yesterday)
- 3 A: Did you build the garage yourselves?
B: No. (the garage / build / before we moved in)
- 4 A: Why is Paul afraid of dogs?
B: (he / bite / a dog / when he was a little boy)
- 5 A: Sarah is very ill.
B: (she / take / to hospital last night)
- 6 A: This room is a disgrace.
B: (it / not clean / for weeks)
- 7 A: Did you know about your surprise party?

- B: No. (it / arrange / in secret)
 8 A: Are you going to drive to work today?
 B: I can't, (the car / not fix / yet)
 9 A: Has Tom got a job?
 B: No. (he / make redundant / last month)

ACTIVE OR PASSIVE

6. Underline the correct verb form in each of the following sentences.

1. The Prime Minister of Italy *has resigned/has been resigned* and a new prime minister *has elected/has been elected*.
2. A huge earthquake *has hit/has been hit* central Japan. Nearly 1000 people *have killed/have been killed*.
3. Tom's *just promoted/'s just been promoted* to area manager of Eastern Europe.
4. I've *applied/'ve been applied* for a new job.
5. How many times *have you made/have you been made* redundant?
6. Bob's wife *has just lost/has just been lost* her job.
7. My brother *has given/has been given* the sack. His boss said he was lazy.
8. The number of people out of work *has risen/has been risen* to nearly 3 million.
9. They *haven't offered/haven't been offered* more money by the management.
10. How much money *have you saved/have you been saved* for your retirement?

7. Write the correct form of the verb in brackets

1. It was a hard match. At half-time, one of the footballers(take) to the hospital.
2. 'Have you heard about Lenny?' 'He(make) redundant.
3. The robbers(catch) as they.....(leave) the bank.
4. Our dustbins(empty) on Mondays.
5. 'Where are my jeans?' 'They(wash) at the moment. Sorry.'
6. If no one offers to buy the house, it(sell) by next month.
7. The soldiers(teach) how to use grenades when unfortunately one blew up and injured them.
8. We were having a lovely picnic until my wife (sting) by a bee.
9. Mr Taylor was furious with the newsagent because his Sunday newspapers(not deliver).
10. We(drive) down a quiet country lane when suddenly we(overtake) by a police car.

8. Read the story and put the verb in brackets into the correct tense, active or passive

As fashion-conscious Gilly Woodward left Harrods last Friday, she felt proud of the £90 designer jeans that she a) just (buy). But when Gilly, 31, b)(return) to the store the next day to do some more shopping, she c)(bar) from entry because she d)(wear) the same jeans.

Gilly, now back home in Liverpool, e)(stay) with friends in London for a few days. She explained what f)(happen).
I g)(walk) through the swing doors, when suddenly I h)(stop) by a large, uniformed security guard. He i)(point) at my knees, and said that my jeans j)(tear) and I couldn't enter. I tried to tell him that I k)(buy) them in Harrods the day before, and that the torn bits were fashionable. But he l)(not listen). He told me to get out. By this time, a crowd of people m)(gather). I n)(leave) immediately because I o)never.....(feel) so embarrassed in my life.'
A spokesperson from Harrods said that the dress code p)(introduce) in 1989, and it states: no beachwear, no backpacks, no torn denims.

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