Міністерство освіти і науки України
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АНГЛІЙСЬКА МОВА ПРОФЕСІЙНО-КОМУНІКАТИВНОЇ СПРЯМОВАНОСТІ

Навчальний посібник для здобувачів ступеня вищої освіти бакалавра
спеціальності «Соціальна робота»
освітньо-професійної програми «Соціальна робота»

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У навчальному посібнику в систематизованому вигляді подано програмний матеріал дисципліни «Англійська мова професійно-комунікативної спрямованості». Структурно видання складається з 4-х розділів, зміст яких уніфіковано: граматичний коментар, тексти, післятекстовий словник, різноманітні вправи. Теорія тісно пов'язана з практичними завданнями, виконання яких передбачено під час аудиторної та самостійної роботи. Для читання й аналізу запропоновано автентичний текстовий матеріал.

Основне призначення посібника – формування й розвиток у майбутніх фахівців із соціальної роботи готовності до іншомовної професійної комунікації в усній та письмовій формах.

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ВСТУП

Курс «Англійська мова професійно-комунікативної спрямованості» належить до дисциплін вільного вибору в межах університету здобувачів ступеня вищої освіти бакалавра спеціальності «Соціальна робота» освітньо-професійних програми «Соціальна робота». Його викладання спрямоване на формування й розвиток іншомовної комунікативної компетентності студентів у сфері професійного спілкування в усній і письмовій формах, що є нагальною потребою сьогодення.

Основними завданнями навчальної дисципліни «Англійська мова професійно-комунікативної спрямованості» є: 1) формування лексичної та граматичної компетентності студентів; 2) розвиток навичок читання і розуміння автентичних професійно-орієнтованих текстів; 3) розвиток навичок письмової іншомовної комунікації (написання анотації статті, супровідних листів, есе тощо); 4) розвиток навичок усної професійної комунікації (реагування на основні ідеї та розпізнавання суттєво важливої інформації під час професійно-орієнтованого спілкування тощо).

Зміст посібника відповідає робочій програмі навчальної дисципліни «Англійська мова професійно-комунікативної спрямованості». Програмний матеріал подано з дотриманням професійно-орієнтованого підходу до навчання і структуровано в чотири розділи (Unit 1-4), кожен з яких містить граматичний коментар, тексти, словник (Vocabulary Notes), вправи. Теоретичний матеріал чітко узгоджений з практичними завданнями, які об'єднані за відповідною тематикою. До посібника включено додатки (таблиця неправильних дієслів, фрази, рекомендовані для використання під час аналізу тексту й обговорення порушених у ньому проблем).

Методика роботи з текстами уніфікована та включає такі компоненти, як: активний словник для засвоєння, вправи на активізацію (закріплення) нової лексики, вправи на переклад і розуміння текстового матеріалу. Окремі завдання спрямовані на розвиток навичок монологічного й діалогічного мовлення (робота в парах, у групах, рольові й ділові ігри). Основними видами письмових завдань є написання есе, анотації до тексту.

У результаті вивчення дисципліни студент повинен *знати:*

З лексики: лексичні одиниці з соціально-культурної та побутової сфери спілкування (газети та журнали Великої Британії та англомовних країн), лексичні одиниці з тем, що вивчалися на попередньому рівню. Лексичні одиниці для лінгвостилістичного аналізу тексту із творів англомовних авторів, для аналізу змісту прагматичного тексту, для аналізу, анотування та реферування статей з англійської та української преси, для реферування фахової статті (фрагменту лінгвістичного тексту).

Уміти:

– вести бесіду в межах тематики, передбаченої програмою навчання для студентів ступеня вищої освіти «магістр»;

– реферувати в усній формі тексти із соціально-суспільної тематики з аутентичних джерел; виступати з оглядовими рефератами з конкретної теми, зокрема з лінгвокраїнознавчої тематики;

– критично коментувати зміст прочитаного;

– висловлюватись у формі монологічного й діалогічного мовлення на основі змісту текстів основних і допоміжних посібників, а також на основі змісту статей з соціально-культурної, професійної, побутової, наукової сфери спілкування; на основі художніх текстів та текстів прагматичного характеру;

– читати і реферувати статті (з іноземної або з рідної мови) іноземною мовою (без використання словника); давати вичерпну інформацію зі змісту текстів прагматичного характеру (бізнес-реклама, оголошення, запрошення на роботу і інше) та текстів за фахом;

– реферувати та анотувати за запропонованою схемою статті, вживати при цьому загальноприйняті у англійській мові фрази-кліше;

– читати та перекладати текст; обговорювати тематику та проблематику статті, виділяти загальні висновки, аналізувати зміст текстів: визначення теми, мети, проблем статей; у письмовій формі висловити власні думки до прочитаного, прослуханого, до проблем соціально-побутового і професійного плану.

Посібник доповнює та розширює зміст підручників з дисципліни «Англійська мова професійно-комунікативної спрямованості». Увага в ньому акцентується на специфічних рисах англомовної комунікації безпосередньо в галузі соціальної роботи. Лексико-граматичний матеріал підібрано з урахуванням професійніих і пізнавальних інтересів студентів.

Міжпредметні зв’язки курсу «Англійська мова професійно-комунікативної спрямованості» з такими дисциплінами, як «Вступ до спеціальності», «Вступ до соціальної роботи», «Професійна практика соціальної роботи» реалізуються в тематиці навчального матеріалу та фаховій термінології. Так, 1-й розділ (Social Work and Social Worker) присвячений становленню та розвитку спеціальності «Соціальна робота»; 2-й розділ (Case Work) орієнтований на використання англомовних матеріалів кейс-методу в соціальній роботі, що розкриває особливості діяльності соціального працівника з майбутніми клієнтами; 3-й розділ (A Management System) передбачає роботу з текстами вузько професійного змісту (управління соціальними процесами); у 4-му розділі пропонуються тексти для додаткового читання в рамках самостійної роботи. Текстовий матеріал видання є автентичним, сучасним, інформативним і має на меті практичне оволодіння студентами новітньою фаховою інформацією через іноземні джерела (наукові публікації авторів шкіл соціальної роботи університетів США та ін.) і розвиток професійної ерудиції в галузі соціальної роботи.

Основним призначенням даного видання є формування у студентів полікультурної компетенції на базі інтегрованого використання іноземної мови з опорою на володіння і знання першої іноземної мови. Посібник адресується студентам 2-3 курсів денної та заочної форми навчання.

UNIT 1. SOCIAL WORK AND A SOCIAL WORKER

TEXT 1
INTRODUCTION TO SOCIAL WORK
GRAMMAR REVISION: THE PRESENT SIMPLE TENSE

The Present Simple Tense – теперішній простий час. Уживається для вираження дії, яка відбувається зараз (у цей момент), але не вказує на її характер, тривалість, завершеність або передування іншій дії чи певному моменту в минулому або майбутньому. В англійській мові використовується для вираження регулярної чи повторюваної дії.

У Present Simple реченнях часто використовуються такі слова, як *usually, always, every day, as a rule, sometimes, often, every week, everyday.*

Утворення Present Simple Tense

Positive	Negative	Question
I write You write He She writes It We write You write They write	I **do not** write You **do not** write He She **does not** write It We **do not** write You **do not** write They **do not** write **Do** I write?	**Do** you write? he **Does** she write? It **Do** we write? **Do** you write? **Do** they write?

Practical exercises

1. Put the verb in Present Indefinite.

1. He (to understand) German well. 2. She (to get up) at 6 a.m. 3. We (to have) two English classes a week. 4. Peter (to have) coffee in the morning. 5. My mother (to come) home at 6 p.m. 6. I (to wonder) why you always(to walk) alone. 7. Our teacher (to wear) suits of dark colours. 8. They (to take) a train to get to Minsk. 9. In summer my son (to ride) a horse (кінь). 10. John and Jake (to come) from America. 11. The girl (to talk) to strange people. 12. The sound of Big Ben (to go) all over the world. 13. He (to want) to catch the six o'clock train.

2. Change the sentences into negative form:

1. She knows English well. 2. I get up early. 3. Her mother teaches at school. 4. We find our flat cosy. 5. She tells the truth. 6. They make an awful noise. 7. They dance every day. 8. She keeps company with these students. 9. He drinks red wine. 10. We spend our days in reading.

3. Change the sentences interrogative form:

1. You buy many books. 2. He hates shopping. 3. We ask many questions. 4. You live in Pushkin Street. 5. You pay much money for the room. 6. Your mother lives with you. 7. Your friends like to sing. 8. We know these young people.

4. Choose the correct form.

1. His friend (go/goes) to University at 9 p.m. 2. Our dog (eat/eats) everything we give him. 3. I (do/does) my work attentively. 4. He (speak/speaks) in a soft, quiet voice. 5. Our teacher often (tell/tells) us nice stories. 6. We (have/has) two French classes a week. 7. They (sing/sings) English songs. 8. She (come/comes) from Poland every week. 9. Jerry (smoke/smokes) a lot. 10. The Earth (go/goes) around the Sun. 11. The teacher (point/points) to our mistakes. 12. My watch (show/shows) the correct time.

5. Translate into English:

1. Вона читає англійські книжки. 2. Петро не вивчає історію. 3. Я одягаю яскраві сукні (костюми). 4. Він викладає французьку мову в університеті. 5. Ми ходимо до університету щодня. 6. Він не говорить італійською. 7. У них два семінари з історії та одна лекція на тиждень. 8. Ганна постійно читає іноземні наукові журнали. 9. Конференція розпочинається о 9 годині ранку. 10. Чим він займається? – Він викладає фізику в університеті.

6. Look through the text 1 and do the following tasks:

1. Find the Present Simple sentences in the text.
2. Make negative and question form of these sentences.

TEXT 1

INTRODUCTION TO SOCIAL WORK

1. Reading…*read the text 1 and find out which one of the following statements is true according to the information in the article?*

1) Social work practice is aimed to help_____.

A communities except individuals;
B only communities;
C individuals, groups, or communities.

2) The primary mission of the social worker is_____.

A to increase human well-being;
B to help people have particular attention to their needs;
C to meet people in the office.

3) Social workers deal with problems arising from_____.

A poverty, family problem, except drug use;
B deprivation, addiction; family problems;
C disability, poverty.

4) Social workers can _____

A meet service users in the office and to see them in their homes;
B see service users only in the office;
C meet service users only in special accommodation.

5) Social work needs _____.

A people who enjoy working with people:
B practical and resourceful individuals who sometimes like working with people;
C individuals to distinguish ingenuity and optimism with honesty and realism.

Social work practice is aimed at assisting individuals, groups, or communities to enhance or restore their capacity for social functioning and creating societal conditions favorable to reach their goals.

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.

Social workers are professionals who work with people experiencing difficulties in their personal and family lives. They deal with many different issues arising, for example, from poverty and deprivation, or relationship problems in families, or drug use. They arrange care for adults with disabilities, work with health workers in hospitals and the community, and assist the Courts in dealing with people who commit offences.

Many social workers are based in offices and see service users in the office or visit them in their homes. Some work in day centers for children, older people or people with disabilities, while others work in children's homes, care homes for older people or special accommodation for people with mental health problems. Social workers are employed by local authorities or in a wide range of large and small voluntary organizations. Some social workers specialize in community work, social education or social reform rather than direct service to individuals.

Social work is a job for creative, practical and resourceful individuals who really enjoy working with people. Social workers have to combine ingenuity and optimism with honesty and realism in the face of the demanding situations which some service users experience. It is social workers who represent society's response to the challenges of poor parenting, offending, long-term illness, mental illness and other serious problems.

Social workers need stable well-integrated personalities and must be able to see beyond the immediate issues presented by service users, the general public and policy makers. Good social work combines an interest in people with a rigorous scientific attitude and the constant search for better methods of helping, supported by research and development.

2. Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences:*

community – громада
enhance – збільшувати
capacity – здатність
basic human needs – основні людські потреби
empowerment – розширення можливостей
vulnerable – вразливий
poverty – бідність
deprivation – позбавлення
drug use – вживання наркотиків
adults with disabilities – дорослі люди з обмеженими можливостями
commit offence – скоєння правопорушення
local authorities – місцева влада
voluntary organizations – волонтерські організації
resourceful individual – винахідлива особистість
ingenuity – винахідливість
poor parenting – невідповідальне батьківство, погане виховання дітей
offending – образа
long-term illness – довготривала хвороба
combine – поєднувати
support – підтримувати; підтримка

3. Practice:

3.1. Building vocabulary

3.1.1. Give Ukrainian for:

To enhance or restore capacity; to reach their goals; to meet the basic human needs of all people; people who are vulnerable, oppressed; people experiencing difficulties; poverty and deprivation; adults with disabilities; people who commit offences; care homes for older people; people with mental health problems; to be employed by local authorities; to represent society's response; stable well-integrated personalities; the general public and policy makers; a rigorous scientific attitude.

3.1.2. Give English for:

Соціальний працівник (педагог); громада; досягати мети; основні людські потреби; люди, які стикаються з труднощами; пригнічений; проблеми у взаємовідносинах; організовувати (влаштовувати); суд; користувачі послуг; спеціальне житло; робота із громадою; творчий; складна ситуація; стабільний; нагальні проблеми; постійний пошук; розвиток.

3.1.3. Find synonyms among the pool of words and put them into th table below:

- 1. Assist / 2. Problem / 3. Help/ 4. Aim / 5. issue / 6. Goal
- 1. Mission / 2. Enhance / 3. arrange / 4. Task / 5. Organize / 6. Increase
- 1. Combine / 2. Response / 3. connect / 4. Illness / 5. Reply / 6. desease

Word	Word	Translaton

3.2 Speaking

3.2.1. Answer the questions:

1) What is the aim of social work?
2) What kind of people does social work pay attention to?
3) Where do social workers work?
4) What kind of person can work as a social worker?

3.2.2. Work in group of 3-4 and discuss (see Appendix 3):

a) the primary mission of the social work;
b) the important qualities of a social worker.

3.3. Writing

Write an essay *"The role of social work practice in a modern life"* (at least 200 words).

TEXT 2
THE ROOTS OF US SOCIAL WORK
GRAMMAR REVISION: THE PAST SIMPLE TENSE

The Past Simple – минулий простий час. Уживається для вираження дії, яка відбулася в минулому, не вказуючи при цьому на її характер, тривалість або передування іншій дії чи певному моменту в минулому. *The Past Simple* вживається також для позначення низки послідовних дій.

У *Past Simple* реченнях часто використовуються такі слова, як -yesterday, last week(month, year), two days ago, in May, on Sunday, in 1990.

Для утворення минулого часу в англійській мові до правильних дієслів додається закінчення ***-ed***, неправильні дієслова змінюються за формою відповідно до таблиці неправильних дієслів (see Appendix 4).

Утворення Past Simple Tense

Positive	Negative	Question
I wrote / play**ed** You wrote/ play**ed** He She wrote/ play**ed** It We wrote/ play**ed** You wrote/ play**ed** They wrote/ play**ed**	I **did not** write You **did not** write He She **did not** write It We **did not** write You **did not** write They **did not** write	**Did** I write? **Did** you write? he **Did** she write? It **Did** we write? **Did** you write? **Did** they write?

Practical exercises

1. Change the sentences into negative and interrogative forms:

1. She taught at our Institute two years ago. 2. I knew that. 3. We told you about that. 4. My mother bought a new coat. 5. They showed us his photo. 6. You asked me this questions. 7. He kicked me. 8. They saved a lot of money. 9. You saw many American films last year. 10. You did it on Sunday. 11. She saw you. 12. We met her in Gagarin Street.

2. Put the verb in Past Simple Tense.

When in Spain two Englishmen (to come) into a small restaurant to have their lunch. They (not to speak) Spanish, the waiter (not to speak) English. The Englishmen (to want) to order some milk. They (to pronounce) the word several times, they (to write) it, they(to draw) it, but the waiter (not to understand) them. At last one of them (to decide) to draw a cow. He (to take) out a pencil and (to draw) a picture of a cow. The waiter (to smile) and (to nod) in approval and (to run) out of the room. In a quarter of an hour he (to come) back and (to put) in front of his clients two tickets for a bullfight.

3. Translate into English:

1. Ти вчора отримав листа? – Так. 2. Іспит розпочався о 9 годині ранку й закінчився об 11-ій. 3. Ти ходила в середу до бібліотеки? – Ні, я вчора була в батьків за містом. 4. О котрій годині ти повернулася з роботи? – Десь близько 18 години вечора. Я була втомлена, тому прийшла, приготувала вечерю, подивилася новини й лягла спати. 5. Я не читала цієї книжки. Я не змогла її купити. 6. У неї вчора був день народження 7. Я бачив тебе в суботу. 8. Він показав мені цю статтю. 9. Ми не подумали про це. 10. Вона викладала в нашому університеті біологію.

4. ***Look through the text 2 and do the following tasks:***

1. Find Past Simple sentences in the text and translate them into Ukrainian in the written form.
2. Read the following sentences and identify (underline) their basic structure (підмет, присудок):

a) Before the American Revolution, formal systems of poor relief, child welfare, and even mental health services had been established in North America.

b) Since government responses proved largely insufficient or ineffective in addressing growing social problems, private benevolent societies and self-help organizations the predecessors of modern social service agencies played increasing roles in this regard.

c) Organizations such as the Association for the Improvement of the Condition of the Poor and the Children's Aid Society began investigating social conditions in areas such as tenement housing and child welfare.

TEXT 2
THE ROOTS OF US SOCIAL WORK

1. **Reading** …*you are going to read an article about the roots of US Social Work. Which one of the following statements is not true according to the information in the text?*

a) The development of social work in the United States reflects religious ideas of that time.
b) Formal systems of poor relief, child welfare served a dual role of compassion and protection.
c) Private benevolent societies and self-help organizations the predecessors of modern social service agencies were ineffective in this regard while government responses proved largely sufficient in addressing growing social problems.
d) Untrained proto-social workers, known as "friendly visitors," sought to assist poor individuals through moral persuasion and personal example.
e) The Civil War fostered the emergence of large-scale private social welfare initiatives, such as the Red Cross.

The development of social work in the United States reflects an ongoing synthesis of ideas derived from many different cultures. While terms such as charity and philanthropy have Greek roots and are based on Biblical principles, modern social work concepts owe much to the influence of the Koran and the mutual aid practices of Native Americans, the African-American community, and immigrants from all over the world.

Before the American Revolution, formal systems of poor relief, child welfare, and even mental health services had been established in North America. These systems served a dual role of compassion and protection. By the early 19th century, states began taking responsibility for distributing relief from towns and counties. Since government responses proved largely insufficient or ineffective in addressing growing social

problems, private benevolent societies and self-help organizations the predecessors of modern social service agencies played increasing roles in this regard.

The roots of US social work date back to this period and the efforts of upper-class women and men in church-based and secular charitable organizations to address the consequences of poverty, urbanization, and immigration. These untrained proto-social workers, known as "friendly visitors," sought to help poor individuals through moral persuasion and personal example. Organizations such as the Association for the Improvement of the Condition of the Poor and the Children's Aid Society began investigating social conditions in areas such as tenement housing and child welfare.

The Civil War stimulated the emergence of large-scale private social welfare initiatives, such as the US Sanitary Commission and the Red Cross. In the War's aftermath, the short-lived Freedmen's Bureau (the first Federal social welfare program) provided assistance to newly emancipated slaves. State boards of charity arose to improve the management of institutions constructed during the previous generation.

2. Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences:*

reflect – відображати
derive – походити
charity – благодійність
philanthropy – філантропія
mutual aid practices – практика взаємодопомоги
community – громада
poor relief – поліпшення життя малозабезпечених
child welfare – благополуччя дитини
compassion – співчуття
protection – захист
benevolent societies – благодійні товариства
predecessor – попередник
tenement housing – багатоквартирне житло
emergence – виникати, з'являтися
slave – раб
state boards of charity – державні благодійні органи

3. Practice:

3.1. Building vocabulary

3.1.1. Give Ukrainian for:

To reflect an ongoing synthesis of ideas; charity and philanthropy; mutual aid practices; to take responsibility for; a dual role of compassion and protection; private benevolent societies; the predecessors of modern social service agencies; increasing role; the consequences of poverty; moral persuasion; tenement housing; child welfare; private social welfare initiatives; newly emancipated slaves.

3.1.2. Give English for:

Розвиток соціальної роботи; термін благодійність має грецьке походження; ґрунтується на біблійних принципах; формальна система допомоги малозабезпеченим; брати відповідальність; зростаючі соціальні проблеми; організація груп самодопомоги; благодійні товариства; особистий приклад; забезпечувати допомогу.

3.2. Speaking

3.2.1. Make up a plan of the text.

3.2.2. Give the main idea of every paragraph of the text.
Notes*: Every paragraph has a key sentence called a topic sentence. This topic sentence explains what a paragraph is about. It is a general idea of a paragraph. If you understand the general idea, you can look for the specific details which support the idea.*

3.2.3. Sum up the text explaining the main idea and supporting it with specific details (examples) according to your plan.

3.2.4. Work in pair and discuss (see Appendix 3):
- the origin of social work in the USA and Ukraine.

TEXT 3
INDUSTRIALIZATION AND THE ORIGINS OF MODERN SOCIAL WORK
GRAMMAR REVISION: DESPITE, IN SPITE OF, ALTHOUGH

Конструкції *in spite of / despite / although* використовуються, щоб показати контраст, але є деякі відмінності у структурі:

- in spite of – незважаючи на
- despite – незважаючи на
- although – хоча

Після **in spite of** і despite використовується займенник або іменник.
We enjoyed our camping holiday in spite of the rain.
Despite the pain in his leg he completed the marathon.
Despite having all the necessary qualifications, they didn't offer me the job.
Єдина різниця між "***In spite of***" і "***despite***" є частка of.

Після ***Although*** використовується іменник і дієслово.
We enjoyed our camping holiday although it rained every day.
Although he worked very hard, he didn't manage to pass the exam.
The holiday was great although the hotel wasn't very nice.

Можна також використовувати "***in spite of" і "despite***" з іминником і дієсловом, якщо додати фразу *'the fact that'*.

In spite of the fact that he worked very hard, he didn't manage to pass the exam.
Despite the fact that he worked very hard, he didn't manage to pass the exam.

Even though сильніше за ***although***.

We decided to buy the house even though we didn't really have enough money.
You keep making that stupid noise even though I've asked you to stop three times.

Practical exercises

1. Read the sentences and transform them according to the model:

Model: *Jack read the book. He didn't like it. (although).-*
Jack read the book although he didn't like it.
I didn't get the job. I had all necessary qualifications (in spite of)
I didn't get the job in spite of having all necessary qualifications.

1) I was driving at 160 kilometres an hour. I arrived late. (although).
2) The singer forgot the lines. The concert was a great success. (despite)
3) I didn't hear my alarm clock. It rang three times. (although)
4) The street musician played for five hours. He earned only 30 dollars. (in spite of)
5) They have very little money. They are very happy. (despite)
6) We live in the same street. We hardly ever see each other (in spite of)
7) I didn't recognize her. I had met her twice before. (although)
8) He plays the piano very well. He can't sing at all (although)
9) He accepted the job. The salary was rather low(despite)

2. Translate into English:

1. Незважаючи на те, що я дуже втомився, я не зміг заснути. 2. Незважаючи на той факт, що він дуже наполегливо готувався до іспиту, йому не вдалося (manage) його скласти. 3. Відпустка була чудовою, незважаючи на те, що готель був не дуже комфортним. 4. Мені подобається моя робота, незваючи на те, що заробітна плата низька. 5. Незважаючи на те, що ми разом навчалися в університеті, ми не були близькими друзями. 6. Незважаючи на свій солідний вік, він плаває щодня.

3. Look through the text 3 and do the following tasks:

1. Find the sentences in the text with the words **despite, although** and translate them into Ukrainian.
2. Make up sentences with *despite, in spite of, although using vocabulary notes.*

TEXT 3
INDUSTRIALIZATION AND THE ORIGINS OF MODERN SOCIAL WORK

1. **Reading**… *read text 3 and find out which one of the following statement is not true according to the information in the article?*

A The most notable social changes of this period were "panics" and consequences.
B The first American Charity Organization Society (COS) was based on principles so-called "scientific charity".
C Settlement houses reflected a different type of organizational response to the impact of the development of industry and immigration;
D Unlike the individually oriented COS, settlements focused on the environmental causes of poor people;
E Leaders of the ettlement played weak roles in the major social movements such as women's suffrage, peace, labor, civil rights, and temperance.
F The settlements consentrated on what later became group work and community organization, the COS oriented on casework with individuals.

In the half century after the Civil War, rapid industrial expansion produced a dramatic increase in individual and community needs. The most notable social changes of this period included a series of **economic depressions** (known then as "panics") and their consequences; new **manifestations of racism** following the end of Reconstruction in 1876; and a dramatic increase in **immigration** from Southern and Eastern Europe.

Using **concepts** derived from business and **industry, reformers** attempted to respond to some of these developments by **regulating** public relief distribution through so-called "scientific charity." In 1877, the first American Charity Organization Society (COS) based on such principles was founded in Buffalo, New York. Many COS clients, however, particularly poor Jews, Catholics, and African Americans, preferred more **personal systems** of self-help and mutual aid established by their own communities.

Settlement houses reflected a different **type** of organizational response to the impact of **industrialization** and immigration and introduced an **alternative model** of a social service agency a form of **urban mission**. The first US settlement, the Neighborhood Guild in New York City, was established in 1886. Three years later, Jane Addams and Ellen Gates Starr founded Hull House in Chicago, which became the most famous American settlement.

Unlike the **individually oriented** COS, settlements **focused** on the environmental causes of poverty and expanding the working opportunities of the poor. They conducted research, helped establish the juvenile court system, created widows **pension programs**, promoted legislation prohibiting child labor, and introduced public health reforms and the concept of social insurance.

By 1910, there were more than 400 settlements, including those founded by African Americans to provide services denied by segregated agencies. Settlement **activities** soon expanded beyond specific neighborhoods and led to the creation of national organizations like the Women's Trade Union League, the National Consumers' League, the Urban League, and the National Association for the Advancement of Colored People (NAACP). Settlement leaders were **instrumental** in establishing the Federal Children's Bureau in 1912, headed by Julia Lathrop from Hull House. Settlement leaders also played key **roles** in the major social movements of the period, including women's suffrage, peace, labor, civil rights, and temperance.

While the settlements focused on what later became **group** work and community organization, social work in the COS increasingly focused on **casework** with **individuals** and families. Sub-specialties in the areas of medical, **psychiatric**, and school social work began to appear in the early twentieth century. The growth of casework as a distinct area of **practice** also **stimulated** the creation of a formal social work **training program** in 1898.

This program, created by the New York COS in partnership with Columbia University, evolved into the New York School of Philanthropy and, eventually, the Columbia University School of Social Work. Early curricula emphasized practical work rather than academic subjects.

Settlements like the Chicago Commons also developed educational programs as early as 1901. By 1908, it offered a full curriculum through the Chicago School of Civics and Philanthropy (now the University of Chicago's School of Social Service Administration).

Formal **methods**-oriented training programs spread through major urban areas, most of them affiliated with private charitable organizations interested in standardizing the practices of their **volunteers**. By 1919, there were seventeen schools of social work affiliated as the Association of Training Schools of Professional Schools of Social Work the antecedent of today's Council on Social Work Education (CSWE).

Despite these efforts, in 1915, in an invitational lecture at the National Conference of Charities and Corrections entitled "Is Social Work a Profession?" Dr. Abraham Flexner, the nation's **leading authority** on professional education, asserted that the field lacked **specificity**, technical skills, or specialized knowledge and could not be considered a **profession**. His lecture further stimulated efforts already underway to **consolidate** experiential casework knowledge into a **standardized format**. Consequently, by the 1920s, casework emerged as the **dominant form** of professional social work in the United States.

During World War I, the expansion of government agencies led to increased professionalism in public-sector departments devoted to social welfare. Through the Red Cross and the Army, the War also provided opportunities for social workers to apply casework skills to the treatment of soldiers with "shell shock." Social workers were now sought as specialists in the social adjustment of non-impoverished populations.

Although the Progressive movement declined after World War I, social work practice with individuals and families continued to flourish. By 1927, over 100 child **guidance clinics** appeared in which teams of **psychiatrists**, **psychologists,** and social workers provided services primarily to middle-class clients. A parallel development was the emergence of the Community Chest movement, which **rationalized** charitable giving at the community level and led to the creation of the United Way and its Health and Welfare Councils.

2. Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences:*

industrial expansion – промислова експансія (розширення)

individual and community needs – особисті потреби й потреби громади
consequence – наслідок
attempt – намагання
public relief distribution – розподіл соціальної допомоги
settlement house – сетльмент; квартал; рахункова палата
poverty – бідність
juvenile court system – судова система з питань малолітніх дітей
widow – удова
prohibiting child labor – заборона дитячої праці
social service agency – агентство із соціальних послуг
social insurance – соціальне страхування
segregated agency – агентство, яке надає допомогу за ознакою раси
women's suffrage – виборче право для жінок
civil rights – громадянські права
casework – кейс-метод, робота із ситуацією
curricula – навчальний план
emphasize – наголошувати
urban area – міська територія
affiliate – приєднуватися; приєднаний
treatment of soldier – догляд за солдатом
adjustment – регулювання; прилаштування
impoverished population – бідне населення
decline – погіршуватися
flourish – процвітати

3. Practice:

3.1. Building vocabulary

3.1.1. Give Ukrainian for:
Rapid industrial expansion; individual and community needs; manifestations of racism; a dramatic increase in immigration; using concepts derived from business and industry; so-called "scientific charity"; mutual aid; environmental causes of poverty; juvenile court system; formal methods-oriented training programs; the nation's leading authority; the expansion of government agencies; the Red Cross; the treatment of soldiers with "shell shock; the emergence of the Community Chest movement.

3.1.2. Give English for:
Різке зростання; найбільш значимі соціальні зміни; особисті потреби та потреби громади; персональна система самодопомоги; сетльмент (квартал); альтернативна модель; проводити дослідження; пенсійна система; судова система з питань малолітніх дітей; кейс-метод, робота із ситуацією; бідні верстви населення; забезпечувати.

3.1.3. Look through the text again and do the following tasks:
1) Guess the meaning of italicized words in the text.

2) Explain the meaning of the word combination *"shell shock"* using different sources.

3.2. Speaking

3.2.1. Answer the questions:

1) When and where was the first American Charity Organization Society founded?
2) What were the main principles of the first Charity Organization?
3) When and where was the first US settlement (the Neighborhood Guild) established?
4) What is the difference between the Charity Organization Society and the settlement?

3.2.2. Paraphrase the following sentence:

Despite these efforts, in 1915, in an invitational lecture at the National Conference of Charities and Corrections entitled "Is Social Work a Profession?" Dr. Abraham Flexner, the nation's leading authority on professional education, asserted that the field lacked specificity, technical skills, or specialized knowledge and could not be considered a profession.

3.2.3. Discuss in pairs (see Appendix 3):

1) What kind of social structure led to the development of :
   a) group work and community organization?
   b) casework with individuals and families?
2) What are differencies and similarities of social work in the COS and Settlements (founders, programs, curriculum, methods, organizations, partnership)?

3.3. Writing

Write an essay "*The development of social work in the USA"* (at least 200 words) using linking words (first / second, after, next, finally, then, later, on the one hand, on the other hand, for this reason, so, since) and useful words (same, like, different from, unlike, similar to, alike, more) and words from vocabulary notes.

TEXT 4
THE DEPRESSION AND THE NEW DEAL
GRAMMAR REVISION: COMPARATIVE STRUCTURES *AS, LIKE*

As, like *– як, такий самий, схожий.*

As уживається тоді, коли предмет або дія є такими, якими вони є найсправді (мова йде про реальне). Використовується для назви професії (функції). ***As*** виконує роль сполучника.

Tom joined the company ***as*** *a manager. – Том влаштувався в компанию менеджером* (він і є менеджер).

Разом з тим часто вживаються порівняльні конструкції з ***as…. as.***

He's not ***as*** *tall* ***as*** *his brother.*

As уживається також у словосполученнях:

***As** you know… Як ти знаєш…; **as** you suggested…Як ти запропонував…; **As** we agreed…Як ми узгодили….*

Like вживається тоді, коли предмет або дія порівнюються з тим, чим вони не є найсправді (мова йде про нереальне). ***Like*** виконує роль прийменника.

*My sister is not at all **like** me. – Моя сестра зовсім не така, як я* (моя сестра не я).

Practical exercises

1. *Put in like or **as:***

1. Mary used to have a full-time job (*як*)_____ a nurse at hospital.
2. I have never met people (*як*)_____ you! You are really very intelligent!
3. Nancy knows all my secrets. We are (*як*)_____ sisters.
4. Do you know that at the cocktail party Jim introduced Liz (*як*)_____his cousin?
5. She can't cook (*як*)_____ her mother does.
6. When I entered the room and found no-one there I left everything (*як*) _____ it was.
7. Everyone is ill at home. Our house is (*як*) _____ a hospital.
8. He was so scared that he was trembling (*як*)_____ a leaf.
9. He was dressed (*як*)_____ a policeman.
10. Mike hit Jack just (*як*) _____ Jack hit him.

2. *Translate into English:*

1. Я працював продавцем два роки, коли ще був студентом. 2. Він пробіг так швидко, як тільки міг. 3. Ніхто з моїх братів не схожий на мене. 4. Вона талановита письменниця, як і її батько. 5. Вона схожа на свою матір. 6. Як ти знаєш, заняття розпочинаються 1 вересня. 7. Коли я навчалася в університеті, я працювала офіціанткою в кафе. 8. Як ми і домовилися, зустрічаємося наступного тижня.

3. Look through the text 4 and do the following tasks:

1) Find the sentences in the text with *as, like* and translate them into Ukrainian:
2) Make up sentences with *as, like*..

TEXT 4
THE DEPRESSION AND THE NEW DEAL

1. Reading… Read the text and say which one of the following statements is not true according to the information in the text? Correct these sentences.

a) In 1930, the US social welfare system was an uncoordinated mixture of local and state public relief agencies with insufficient means.

b) The Great Depression created growing needs of American population.

c) The reaction to the Depression influenced social work practice and decreased the role of government as an instrument of social welfare.

d) The thought that social welfare assistance was a government responsibility rather than a private charitable function did not get wider acceptance.

e) The scope of social welfare expanded beyond financial relief to the poor to include housing, rural problems, recreation and cultural activities, child welfare programs, and different forms of social insurance to Americans of all classes.

f) The growth of public welfare programs also necessitated the recruitment of thousands of new social workers, whose numbers rose from 40,000 to 80,000 within ten years and became considerably more diverse.

In 1930, the US social welfare system was an uncoordinated mixture of local and state public relief agencies, supplemented by the modest resources of voluntary charitable organizations. Public agencies, however, did not necessarily provide the same services, or relate to one another administratively. Nor did voluntary organizations possess sufficient resources to address the growing needs which the Great Depression created.

The response to the Depression profoundly influenced social work practice and redefined the role of government as an instrument of social welfare. The public began to view poverty as the result of economic circumstances rather than personal failure. The idea that social welfare assistance was a government responsibility rather than a private charitable function gained wider acceptance. These changes led to the creation of a wide range of government programs under the Roosevelt Administration the New Deal which ultimately evolved into a complex national social welfare system. The New Deal also enhanced the status of the social work profession, particularly through the contributions of individuals like Harry Hopkins and Frances Perkins.

The centerpiece of the dozens of social welfare programs that comprised the New Deal was the Social Security Act of 1935. It expanded and improved standards of social welfare throughout the country and provided recipients with some sense of individual freedom and dignity. It helped establish a regular, unprecedented role for the federal government as a source of aid and introduced the concept of entitlement into the American political vocabulary. The scope of social welfare expanded beyond financial relief to the poor to include housing, rural problems, recreation and cultural activities, child welfare programs, and diverse forms of social insurance to Americans of all classes.

These policy developments significantly affected the social work profession by: enhancing the field's visibility in the area of public welfare and creating expanded work opportunities beyond private agency venues, introducing public welfare and public policy as integral aspects of the profession, expanding the practice of social work beyond previous urban limits to rural areas, and reintroducing an emphasis on social reform. The growth of public welfare programs also necessitated the recruitment of thousands of new social workers, whose numbers doubled from 40,000 to 80,000

within a decade and became considerably more diverse. This expansion led to recognition of the need for improved salaries and working conditions and enhanced educational requirements.

2. Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences*
supplemented – доповнений
modest resources – недостатні ресурси
sufficient resources – достатні ресурси
ultimately evolve into – урешті-решт перетворюватися в
enhance – збільшити
economic circumstances – економічні обставини
centerpiece – центральний елемент
recipient – одержувач
dignity – гідність
scope – масштаб, сфера, межа
affect – впливати
recruitment – набір, найом
salary – заробітна плата
requirement – вимога

3. Practice:

3.1. Building vocabulary

3.1.1. Give Ukrainian for:
mixture of local and state public relief agencies; modest resources of voluntary charitable organizations; to address the growing needs; personal failure; wide range of government programs; national social welfare system; sense of individual freedom and dignity; unprecedented role; creating expanded work opportunities; expanding the practice of social work beyond previous urban limits to rural areas; reintroducing an emphasis on social reform; educational requirements.

3.2. Speaking

3.2.1. Underline the sentence expressing the main idea in each paragraph and present your them.
Notes: *the first sentence {the topic sentence or main idea) of a paragraph can either introduce or summarize all following ideas or details given about the topic.*

3.2.2. Work in groups of 3-4 and discuss how the Depression affected (see Appendix 3):
- people's lives in America;
- development of social work in the USA.

3.3. Writing

Write an essay in response on the question (at least 200 words):

Do you agree that the Depression influenced positively on social work in the USA?
Notes: *Use specific reasons from the text and examples to support your answer.*

TEXT 5
WORLD WAR II and POST-WAR ACADEMIC EXPANSION
GRAMMAR REVISION: PASSIVE VOICE

У будь-якій мові дієслова можуть уживатися в 2-х станах – активному і пасивному.

У реченні *Я надіслав телеграму* (Active Voice)**.** Я – підмет (суб'єкт, виконавець) виконав дію над об' єктом (додатком).

Якщо дієслово-присудок стоїть у пасивному стані, то це означає, що об' єкт виконує функцію підмета і дія відбувається над ним. Виконавець дії в реченні може бути відсутній: *Телеграма була надіслана мною* (підмет пасивний, дія виконується над ним) (Passive Voice).

В англійській мові форми пасивного стану збігаються з українськими: тобто утворюються за допомогою допоміжного дієслова ***to be*** у відповідному часі (***Present: am, is, are; Past: was, were; Future: will be)*** та смислового дієслова у формі дієприкметника минулого часу (V - ed/3)

to be + V - ed/3

Відмінювання дієслова *to invite* у Present, Past і Future Simple

Present Simple	Past Simple	Future Simple
I am He is } invited We are	I was We were } invited They were	I shall He will } be invited They will

Порівняйте:

Active Voice	*Passive Voice*
I ask - я питаю	I am asked – мене питають
I asked - я запитував	I was asked - мене запитували
I will ask - я запитаю	I will be asked - мене запитають

Practical exercises

1. Translate into Ukrainian:

I teach - I am taught; I ask - I am asked; he introduced - he was introduced; they prepared - they were prepared; we ensure - we were ensured; I shall instruct - I shall be instructed; she will dress - she will be dressed; she admires - she is admired; we took - we were taken; it made - it was made; we shall invite - we shall be invited.

2. Translate into Ukrainian:

1. The work of this student was discussed at the meeting. 2. The letter will be sent at once. 3. I was told to buy tickets. 4. We were given new equipment. 5. She was looked at coldly. 6. Who was shown the Palace of Congress yesterday? 7. Why are children forbidden to play on the carriage - way? 8. The examinations were taken in June. 9. All these magazines are sent abroad.

3. Make thsese sentences passive:

1. Hob opened the door. 2. Mary helped the teacher. 3. The porter takes the luggage to the train. 4. Mrs. Priestley welcomes the visitors. 5. Susan brought in the coffee. 6. I'll finish my work about 5 o'clock. 7. Susan washes the dishes. 8. Lucille drives the car. 9. Sir Joseph Binks will give Tom a small cheque. 10. Mr. Priestley brings some students for tea. 11. Hob tells the students about Uncle Tom. 12. My friend took me to the cinema yesterday. 13. Hob sends some cigarettes to Uncle Albert. 14. We'll use your books in our class. 15. Hob often tells us jokes.

4. Translate into English.

1. Том зустрічається з клієнтами. 2. Містер Грін написав книжку. 3. Робота виконана своєчасно. 4. Телеграма буде відправлена своєчасно. 5. Я відправлю повідомлення завтра. 6. Ми отримали відповідь 2 дні тому. 7. Відповідь було отримано вчора. 8. Будинок був збудований 5 років тому. 9. Текст буде перекладений завтра.

5. Look through text 5 (part 1) and do the following tasks:

1) Find the Passive Voice sentence in the text and translate them into Ukrainian:
2) Make up your own Passive sentences (Present, Past, Future).

TEXT 5
(PART 1) WORLD WAR II and POST-WAR ACADEMIC EXPANSION

1. Reading *… read the text and choose the correct letter, A-C*

1) After the War, remarkable efforts were made

A to increase the field's professional status;

B to support the field's professional status;

C to enhance standardization of US social welfare.

2) In the post-war period voluntary and public sector agencies

A shifted the focus of services from middle- income and low-income to upper-income groups;

B paid their attention more to middle- and upper-income groups than to low-income ones;
C shifted the focus of services to low-income from middle- and upper-income groups.

During World War II many social workers accepted war-related assignments, spurred by the establishment of a special classification for military social work and the development of services for war-impacted communities. In the decade after the War, considerable efforts were made to enhance the field's professional status. These included increased standardization of agency practices, the development of interdisciplinary doctoral training programs, and the creation of core MSW curricula. The formation of CSWE in 1952 and the establishment of the National Association of Social Workers in 1955 further strengthened the profession's status of the profession.
The post-war period was also one of significant change in US social welfare, highlighted by the establishment of the Department of Health, Education, and Welfare (HEW) in 1953. The primary beneficiaries of social policy changes between 1940 and 1960, however, were middle- income, white workers and, by the early 1960s, the United States lagged considerably behind other Western industrialized nations in the degree of social provision. At the same time, voluntary and public sector agencies shifted the focus of services from low-income to middle- and upper-income groups and reduced the role of community-based volunteers in organizational decision making and service delivery. In a hostile political environment, social activism declined and openly anti-welfare attitudes reemerged.

2. Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences*
assignment – завдання
military – військовий
effort – зусилля
interdisciplinary – міждисциплінарний
highlight – виділяти
beneficiary – особа, яка отримає вигоду; бенефіціар
social provision – соціальне забезпечення
low-income – низький прибуток
reduce – скорочувати
hostile – ворожий
decline – погіршуватися

3. Practice*:*

3.1. Speaking

Answer the questions after reading the 1st part of the text:

1) What assignments did social work accept during World War II and after it?
2) What kind of people were in the focus of services?

TEXT 5
(PART 2) THE "WAR ON POVERTY" and THE "GREAT SOCIETY"

1. Reading…choose the correct letter, A-C

1) Well-publicized exposes of poverty forced Americans

A *to see millions people whose lives had been bypassed by modern economic and social progress;*

B to rediscover the over 40 million people nearly one third of them children, were affected by modern economic and social progress;

C to find out that modern economic and social progress bypassed millions people.

2) The Elementary and Secondary School Education Act overturned longstanding precedents and directed federal aid

A to schools and targeted certain urban areas to emphasize the concept of community control;

B to local schools to give equal opportunities for children;

C to achieve educational opportunities for children.

In the early 1960s, well-publicized exposes of poverty and the emergence of new "structuralist" perspectives on social problems forced Americans to rediscover the over 40 million people, approximately one third of them children, whose lives had been bypassed by modern economic and social progress. They inspired the development of new kinds of social service organization, such as Mobilization for Youth in New York, and led to President Johnson's proclamation of an "unconditional war on poverty" in January 1964.

The primary instrument of the "War on Poverty" was the Economic Opportunity Act (EOA) which included such programs as the Job Corps, Upward Bound, the Neighborhood Youth Corps, Community Action, Head Start, Legal Services, Foster Grandparents, and the Office of Economic Opportunity (OEO). In 1965, Congress enacted Medicare and Medicaid, established the Department of Housing and Urban Development (HUD), funded an array of services for the aged through the Older Americans Act, and created the Food Stamp Program under the auspices of the Department of Agriculture. The Elementary and Secondary School Education Act overturned longstanding precedents and directed federal aid to local schools in order to equalize educational opportunities for children.

In 1966, the Model Cities Act targeted certain urban areas with comprehensive services and emphasized the concept of community control. Although the social work profession did not influence public policies on the scale it had in the 1930s, social workers played key roles throughout the 1960s in various anti-poverty and community-action programs and helped train individuals in new organizations like the Peace Corps and VISTA.

2. Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences*

well-publicized – розголос
bypass – обходити
inspire – заохочувати
unconditional – безумовний
array – масив; маса; багато
auspices – егіда
equalize – зрівняти
target – мета, націлюватися
comprehensive services – комплексні послуги

3. Practice (parts 1 and 2):

3.1. Building vocabulary

3.1.1. Give Ukrainian for:

war-related assignments; war-impacted communities; considerable efforts were made; the development of interdisciplinary doctoral training programs; middle- income; lagged considerably behind; in order to equalize educational opportunities; anti-poverty and community-action programs; the Peace Corps; well-publicized exposes of poverty; unconditional war on poverty.

3.1.2. Give English for:

Завдання, пов'язані з війною; громади, які зазнали впливу війни; професійний статус; програма підготовки; працівники із середнім прибутком; добровільні громади (волонтери); бідність; політичне середовище; примушувати; безумовна війна з бідністю; багато послуг; під егідою; направити допомогу; вирівняти освітні можливості; міські райони; контроль громади; ключова роль; Корпус Миру.

3.2. Speaking

3.2.1. Answer the questions after reading the 2nd part of the text:

1) What forced Americans to rediscover the over 40 million people?
2) What was President Johnson's proclamation about?
3) What organizations were founded that time?

3.2.2. Work in pairs and discuss the following issues and be ready to express your ideas (see Appendix 3)::

a) President Johnson's role in the development of social work in the USA.
b) 2parts of the text paying attention to the main changes of social work in the USA that time and the main steps of American government taken to improve the situation in the USA.

3.3. Writing

Write an essay "*War on poverty: main steps"* (at least 200 words) using linking words (first / second, after, next, finally, then, later, on the one hand, on the other hand,

for this reason, so, since) and useful words (same, like, different from, unlike, similar to, alike, more) and words from vocabulary notes.

TEXT 6
SOCIAL WORK AND A SOCIAL WORKER
GRAMMAR REVISION: MODAL VERBS

Модальні дієслова в англійській мові – це дієслова, які виражають не дію як таку, а ставлення до неї – можливість, ймовірність, необхідність, обов'язковість тощо. Безпосередньо дія виражається смисловим дієсловом, яке стоїть в інфінітивній формі за модальним дієсловом.

Present Simple	***Past Simple***	***Заперечна форма***	***Переклад***	***Що позначає***	***Еквівалент (синонім)***
can	could	cannot can't could not	можу, можемо, зможеш ...	1) фізична чи розумова можливість, уміння; 2) ввічливе прохання	to be able(to)
may	might	may not might not	можна, можливо, можу, може бути	1) дозвіл 2) пропозиція	to be allowed(to)
must	had to	must not mustn't need not needn't	повинен, потрібно	необхідність	to have(to)
to have(to) has(to)	had(to)	don't have(to), doesn't have(to), didn't have(to)	доведеться, змушений, потрібно (було)	необхідність, обумовлена обставинами	-
to be(to) am is (to) are	was(to) were(to)	is not(to) was not(to)	повинен, потрібно	необхідність здійснення заздалегідь запланованої (обумовленої) дії	-
should	-	should not shouldn't	слід, потрібно	порада, рекомендація	ought(to)
ought(to)	-	ought not oughtn't	слід, потрібно	необхідність, обумовлена доцільністю,	-

				моральне зобов’язання	

Practical exercises

1. Translate these sentences:

1. He couldn't do this work. 2. We will be able to finish this work in time. 3. Will you be allowed to take this magazine? 4. You ought to help your sister in English. 5. Students have to pass exams twice a year. 6. Our sportsmen can win gold medals at the competition. 7. You may ring me up. 8. She can enter the University. 9. That Sunday I might get up later. 10. They must wait for us. 11. You should be more tactful. 12. You ought to visit your parents. 13. I am to come at 5. 14. I'm typing the letter you had to type in the morning.

2. Translate these sentences. Pay attention to modal verbs:

1. You mustn't do it. 2. Peter must not come here today. 3. Peter needn't come here today. 4. We must not stay here long. 5. Children must not smoke. 6. You needn't do this translation. 7. You needn't call the doctor. 8. You mustn't take this medicine.

3. Put next sentences in the Past and Future:

1. The students have to work hard. 2. I can go shopping with you. 3. We may borrow books from the library. 4. They are to read all texts from this book. 5. We must help him. 6. You may ask any questions you like. 7. She can act on the stage well. 8. We must discuss this problem in detail. 9. She has to take part in the conference. 10. He may come in. 11. You must pay your taxes. 12. I can run very fast. 13. They are to answer these questions. 14. They have to get up early.

4. Choose the best form:

1. The talker (can, must) remember that conversation (must, should) serve a purpose (мета). 2. We often (may, have to) use encyclopaedias where we (must, can) find information that we need at the moment. 3. Writers do not always express things directly so that you (have to, may) think carefully to see what they mean. 4. Reading a book (may, should) be a conversation between you and the author. 5. To achieve (щоб досягти) progress in any subject we (may, must) discuss things. 6. You (can't, shouldn't) worry. 7. When we are introduced to new people we (may, should) try to appear friendly (здаватися доброзичливими). 8. You (must, can) be there on time. 9. I (may, have to) get up early. 10. The lecturer (may, must) remember the names of his student.

5. Translate these sentences into Ukrainian:

необхідність
To have to + inf – вимушена необхідність To be to + inf – необхідність згідно із домовленістю, планом або наказом

I have to go there.	I had to go there.	I'll have to go there.
Я змушений йти туди.	*Я був змушений йти туди.*	*Я буду змушений*
I am to go there.	I was to go there.	*йти туди.*
Я повинен йти туди.	*Мені потрібно було йти туди.*	
(була домовленість)		

1. We are to meet Jane at the station. 2. Helen is to go to the country. 3. Ann has to cook dinner as her mother is away. 4. They had to wait long as she didn't return in time. 5. The Dean isn't in the Dean's office. You will have to come here again. 6. What time were they to come here yesterday? 7. My sister is to arrive on Sunday. 8. We are to take four exams in winter. 9. The train goes out at 5 a.m., so we shall have to get up early. 10. The meeting is to take place after classes.

6. Make these sentences passive according to the model:

***Model**: You must do it.* *It must be done.*
Вам потрібно це зробити. *Це потрібно зробити.*
You can do it. *It can be done.*
Ти можеш це зробити. *Це можна зробити.*

1.You must do three of these exercises tomorrow. 2. You can find the book you need in any library. 3. We must send these letters at once. 4. You must take the box to the station. 5. You can cross the river on a raft. 6. The workers can finish the building of the house very soon. 7. You must return the books the day after tomorrow. 8. I can easily forgive this mistake. 9. You can find such berries everywhere. 10. You must do this work very carefully.

7. Find modal verbs in the text 6.

8. Give past forms of the following verbs and use them in your own sentences:
Enhance, resolve, take, employ, may, teach, can.

TEXT 6
SOCIAL WORK AND A SOCIAL WORKER

1. Reading…*read the text and choose what is not true according to the text*

1) Social work deals with problems such as _____

A jobless people, poverty, violence in the family and individual, personal problems;

B people who want to develop their skills and their ability to use their own resources;
C unemployment. domestic violence, poor people and others.

2) The uniqueness of social work practice is in the blend of some_____

A value, knowledge, skills, except the use of relationship as the basis of all interventions;

B knowledge, skills and the use of relationship as the main thing of all interventions and respect for the client's choice and involvement;

C values, knowledge, skills and the relationship as the basis of all interventions and respect for the client's choice and involvement.

3) Many school boards hire social workers to help students _____

A parents and teachers to cope with problems such as aggressive behaviour, truancy and family problems,

B and only teachers to deal with problems such as aggressive behaviour, truancy and family problems;

C teachers, parents to deal with problems such as aggressive behaviour, truancy, family problems.

4) Community developers work to_____

A help people to determine their needs and propose ways of meeting these needs;

B assist citizens to identify their needs and offer ways of meeting these needs;

C help people to determine only their needs and propose ways of meeting these needs.

Social work is a profession concerned with helping individuals, families, groups and communities to enhance their individual and collective well-being. It aims to help people develop their skills and their ability to use their own resources and those of the community to resolve problems. Social work is concerned with individual and personal problems but also with broader social issues such as poverty, unemployment and domestic violence.

Human rights and social justice are the philosophical underpinnings of social work practice. The uniqueness of social work practice is in the blend of some particular values, knowledge and skills, including the use of relationship as the basis of all interventions and respect for the client's choice and involvement.

In a socio-political-economic context which increasingly generates insecurity and social tensions, social workers play an important and essential role.

Social workers work in a variety of settings: family services agencies, children's aid agencies, general and psychiatric hospitals, school boards, correctional institutions, welfare administration agencies, federal and provincial departments. An increasing number of social workers work in private practice.

"93% of those in the social worker occupational category are employed either in the health and social services or government industries, with 74% in the former and 19% in the latter. Relatively few social workers are employed in private practice offices, but the number almost doubled between 1991 and 1996.

Social workers provide services as members of a multidisciplinary team or on a one-to-one basis with the client. The duties performed by social workers vary depending on the settings in which they work.

Social workers employed by child welfare agencies (public and private) investigate cases of family violence, child abuse and neglect and take protective action as required. They may recruit foster parents or supervise the placement of children in protective care. Others work on adoption cases.

Many school boards hire social workers to help students adjust to the school environment. They help students, parents and teachers to deal with problems such as aggressive behaviour, truancy and family problems, which affect the students' performance.

In general and psychiatric hospitals, social workers are members of the treatment team. They provide a link between the team and the family as well as with community resources. In these settings they contribute to the care, treatment and rehabilitation of the aged and of physically or mentally ill individuals, as well as the care of disabled persons.

In health and community services centres, social workers are involved in the provision of counselling to individuals or families and in providing services to seniors. Some work as community developers helping citizens to identify their needs and proposing ways of meeting these needs. Others may assist with parent-child relationships and marriage counselling. The services may be offered on an individual basis or in groups.

In the correctional field, social workers may be part of a team concerned with the social rehabilitation of young or adult offenders. They may work as classification officers. Others work as probation officers or as parole officers. Parole officers help ex-prisoners adjust to life in the community while conforming to the conditions of their parole.

Social workers in private practice offer their services on a fee-for-service basis to individuals, families and organizations. Their services include counselling, psychotherapy, mediation, sex therapy, policy and program development, organizational development, and employee assistance programs.

Social workers involved in policy analysis, policy development and planning are usually working in federal and provincial departments or social planning councils. Researchers are found in universities and governments. Others are teaching in universities and community colleges.

Examples of Social Work Practice Settings and Activities

Social workers are employed in a variety of settings, examples include:

- Private practice
- Health Care Facilities
- Public Welfare Agencies
- Child Welfare Agencies
- Public and Private Schools
- Community Colleges, Colleges and Universities
- Communities Organizations

Social workers undertake a variety of activities, examples include:

- Counseling/Therapy with individuals, families, and groups
- Case Management/Consultation/Advocacy
- Plan, supervise, manage, and evaluate social programs
- Research social problems and analyze policies
- Education

2. Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences*

skill and ability – уміння і навичка

resolve problems – розв’язувати завдання
social issues – соціальні питання
unemployment – безробіття
domestic violence – домашнє насильство
human rights – людські права
justice – справедливість
underpinning – підґрунтя
value – цінність
insecurity – небезпечність
duty – обов’язок
child abuse – дитяче насильство
adoption – усиновлення
foster parents – прийомні батьки
neglect – нехтування
behavior – поведінка
truancy – прогули (пропуски занять)
link – зв’язок
aged – люди похилого віку
disabled person – люди з обмеженими можливостями
counseling – консультування
rehabilitation – реабілітація
adult – дорослий
offender – правопорушник
probation – випробувальний термін
parole – умовно-дострокове звільнення
prisoner – ув’язнений
adjust to – пристосовуватися до
fee-for-service – оплата послуги
mediation – посередництво
employee – робітник
researcher – дослідник

3. Practice

3.1. Building vocabulary

3.1.1. Give Ukrainian for:

a profession concerned with helping individuals; social work practice is in the blend of some particular values, knowledge and skills; workers are employed in private practice offices; members of a multidisciplinary team; to take protective action as required; to work on adoption cases; affect the students’ performance;
to adjust to the school environment; community developers; to provide a link between the team and the family; physically or mentally ill individuals; to be involved in the provision of counselling to individuals or families; the care of disabled persons; to propose ways of meeting people’s needs; to assist with marriage counseling; social

rehabilitation of young or adult offenders; to work as probation officers or as parole officers; to offer services on a fee-for-service basis.

3.1.2. Give English for:

Особистий і колективний добробут (благополуччя); розв'язувати проблеми (завдання); допомагати розвивати вміння і навички; бідність і безробіття; домашнє насильство; людські права та соціальна справедливість; філософське підґрунтя; унікальність практики соціальної роботи; формування вмінь і навичок; повага до вибору клієнта; викликати (генерувати) соціальне напруження; забезпечувати послуги в команді чи один на один із клієнтом; агентство із забезпечення добробуту дитини; справа про усиновлення; пристосовуватися до шкільного середовища; агресивна поведінка; задоволення потреб.

3.1.3. Find prefix in the following words and determine their meaning:
Unemployment, underpinning, insecurity, disabled

3.1.4. Fill in the missing word

verb	**noun**	**adjective**
enhance		
	employment	
	inclusion	included
relate		
	adjustment	
		protective
develop		

3.2. Speaking

3.2.1. Answer the questions:

1) What is social work as a profession?
2) What organizations hire a social worker?

3.2.2. Tell about the main social problems that a social worker can work with.
3.2.3. Make analysis of the text using vocabulary notes and key-words (see Appendix

3.3.Writing

Write an essay *"My future setting of social work practice"* (at least 200 words) using linking words (first / second, after, next, finally, then, later, on the one hand, on the other hand, for this reason, so, since) and useful words (same, like, different from, unlike, similar to, alike, more) and words from vocabulary notes.

UNIT 2. CASE WORK

TEXT 1
WHAT IS A CASE STUDY?
GRAMMAR REVISION: PERFECT TENSES

Перфектні (доконані) часи виражають дію, що відбулася до певного моменту чи періоду в теперішньому часі (Present Perfect), минулому (Past Perfect) або майбутньому (Future Perfect).

Перфектні часи звичайно виражають наявність якогось результату дії, пов'язаного з подальшими подіями.

Утворення Perfect Tenses

Утворення*: to have - Participle II смислового дієслова*			
	Present	***Past***	***Future***
Ствердж. форма однина	I have written You have written He She } has written It	I had written You had written He She } had written It	I shall have written You will have written He She } will have written It
Ствердж. форма множина	We have written You have written They have written	We had written You had written They had written	We shall have written You will have written They will have written
Питальна форма однина	Have I written? Have you written? Has he Has she } written? Has it	Had I written? Had you written? Had he Had she } written? Had it	Shall I have written? Will you have written? Will he Will she } have written? Will it
Питальна форма множина	Have we written? Have you written? Have they written?	Had we written? Had you written? Had they written?	Shall we have written? Will you have written? Will they have written?
Заперечна форма однина	I have not written You have not written He She } has not written It	I had not written You had not written He She } had not written It	I shall not have written You will not have written He She } will not have written It
Заперечна форма множина	We have not written You have not written They have not written	We had not written You had not written They had not written	We shall not have written You will not have written They will not have written

Present Perfect – already (уже), just (тільки що), never (ніколи), ever (коли-небудь), since (з того часу, як), yet (ще), lately (останнім часом), recently (нещодавно), а також today, this month, this week, this year;
Past Perfect – by that time yesterday, by 3 o'clock, before he came;
Future Perfect – by that time tomorrow, by 4 o'clock, before she comes.

Practical exercises

1. Translate into Ukrainian. Change the sentences into negative and interrogative forms according to the model:

Model: *We have made a mistake.*
Have we made a mistake?
We have not made a mistake.

1. We have made a mistake. 2. The lesson has begun. 3. I have read today's newspapers. 4. We have seen some boys. 5. Ann has been to London. 6. She has put on a new dress. 7. She has bought a new watch. 8. They have seen a lot of things. 9. The bus has stopped. 10. We have studied this problem since 1990.

2. Do the task using Present Perfect according to the model:
Model*: Why isn't Igor doing his translation? - He has already done it.*
1. Why isn't Ann cooking dinner? 2. Why aren't the boys learning the song? 3. Why aren't you helping us? 4. Why isn't he watching the film? 5. Why aren't they learning the verbs? 6. Why aren't you reading up for your exams? 7. Why isn't he answering this question? 8. Why aren't they typing the papers?

3. Translate into Ukrainian using Present Perfect or Past Simple.
1. Has he come yet? When did he come? 2. Have you been to any museum lately? Yes, I have. I was in the Art Museum some days ago. 3. I have never been to Moscow, but my brother was there last year. 4. I have seen the new film. I saw it last week. 5. He began to read the book two weeks ago, but he hasn't finished it yet. 6. When did you finish school? 7. Were you in England last year? No, I have never been to England. 8. Where were you born? 9. Your hair looks nice. Have you had a haircut? Yes, I had my haircut yesterday. 10. Where is Tom? He has gone out. He left his flat ten minutes ago. 11. Do you want to go to the cinema with us tonight? No, thanks. We have seen the new film. We saw it on Wednesday. 12. Have you ever eaten at the student canteen? Yes, I have. I have eaten there many times. I ate breakfast there an hour ago.

4. Open the brackets using Present Perfect or Past Indefinite.
1. We (to travel) around Europe last year. 2. My father knows so much because he (to travel) a lot. 3. I (to see) Pete today. 4. She (to see) this film last Sunday. 5. Alex (to meet) his friend two hours ago. 6. I just (to meet) our teacher. 7. The children already (to decide) what to do with the books. 8. Yesterday they (to decide) to help their grandmother. 9. Helen speaks French so well because she (to live) in France. 10. She

(to live) there last year. 11. The rain (to stop) and the sun is shining in the sky again. 12. The rain (to stop) half an hour ago. 13. Mary (to buy) a new hat. 14. I (to buy) a pair of gloves yesterday. 15. The wind (to blow) off the man's hat, and he cannot catch it. 16. The weather (to change), and we can go for a walk. 17. The wind (to change) in the morning.

5. Translate into Ukrainian:

1. She had written the report by six o'clock. 2. By what time had the meeting been over? 3. I had not finished my work by Monday. 4. When we entered the hall, the performance had already begun. 5. As soon as I saw him I understood that something had happened. 6. I bought a new dictionary because I had lost my old one. 7. I told my friends a new joke which I had heard recently. 8. When I came out into the street I saw that the rain had stopped. 9. On my way home I met a friend of mine whom I had not seen for many years. 10. I didn't recognize him because so many years had passed since we met last.

6. Answer the questions according to the model using Past Perfect.

Model*: - Why didn't you watch that film on TV yesterday? (see)*

- Because I had seen it before.

1. Why didn't you see Ann when you came to Minsk? (leave) 2. Why didn't you tell him my address? (forget) 3. What did Tom hear about Kate's exmaination? (pass) 4. Why did Fred come home so soon from his holiday? (spend all the money) 5. Why couldn't you get into your flat at once? (lose the key) 6. What did you learn about Bob? (marry) 7. What did he learn about Helen from the letter he received? (be ill for a month).

7. *Find Present Perfect sentences in the text 1 and translate them into Ukrainian.*

TEXT 1
WHAT IS A CASE STUDY?

1. Reading …read the text and choose the correct letter:

1) A case study is a specialized _____ used in some social sciences, medical, legal, and other fields.

a) scientific research;
b) type of paper;
c) kind of tool;
d) education.

2) The case method uses decision-forcing cases _____who were faced with difficult decisions at some time in the past.

a) to put students to help people;
b) to help people to understand their difficulties;
c) to understand what social practice is;
d) to put students in the role of people.

3) The case study _____ the sorts of problems that a social worker deals with every day.

a) gives opportunity to understand;
b) supports people's difficulties
c) helps to work;
d) change.

A case study is a specialized type of paper used in some social sciences, medical, legal, and other fields. It often is found especially in client/patient services settings such as in medical, social services, or legal work. The case method is a teaching approach that uses decision-forcing cases to put students in the role of people who were faced with difficult decisions at some time in the past. In sharp contrast to many other teaching methods, the case method requires that instructors refrain from providing their own opinions about the decisions in question. Rather, the chief task of instructors who use the case method is asking students to devise and defend solutions to the problems at the heart of each case.

A case study usually describes the problem or illness of a patient or client, and it details a system or therapy for helping that patient. Even though its specific use is in such fields, it has a more general application of dealing logically and rationally in a step-by-step manner with any kind of general problem in most professional workplaces and in many personal difficulties. In so doing, it follows a common critical-thinking pattern of examining

a) the background of a problem
b) the problem itself
c) a plan for solving the problem
d) the application of the solution
e) the result

The case studies will give you a flavour of the sorts of issues and challenges that a social worker deals with on a day to day basis. They cover three areas of social work - work with adults, with children and families and with young people who have committed offences. The case studies represent only some aspects of the wide range of work carried out by social workers today.

For example social work in care homes and hospitals is not represented, neither is work with adult offenders depicted. However we provide you with a generic training which means that you will be qualified to practice in any field, or setting with communities, families, adults or young people.

How to Use the Case Studies

Read through the case studies. As you go through each, take a few moments to list and think about what you see as the problems, issues and challenges emerging. We have included some questions as pointers and they may be the same as those that you have thought of. You may also have others of your own.

2. Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences*

case study – кейс-стаді; метод аналізу ситуацій; кейс-метод
face – стикатися; обличчя

refrain – утримуватися
teaching approach – навчальний підхід
devise – розробляти; пристрій
solve – вирішувати
application – застосування
commit offence – скоювати правопорушення, злочин
care home – будинок для престарілих
adult offender – дорослий правопорушник, злочинець
step-by-step – крок за кроком

3. Practice

3.1. Building vocabulary

3.1.1. Give Ukrainian for:

a case study is a specialized type of paper; in a step-by-step manner; it often is found; decision-forcing cases; to put students in the role of people; In sharp contrast to; to refrain from providing ones' own opinions; chief task of instructor; to defend solution to the problem at the heart of case; it details a system or therapy; a common critical-thinking pattern of examining; personal difficulties; a flavour of the sorts of issues and challenges.

3.1.2. Translate into English:

1. Кейс-метод зазвичай застосовується соціальними працівниками. 2. Це навчальний підхід, який допомагає студентам поставити себе на місце тих, хто стикався з труднощами. 3. Цей навчальний підхід вимагає, аби інструктор, який готує соціальних працівників, відмовився від власного бачення вирішення проблеми й запропонував студентам розробити шляхи її розв'язання самостійно. 4. Кейс-метод зазвичай допомагає описати проблеми клієнтів і розробити для них детальну систему терапії. 5. Критичне мислення важливе під час вивчення проблеми клієнта. 6. Великий і різноплановий обсяг роботи виконується соціальними працівниками сьогодні.

3.1.3. Make up a plan of the text 2.

3.2. Speaking

3.2.1. Answer the questions:

1) What is case study?
2) What does case study use?
3) How does it differ from other teaching methods?
4) What are the main steps for examining the problem?

3.2.2. Make up all possible questions on the sentences:

a) A case study is a specialized type of paper used in some social sciences, medical, legal, and other fields.

b) This method uses decision-forcing cases to put students in the role of people who were faced with difficult decisions.
c) The instructor is asking students to devise and defend solutions to the problems at the heart of each case.
d) The case studies will give you a flavour of the sorts of issues and challenges that a social worker deals with on a day to day basis.
e) We have included some questions as pointers.

3.3.3. Tell about a case method (make analysis of the text) and its application in a social work practice according to your plan of the text.

TEXT 2
INSTRUCTION THRUOGH TEACHING CASE EXAMPLES
GRAMMAR REVISION: THE INFINITIVE

Інфінітив (infinitive) – неособова форма дієслова, яка лише називає дію та відповідає на питання *що робити*? *що зробити*?

Формальною ознакою інфінітива в англійській мові є частка ***to*** (to go, to do, to help).

Але частка *to* не ставиться:

1) після модальних дієслів (can, may, must, need, could, might, should): *She can swim well. They should do it.*

2) після дієслів ***to make*** (у значенні «примушувати» в активному стані), **to let** (дозволяти) : *She let them go.*

3) після виразів ***had better*** (краще б): *You had better sing us*. А також *would rather* (вважав за краще б) *I would rather do it later.*

Властивості інфінітива

1. Інфінітив має форми стану (тобто може бути активним і пасивним):

- в активному стані – якщо іменник або займенник, до якого він належить, означає суб'єкт дії, вираженої інфінітивом:

I don't want to do it. *Я не хочу цього робити.*

- у пасивному стані – якщо іменник або займенник, до якого він належить, означає об'єкт дії, вираженої інфінітивом:

She didn't want to be found. *Вона не хотіла, щоб її знайшли.*

2. Інфінітив уживається

а) якщо дія, яку він виражає, відбувається одночасно з дією, що позначається дієсловом-присудком:

I am sorry to hear it. *Мені прикро чути це.*

He was glad to see them. *Він був радий бачити їх.*

It will be interesting to know about it. *Буде цікаво дізнатися про це.*

б) з дієсловами, що виражають намір, надію, бажання тощо, Indefinite Infinitive означає майбутню дію стосовно дії, що позначається дієсловом-присудком:

I hope to see you on Tuesday. *Я сподіваюся побачитися з вами у вівторок.*

He wants to make a report. *Він хоче зробити доповідь.*

Continuous Infinitive виражає тривалу дію, яка передує дії, що позначається дієсловом-присудком:

He seemed to be listening. *Здавалося, що він слухає.*

Perfect Infinitive виражає дію, яка передує дії, що позначається дієсловом-присудком:

I was pleased to have done something. *– Я була задоволена тим, що дещо зробила.*

Perfect Continuous Infinitive виражає тривалу дію, яка відбувається протягом певного часу перед дією, що позначається дієсловом-присудком:

I am happy to have been working at the university for 20 years. *– Я щасливий, що 20 років працюю в цьому університеті.*

Переклад інфінітива українською мовою залежить від його форми.

The Infinitive

	Active	***Passive***
Indefinite	to write	to be written
Continuous	to be writing	-
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	-

Practical exercises

1. Underline infinitives in these sentences. Translate them:

1. He wanted to help us in biology. 2. They promised to inform us about their work. 3. His parents let him watch this film. 4. To swim in cold water is healthy. 5. Jane wants to buy a present to her Mum. 6. Our teacher makes us read every class. 7. You had better think about it. 8. Let me know what's happening. 9. They will go to the library to read new magazines. 10. You needn't decide at once how to act. 11. Don't make him eat. 12. His friend made him learn English.

2. Choose the correct form:

1. You may (join) us, if you wish. 2. Let her (do) what she wants (do). 3. When I was a child my granny made me (practise) the piano every day. 4. I won't make Jim (come) to the club tonight. 5. You'd better (try) not to think about it. 6. I will make him (do) the work again. 7. I'd like (eat) fish this evening. 8. I'm glad (see) you. 9. She will be happy (invite) them. 10. Give me something (read). 11. She doesn't like (ask) questions. 12. I want (learn) English.

3.Give another form of the following infinitives:

to ask, to do, to help, to make, to translate, to pass, to take, to answer, to trouble.

4. Compare the meanings of these forms:

1. I like to ask questions. Я люблю ставити питання. 2. I like to be asked many questions. Я люблю, коли мені ставлять багато питань. 3. They happened, at the moment, to be asking something about the examination. У цей момент як раз щось запитували про іспит. 4. I remember to have asked this question. Я пам'ятаю, що ставив це питання. 5. I remember to have been asked this question. Я пам'ятаю, що мені ставили це питання. 6. For about twenty minutes they seemed to have been

asking one and the same question formulating it in different ways. Хвилин двадцять, здавалося, вони ставили одне і те саме питання, по-різному його формулюючи.

5. Translate into Ukrainian:

1. We were ready to take the exam beforehand. 2. I wanted to be invited to the concert. 3. He is glad to have chosen this institute. 4. I am glad to have seen you. 5. There was nothing left for him to do but watch and wait. 6. Laws are not made to be broken. 7. To visit her was all that I wanted. 8. He is proud to have been offered this post. 10. My greatest wish was to tell her everything. 11. For a moment she seemed to be hesitating. 12. In that same week I happened to have been enquiring whether all the invitations have been sent out. 13. All I want to do is to help you. 14. He seemed to have received all he wanted. 15. Alice arrived in time to hear Tom's remark. 16. I am sorry not to have seen her. 17. I don't like to be interrupted. 18. I don't like to interrupt.

6. Put in the right kind of infinite Passive or Active:

1. The students want ... (to understand, to be understood). 2. We expected the meeting … next month. He expected … the attention of the audience (to hold, to be held). 3. Some changes had ... He wanted ... some changes in the project (to make, to be made). 4. There were a lot of things ... He was nowhere ... (to see, to be seen).

7. Put in the right kind of infinitive Indefinite or Perfect

1. It's good... work for the day (to finish, to have finished). 2. She admits … the same mistake in her previous paper (to make, to have made). 3. He was sorry not ... the idea earlier (to give up, to have given up). 4. She confessed … the man before (to see, to have seen). 5. The negotiations seem ... to an end (to come, to have come). 6. The relations between the two countries seem …the lowest point (to reach, to have reached).

Уживання та варіанти перекладу інфінітива

Інфінітив уживається в англійській мові для позначення цілої низки функцій.

Інфінітив – підмет

To make mistakes is easy. It is easy to make mistakes.	Помилки робити легко.

Інфінітив – додаток

He asked us to help. We found it difficult to help him.	Він просив нас допомогти. Нам було важко допомогти йому.

Інфінітив – частина присудка

Our plan was to introduce new methods of research.	Наш план полягав у тому, щоб запровадити нові методи дослідження.
They must continue their research.	Вони повинні продовжити своє дослідження.

Особливу увагу потрібно звернути на інфінітив-означення та інфінітив-обставину мети.

Інфінітив у функції означення необхідно перекладати підрядним означальним реченням, починаючи його зі слова *який* + модальне дієслово чи дієслово- присудок у майбутньому часі:

The work to be done was difficult*. – Робота, яку треба було виконати, була важкою.*

При перекладі речення з інфінітивом у функції обставини мети перед інфінітивом логічно поставити слово *щоб*:

I have come here to meet her*. – Я прийшов сюди, щоб зустрітися з нею.*

Інфінітив – означення

Here is an example *to be followed*.	Ось приклад, якого необхідно дотримуватися.
The examples to be found in this paper are interesting.	Приклади, які можна знайти в цій статті, цікаві.
Can you give me some work to do.	Дайте мені якусь роботу, яку я міг би виконати.

Інфінітив – обставина

He stopped for a minute to rest (in order to rest).	Він зупинився на хвилину, щоб відпочити.
We were too tired to discuss the matter.	Ми дуже втомилися, щоб обговорювати це питання.
You are old enough to earn your own living.	Ти вже достатньо доросла, щоб самостійно заробляти на життя.
To study well you should work hard.	Щоб добре вчитися, ви повинні наполегливо працювати.

8. Translate the sentences into Ukrainian:

1. To see is to believe. 2. To swim in the Black Sea was a real pleasure. 3. He wants to accept your offer. 4. He wants to be accepted to the University. 5. He is happy to have been accepted to the Academy. 6. To produce a great number of excellent consumer goods, meeting the requirements of the population, is the task of our light industry. 7. I am sorry to have interrupted you. 8. To resume meetings of our circle we have to speak to the Dean. 9. This is the problem to be solved as soon as possible. 10. That was a nice seaside place to spend the holidays. 11. I need a pen to write with. 12. Lomonosov was the first to use the Russian language in scientific books. 13. She was the last to speak at the meeting. 14. We were the first to ring him up and to tell the news. 15. He told us nothing about his plan of research work to be carried out next year. 16. I have something interesting to tell you. 17. There was nothing interesting at the exhibition to attract our attention. 18. To master this speciality one must work hard.

19. To improve the drawing skill one must draw every day. 20. To come to my office in time I must leave at 7.30. 21. To greet the teacher the students stand up when the teacher enters the classroom.

9. Find sentences with infinitives in the text 2 and translate them into Ukrainian.

10. Make up your own sentences with infinitives using vocabulary notes.

TEXT 2
INSTRUCTION THRUOGH TEACHING CASE EXAMPLES

1. Reading…*read the text and choose one statement that is not true:*

1) A social worker should facilitate the discussions to accomplish problem-solving steps;
2) social worker should identify the positive and strength aspects of the case;
3) training materials is aimed to develop a list of options and an initial plan of action
4) it is not necessary to develop a concrete strategy;
5) social worker must identify methods for evaluating the outcomes and revising the plan.

These materials provide opportunities to develop and enhance application skills.

A social work educator should facilitate the discussions to accomplish the following problem-solving steps:

1. Identify and sort through the relevant facts presented in a case
   - "What is actually happening here?"
2. Identify the problems and issues that arise in a case
   - "What has gone wrong in this situation?"
   - "What needs to be addressed in order to improve the situation?"
3. Identify the positive and strength aspects of the situation
   - "What has gone right so far?"
   - "What positive elements exist in this situation?"
4. Analyze the issues in terms of knowledge presented in the training modules
   - "What are the factors that are likely related to this situation?"
   - "How do these factors have their influence on the situation?"
5. Use training materials to develop a list of options and an initial plan of action
   - "What has been shown to work in these kinds of situations?"
   - "What options are available?"
   - "What are the likely results of each option?"
6. Seek additional information, research knowledge, resources to develop and select options
   - "What else do we need to find out to make a viable plan?"
   - "Where can we go to get this information?"
   - "What did you find out when you sought this information?"

7. Develop a concrete strategy
   - "What can be tried over the next week/month?
   - "What should be tried in 6 months?"
8. Identify methods for evaluating the outcomes and revising the plan
   - "How will you know if the plan is being implemented adequately?"
   - "How will you know if the plan is working?"
   - "How will you revise the plan based on different possible outcomes?"

TIPS FOR FACILITATING CASE LEARNING

- Cases do not have "right" and "wrong" answers-they are dilemmas and complex situations. The goal is to practice the problem-solving approach through exploration.
- Guide the discussion through the use of open-ended questions
- Allow the students/trainees to develop the answers to questions (i.e., don't provide them with the answers and be nonjudgmental about what they say to keep them open to working it through)
- Encourage students/trainees to discuss with each other, rather than with you (this is most likely if students are working in groups of 4-6 persons each with the facilitator circulating)
- Use visual aids (flipcharts, overheads, storyboards, etc.)
- Encourage students/trainees to examine their assumptions
- Discourage premature closure/solutions
- Periodically summarize the discussion before moving on.

2. Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences*

facilitate – полегшувати
accomplish – виконувати
relevant facts – відповідні факти
in order to – для того, щоб
so far – досі
viable plan – життєздатний план
problem-solving approach – підхід із розв’язання проблеми (завдання)
open-ended question – відкрите питання
trainee – слухач
encourage – заохочувати
assumption – припущення

3. Practice

3.1. Building vocabulary

3.1.1. Give Ukrainian for:

facilitate; provide opportunities; enhance application skills; problem-solving steps; relevant facts; issues that arise in a case; in order to improve the situation; to develop

a list of options; an initial plan of action; additional information; possible outcomes; problem-solving approach; visual aids; summarize.

3.1.2. Give English for:
Забезпечувати; обговорення; відповідні факти; додаткова інформація; для того, щоб; життєздатний план; слухач; припущення.

3.1.3.Fill in the missing word and translate them into Ukrainian

verb	**noun**	**adjective**
exist		
	discussion	
		improved
facilitate		
	trainee	
		additional
revise		
	educator	

Note: ending *–ee-* added to verbs meaning a person or thing is the object of that verb (to whom or to which an action is done), for example,
examinee (той, хто складає іспит); employee (працівник; той, кого наймають на роботу);
ending *–er-* is the most common. It's usually added to verbs to make nouns with the meaning 'a person or thing that does something', for example: *builder (будівельник), farmer (фермер).*
Like *-er*, the ending-*or* is added to verbs (for words derived directly from Latin) to make nouns meaning 'a person or thing that does something', for example. *investigator (дослідник), decorator (декоратор).*

3.2. Speaking

3.2.1**.** Make analysis of the text (see Appendix 2).

3.2.2. Real-situation. Roleplaying.

You are a social worker (educator) who is going to give a lecture to future social workers at University. Tell them about the case- method and problem-solving steps.

TEXT 3
CASE 1. THE OLIVARES FAMILY
GRAMMAR REVISION: PHRASAL VERBS

Фразові дієслова – це вираз (дієслово у поєднанні з прийменником), у якому слова, вжиті разом, мають значення, відмінне від того, що наведене в словнику для кожного конкретного слова. Неможливо усвідомити англійські фразові дієслова, їх потрібно завчити. Складність перекладу полягає в тому, щоб їх розпізнати та правильно підібрати український відповідник.

Phrasal verb	Translation	Example
Break up	Припиняти; розлучатися	In spite of 20 years marriage they broke up.
Calm down	Заспокоюватися	She asked her friends to calm down.
Carry out	Проводити	We tried to carry out our exsperiment.
Figure out	З'ясовувати	He figured out the name of the client.
Find out	Узнавати	At the lesson we found out interesting information.
Get along	Уживатися, ладити	We get along with my sister well.
Give up	Кидати	He gave up smoking many years ago.
Lay off	Відкладати, звільняти	He was laid off
Look for	Шукати	I am looking for my key.
Look after	Доглядати	Please, look after my children.
Look through	Переглядати	The scientist is looking through his article.
Look forward to	Чекати з нетерпінням	I am looking forward to your response.
Move in	Переїжджати	My sister's family moved in a new flat last month.
Point out	Указувати	The teacher pointed out our mistakes in the text.
Run out of	Закінчуватися	After a long trip we ran out of water.
Set off	Відправлятися	We desided to set up early tomorrow.
Set up	Влаштовувати, організовувати	They set up meeting at 6 o'clock.
Stand by	Підтримувати	My family always stands by me.
Stand for	Представляти ідею або принципи	She stands for equality between men and women.
Work out	Розробляти, тренуватися	They try to work out a plan how to do it

Practical exercises

1. Put in the right phrasal word in a proper grammar form:

look for, move in, give up, run out of, look forward, get along, set off, look after, break up.

1) Who_____your baby now? – My sister is.
2) I_____ to the party next Sunday.
3) The pop group _____recently. We are so sorry.
4) _____ David _____ playing tennis? – Yes, he has. He doesn't have time to play.
5) Next Friday we are going _____early not to be late.
6) He _____time and didn`t finish.
7) How ____ you _____ with Harry? – Well, he is my best friend.
8) I am so happy! My family _____a new apartment last month.
9) What were you doing yesterday at 6 o'clock? I called you. – Sorry, I didn't hear, I lost my key and I_____it at that time.

2. Translate into English:

1. Ми намагалися розробити програму для роботи з людьми з обмеженими можливостями. 2. Соціальні працівники повинні підтримувати своїх клієнтів. 3. Він з нетерпінням чекає на початок роботи в новому офісі. 4. Наш керівник указав нам на наші помилки під час обговорення. 5. Його звільнили минулого тижня. 6. Чи добре ти ладнаєш зі своїми братами? – Так. 6. Волонтери іноді допомагають доглядати за маленькими дітьми в притулках. 7. Чи вони недавно розлучилися? – Ні.

3. Find in the text phrasal verbs and translate them into Ukrainian in the written form.

4. Make all possible questions on the following sentence*:*
They have lived in the U.S. for eight years.

TEXT 3

CASE 1. THE OLIVARES FAMILY

1. Reading*…read the text and choose the correct letter*

Note: *Sometimes you need to find information quickly; don't read every sentence but "scan" the material for these important words/facts so you are able to answer these questions:* ***Who? Where? What happened?***

1) Case 1 is about:

A a 38-year-old Mexican immigrant who came to a family services agency to ask for help;
B family problems with children;
C The Olivares family problems.

2) Family have problems because

A they want to go to Mexico;

B the wife nags her husband about his drinking;

C they have different problems including drinking.

Joaquín Olivares, a 38-year-old Mexican immigrant, and his 35-year-old wife presented to a family services agency with the complaint of "family problems." The Olivares have been married for twelve years and they have two children (a son aged 6 and a daughter aged 8). They have lived in the U.S. for eight years. He worked as a machine worker in a factory for five years before being recently "laid off." He presently works as a day laborer. Mrs. Olivares works as a housekeeper for a family.

Mr. Olivares complains that his wife has recently started "to nag" him about his drinking. He admits that during the last few months he has increased his intake of alcohol, but denies that this is a problem for him, as he drinks "only on the weekends, and never during the week." He drinks every weekend, but is vague about the actual amount. Mr. Olivares and his wife speak of the difficulties they experience in living in the U.S. Neither speaks much English.

Mr. Olivares admits to being quite worried about his previous lay off, adding that he didn't want to "let the family down" in his responsibilities. As a result, he works long days in order to make ends meet. His weekend drinking is, for him, his way of relaxing, which he feels that he deserves.

Problem-solving steps

1. Identify and sort through the relevant facts presented by the Olivares.
2. Identify the problems, issues, concerns that arise with the Olivares.

2a. How would you classify Mr. Olivares' drinking?

3. Identify the positive and strengths aspects of the Olivares' situation.
4. Analyze the issues in terms of knowledge presented in the training modules.
5. Use training materials to develop a list of options and an initial plan of action for social work intervention with the Olivares.
6. Identify any additional information, research knowledge, and resources that are needed to develop and select options; identify ways to gather what you need; gather what you can.
7. Develop a strategy for social work practice with the Olivares. Be sure that you have a concrete and specific strategy for how you would address alcohol-related issues with the Olivares. Consider what kinds of reactions you might expect from each of the Olivares, and develop a plan for how to respond to them. What kinds of referrals in your practice community would you make and why? What are the intervention goals?

7a. Does the Olivares' original nationality matter to the case?

8. Identify methods for evaluating outcomes of your plan and next steps/revisions of the plan, depending on various possible outcomes.
9. Discuss implications for community intervention, prevention planning, social policy reform, and advocacy that are associated with the Olivares' situation.

2. Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences*

complaint – скарга
complain – скаржитися
lay off – звільнення
nag – набридати, дошкуляти кому-небудь причіпками
intake of alcohol – споживання алкоголю
make ends meet – зводити кінці з кінцями
deserve – заслуговувати
alcohol-related issues – проблеми, пов'язані із вживанням алкоголю
referral – звертання за допомогою, порадою
intervention goal – мета втручання
evaluating outcome – оцінка результату
implication – наслідок

3. Practice

3.1. Building vocabulary

3.1.1. Give English for:

38-річний іммігрант; скарга на сімейні проблеми; працювати економкою; збільшити кількість вживання алкоголю; незрозумілий (розпливчастий); труднощі, з якими вони стикалися; бути досить стурбованим; працювати, щоб звести кінці з кінцями; відповідні факти; окреслити проблему; початковий план дій; розробити стратегію; реагувати на проблему; методи оцінки результатів; превентивне планування; захист інтересів.

3.1.2. Give Ukrainian for:

his wife has recently started "to nag" him; but he is vague about the actual amount; he didn't want to "let the family down"; as a result; in order to; to sort through the relevant facts; concerns that arise; the positive and strengths aspects; the issues in terms of knowledge presented; a list of options; to gather what you need; a strategy for social work practice; to have a concrete and specific strategy; address alcohol-related issues; social policy reform.

3.2. Speaking

3.2.1**.** Make analysis of the text (see Apendices 1,2)

3.2.2. Real-situation. Roleplaying.

Work in group of 3 people (Mr. Olivares, Mrs. Olivares, a social worker) and dramatize the case 1.

3.2.3. Brainstorm. Discussion in group (see Apendix 3).

Offer as much as possible methods for social work practice with the Olivares

TEXT 4
CASE 2. SAM
GRAMMAR REVISION: THE PRESENT, PAST, FUTURE PERFECT CONTINIOUS

Present Perfect Continuous – теперішній тривалий перфектний (доконаний) час в англійській мові використовується для позначення дії, яка розпочалася в минулому й завершилася чи не завершилася на цей момент. Акцент зазвичай робиться на тривалості дії та її впливі на теперішні події.

*He **has been** play**ing** football for 2 hours. – Він грає у футбол уже дві години.*

*I **have been** wait**ing** here for 2 hours! – Я чекаю тут уже дві години!*

*Look! You are dirty! – Yes, I **have been** paint**ing** my house. – Подивися! Ти брудний! – Так, я фарбував свій будинок.*

Past Perfect Continuous – минулий тривалий перфектний (доконаний) час в англійській мові. Вказує на дію, яка розпочалася в минулому, продовжувалася протягом деякого часу й завершилася чи не завершилася перед певною подією в минулому.

***I had been** play**ing** football for 2 hours and then I took a shower. – Я грав у футбол дві години, після чого прийняв душ.*

*He **had been** typ**ing** this text for 2 hours and then found it on the Internet. – Він набирав цей текст дві години, а потім знайшов його в Інтернеті.*

*They **had been** speak**ing** for over an hour before a manager arrived. – Вони розмовляли більше години до того, як прибув менеджер.*

Future Perfect Continuous описує дію, яка розпочалася в минулому чи почнеться в майбутньому та триватиме аж до певного моменту або іншої дії в майбутньому. При цьому можуть використовуватися такі вирази часу, як: **for five minutes** – протягом п'яти хвилин, п'ять хвилин; **for two weeks** – протягом двох тижнів, два тижні; **since Tuesday** – з вівторка тощо

Окрім того, як і Future Perfect, дія (момент), до якої триватиме головна дія, може вводитися такими виразами часу, як: **by the time** … до того моменту часу, як …; **by that time, by then** – до цього часу, до того часу; **before** – перш ніж; **after** – після того, як тощо.

При перекладі Future Perfect Continuous українською мовою часто використовується слово *вже*.

*They **will have been talking** for over an hour by the time a manager **arrives**. – До того моменту, як прийде Томас, вони* вже розмовлятимуть *понад годину.*

*She **will have been working** at that company for three years when it finally **closes**. – Коли компанія врешті закриється, вона там* працюватиме вже *три роки.*

*Ann **will have been teaching** at the university for more than a year by the time she **leaves** for Canada. – Ганна* викладатиме *в університеті понад рік до того моменту, як поїде до Канади.*

Future Perfect Continuous може вживатися для опису процесу в майбутньому, який завершиться перед іншою дією в майбутньому і коли його результат буде очевидний.

Jason will be tired when he gets home because he ***will have been jogging*** *for over an hour. – Джейсон утомиться, коли повернеться додому, оскільки* бігатиме *понад годину.*

Утворення*: to have+been + Participle I (-ing) смислового дієслова*			
	Present	***Past***	***Future***
Стверджувальна форма однина	I have been writing You have been writing He She } has been writing It	I had been writing You had been writing He She } had been writing It	I shall have been writing You will have been writing He She } will have been writing It
множина	We have been writing You have been writing They have been writing	We had been writing You had been writing They had been writing	We shall have been writing You will have been writing They will have been writing
Питальна форма однина	Have I been writing? Have you been writing ? Has he Has she } been writing? Has it	Had I been writing? Had you been writing? Had he Had she } been writing? Had it	Shall I have ben writing? Will you have been writing? Will he Will she } have been writing? Will it
множина	Have we been writing? Have you been writing? Have they been writing?	Had we been writing? Had you been writing? Had they been writing?	Shall we have been writing? Will you have been writing? Will they have been writing?
Заперечна форма однина	I have not been writing You have not been writing He She } has not been writing It	I had not been writing You had not been writing He She } had not been writing It	I shall not have been writing You will not have been writing He She } will not have been writing It
множина	We have not been writing You have not been writing They have not been writing	We had not been writing You had not been writing They had not been writing	We shall not have been writing You will not have been writing They will not have been writing

Practical exercises

1. ***Translate into Ukrainian:***

1) How long has he been teaching here?

2) She’s been learning Arabic for five years.

3) He’s been working as a tourist guide since he left here.
4) They’ve been travelling around Europe for two months.
5) We’ve been waiting for your phone call.
6) What has she been doing since she moved to Peru?
7) I’ve been cleaning the house all morning.

2. ***Circle the correct form. If both forms are possible, circle them both.***

1 How long have you **known** / **been knowing** your boyfriend?
2 She’s **gone** / **been going** to the same hairdresser for years.
3 They’ve **worked** / **been working** in that bank since 2003.
4 He’s **slept** / **been sleeping** since three o’clock!
5 How long have you **lived** / **been living** here?
6 They’ve **looked** / **been looking** for a new flat for ages.
7 How long have you **had** / **been having** your bike?

3. ***Make sentences from the words in brackets according to the model*****:**

Model: *I was very tired when I arrived home yesterday (I / work/ hard all day)*
I had been working hard all day yesterday.

1) The two boys came into the house. They had a football and they were both tired. (They / play/ football) _____
2) I was disappointed when I had to cancel my holiday. (I/ look/ forward to it) _____
3) Ann woke up in the middle of the night. She was frightened and didn’t know where she was. (she / dream) _____
4) When I got home, Tom was sitting in front of the TV. He had just turned it off. (he / watch/ a film) _____

4. ***Find in the text Past Continuous and Present Perfect Continuous sentences and translate them into Ukrainian in written form.***

TEXT 4
CASE 2. SAM

1. Reading… scanning. A*s you read mark following sentences as T(true) F(false) NG (not given)*

1) Sam was homeless because his parents left him when he was a child. ___
2) Sam is forty-year-old American man. _____
3) He used to take drugs but he does not do it anymore. _____
4) Sam had different chronic illnesses. _____
5) When the team first met Sam he was sleeping in the hotel lobby. _____
6) The research team became advocates in Sam's quest for flat. _____
7) A fourth year medical student often called the local hospital to find out the results of laboratory tests for Sam._____

8) Sam went to hospital to see a doctor. _____

You are part of an ethnographic research team with the goal of helping the U.S. Census Bureau find better ways to count the population of homeless individuals and families. Over 12 months, the team has been closely following 156 households as they move in and out of various homeless situations. In the course of the project, the team has had over 45 separate recorded contacts with an African American man in his fifties, named Sam.

Sam used heroin, cocaine, and alcohol. He suffered from chronic liver disease and various intestinal ailments. He was evicted from public housing because "they didn't like my friends" (referring to the drug dealers) and he was "persona non grata" at the local single room occupancy (SRO) hotel. When the team first met Sam he was sleeping at friends' apartments and in the hotel lobby. A frequent fear of Sam's is that he would fall asleep and be robbed.

The research team became advocates in Sam's quest for housing. At the suggestion of a team member, Sam spent several weeks in a local shelter, but the nuns asked him to leave when he wanted to keep his bed, but spent nights outside of the shelter. The team helped him to get a security deposit that was needed for an apartment. One of the team members went to look at rooms with Sam, and after a full ten months, they found a landlord who would accept him. One of the team members, a fourth year medical student, often called the local hospital to find out the results of laboratory tests for Sam.

The team also paid for Sam's birth certificate, which he had lost a long time before, but needed for access to some forms of housing. Through the 12 months of the study period, Sam went from sleeping in lobbies, at friends' places, in a shelter, and finally in his own room. At the end of the 12 months, Sam told the team that he was very worried about his health because he kept passing out. He said that he was not using "a lot" of drugs or alcohol, but he was not abstinent. He still had his own room.

2. Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences*

homeless – безхатько
suffer from – страждати від
intestinal ailment – кишкове захворювання
evict – виселяти
public housing – державний житловий фонд; соціальне житло
be robbed – бути пограбованим
shelter – притулок
security deposit – страховий депозит
landlord – орендодавець
birth certificate – свідоцтво про народження
pass out – непритомніти
abstinent – стриманий
pressing issues – актуальні питання

3. Practice

3.1. Building vocabulary

3.1.1. Give Ukrainian for:
Research team with the goal of helping; he was evicted from public housing; a frequent fear of Sam's; Sam's quest for housing; he was sleeping at friends' apartments; he kept passing out; he was not abstinent.

3.1.2. Translate into English:
1. Його мета – підрахувати кількість сімей, у яких немає житла. 2. Протягом 5 місяців соціальні працівники уважно спостерігали за домогосподарствами. 3. Деякі клієнти страждали на різні хронічні захворювання. 4. Чоловіка виселили із соціального житла. 5.За його пропозицією клієнт провів деякий час у притулку. 6. Вона заплатила за своє свідоцтво про народження. 7. Він щойно прийшов до лікарні дізнатися про результати лабораторних аналізів свого товариша. 8. Вони не вживають наркотиків.

3.1.3. Fill in the missing word and translate them into Ukrainian

verb	**noun**	**adjective**
separate		
	reference	
		occupied
	suggestion	
rob		

3.2. Speaking

3.2.1. Work in groups.
Look through the text and suggest problem-solving steps for this case (see previous text 2). Be ready to present them in the class.

3.2.2. Tell the main idea of the text (see Apendix 2).

TEXT 5
CASE 3. STEVEN
GRAMMAR REVISION: CONDITIONAL SENTENCE (PART 1)

Умовні речення (**Conditional sentence**) – складнопідрядні речення в англійській мові, в яких у підрядному реченні називається умова, а в головному – наслідок, що виражає результат цієї умови. І умова, і наслідок можуть стосуватися теперішнього, минулого і майбутнього часу. Підрядні речення умови найчастіше вводяться сполучником **if** (якщо) – звідси походить і друга назва – *if sentences*. На відміну від української мови, кома в складнопідрядному

реченні ставиться тільки тоді, коли підрядне речення стоїть попереду головного, хоча це правило виконується не завжди.

Нульовий тип умовних речень використовується у випадку, коли результат умови є відомим на сто відсотків, як науковий факт. Усі речення (головне й підрядне) вживаються у теперішньому простому часі.

If + підрядне речення в Present Simple + головне речення в Present Simple

*If you **heat** ice, it **melts**. – Якщо ти нагріватимеш лід, він буде танути.*

Перший тип умовних речень використовується у випадку, коли мова йде про майбутнє. Проте впевнені в результаті умови немає, оскільки вона ще не наступила, хоча і є реальною.

Підрядне речення в I типі умовних речень уживатиметься в Present Simple, проте для позначення головного речення вже буде використовуватися Future Simple:

If+підрядне речення в Present Simple + головне речення в Future Simple

*If it **rains**, I **will stay** at my friend's house. – Якщо піде дощ, я залишуся в будинку мого товариша.*

Другий тип умовних речень називають майже нереальним. У ньому також мова йде про майбутнє, проте умови для настання результату є занадто нереальними, аби справдитися. Або ж II тип умовних речень використовується для висловлення своєї мрії.

У II типі умовних речень підрядне речення використовується в минулому простому часі, а в головному – **would** +дієслово:

If+ підрядне речення в Past Simple + would + дієслово без частки to

*If I **won** the lottery, I **would buy** a car. – Якщо я виграю в лотерею, я придбаю авто.*

Модальні дієслова змінюються на форму минулого часу *could might*

*If you **took** more exerscise, you **might** feel better. – Якби ви частіше виконували фізичні вправи, ви б почували себе краще.*

Третій тип умовних речень використовується для позначення минулих умов і подій, які так і не відбулися. Він також може використовуватися для висловлення мрії, яка, однак, немає жодних шансів на те, або справдитися.

У III типі підрядне речення вживається у Past Perfect, а в головному використовується **would have +** Participle II (Past Participle):

If + підрядне речення у Past Perfect + would have + Participle II (Past Participle) (3 форма дієслова)

*If I **had won** the lottery, I **would have visited** UK. – Якби я виграв у лотерею, я б відвідав Велику Британію.*

Practical exercises

1. Open the brackets according to the model:

Model: If you **(to be)** free, I **(to come)** to see you tomorrow.
If you are free, I **shall come** to see you tomorrow.
If I (**to see**) her one day, I (be) very glad. But she lives in another city.
If **I saw her, I should be very** glad. But she lives in another city.
If I (to see) her yesterday, I (be) very glad. But I didn't see her.
If **I had seen her yesterday, I should have been** glad. But I didn't see her.

1. If you (to be) busy tomorrow, I (to leave) you alone. 2. If I (to live) in Kiev now, I (to visit) Kiev-Pechersk Lavra every year. But I live in Lviv. 3. If I (to get) a ticket for last concert, I (to go) to the Philharmonic. 4. If I (to live) near a wood, I (to gather) a lot of mushrooms. 5. If my brother (to return) early today, we (to watch) TV together. 6. If she (to know) English better, she (to try) to enter the university next year. 7. If my friend (to come) to see me last week, I (to be) very glad. 8. If my friend (to buy) a car, we (to have) a very nice trip. But he doesn't have money. 9. If we (to receive) a message from him, we (not to worry) now. 10. If you (not to work) systematically, you (to fail) at the examination yesterday.

2. Open the brackets and translate sentences into Ukranian:

1.You'll get pneumonia if you (*not change*) your wet clothes. 2. If she hadn't changed so much, I (*recognize*) her. 3. If someone offered to buy you one of those rings, which you (*choose*)? 4. If you (*read*) the instructions carefully, you wouldn't have answered the wrong question. 5. If I had been ready when he called, he (*take*) me with him. 6. If I (*be*) you, I should have appologised to her. 7. We (*stay*) at home if we had known he was coming. 8. They (*not believe*) me if I told them this.

3. Translate into English:

1. Якби автомобіль не їхав так швидко, аварії не сталося б. 2. Якщо він не прийде завтра, надішліть йому телеграму. 3. Якщо я буду там і його побачу, я скажу йому про нові вікна. 4. Цього б не сталося, якби ви були там. 5. Йому доведеться піти до лікарні завтра, якщо його стан не поліпшиться. 6. Було б дуже люб'язно з вашого боку, якби ви могли це зробити для мене. 7. Чому ви його не покликали? Я впевнений, що він прийшов би, якби його покликали. 8. Мені знадобилося багато часу, аби перекласти цю статтю. Якби ви мені дали хороший словник, я б витратив менше часу. 9. Вона б не губила гаманець так часто, якби була більш уважною. 10. Якби ви сіли на більш ранній поїзд, ми б змогли подорожувати

разом. 11. Якби я знав, що він завтра прийде, я б не поїхав сьогодні ввечері до нього. 12. Якби я був упевнений, що він уже повернувся до Києва, я відразу поїхав би до нього. 13. Якби ви сказали нам кілька днів тому, що у вас є цей довідник, ми б попросили у вас його на деякий час. 14. Якби я знав його адресу, я написав би йому зараз, що ви згодні йому допомогти. 15. Куди б ви пішли, якби були зараз вільні?

4. Find conditional sentences in tne text 5.

5. Make up your own conditional sentences using words from vocabulary notes.

TEXT 5
CASE 3. STEVEN

1. Reading… *scanning. Read the text quickly and match a heading with a paragraph.*

A HOPE TO LIVE
B A PLACE OF SAFETY
C PIZZA PARLOR
D A SAD STORY

_____

COZY is a shelter that houses 19 men and women in a modest house, located in a semi-industrialized part of a small town. The building was last used as a pizza parlor, and people still come in asking for pizza. The shelter also houses a community soup kitchen and seven additional "Transitional Program" beds for people who stay for up to two years. The people who stay at COZY feel as if they have finally arrived in a place of safety. They feel secure and can sleep safely at night. As a result, they also feel that they can finally begin to address some of their problems.

_____

Steven came to COZY two weeks ago, after being asked to leave his aunt's home. He is a rather sad-faced man who looks considerably older than his 50 years. Steven says that he has been drinking heavily throughout all of his life, and that he also used drugs a lot in Vietnam. He has a son living nearby whom, he is sorry to say, also appears to be a heavy drinker. Steven is very proud of his daughter (she is a teacher), and wishes that he could see his grandchildren more often.

_____

Steven is very grateful to the staff at COZY because in the two weeks that he has been with them, they took him to get a cataract operation and he could immediately see again. They are also helping him sort out his legal problems, since he did not show up for some court hearings. Steven feels that he could stay sober if he could stay in a place like this. He is applying for their transitional program.

2. Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences*

shelter – притулок

house – будинок; уміщувати
secure – безпека
use drugs – вживати наркотики
be proud of – пишатися
staff – штат; персонал
sort out – розбиратися
legal problems – правові проблеми (питання)
show up – з'являтися
court hearing – судове слухання
sober – тверезий
apply for – звертатися

3. Practice

3.1. Building vocabulary

3.1.1. Give Ukrainian for:
Shelter; a modest house; community; place of safety; sad-faced man; to drink heavily; to use drugs; heavy drinker; staff; be very proud of; sort out.

3.1.2. Give English for:
Уміщувати; безпека; значно старше від; онуки; персонал; правові проблеми (питання); судове слухання; тверезий.

3.1.3. Form adverbs from the following adjectives with the ending -ly

adjective	**adverb**	**translation**
safe	*safely*	безпечно
final		
considerable		
heavy		
immediate		

3.1.4.Match the verbs and prepositions. Translate them into Ukrainian,

for	to	in	up	out	for	of

a) show _____
b) apply_____
c) be proud_____
d) ask_____
e) sort_____
f) grateful_____
g) stay_____

3.2. Speaking

3.2.1. Determine Steven's problem and help of COZY staff.
3.2.2. Work in pairs (see Apendix 3).

Discuss Steven's situation with your partner and work out an initial plan of action for social work intervention with Sam.

TEXT 6

CASE 4. ALEXIA

GRAMMAR REVISION: DEGREES OF COMPARISON OF ADJECTIVES AND ADVERBS

Прикметники в англійській мові не змінюються ні за числами, ні за родами, ні за відмінками. Вони можуть утворювати ступені порівняння. Якісні прикметники в англійській мові мають основну форму (the positive degree), вищий ступінь (the comparative degree) і найвищий ступінь порівняння (the superlative degree).

СТУПЕНІ ПОРІВНЯННЯ ПРИКМЕТНИКІВ (DEGREES OF COMPARISON)

Якісні прикметники	***Основна форма the positive degree***	***Вищий ступінь the comparative degree***	***Найвищий ступінь the superlative degree***
одно- і двоскладові на - er, - ow, - y, - e.	young heavy hot simple	young**er** heavi**er** hott**er** simpl**er**	the young**est** the heavi**est** the hott**est** the simpl**est**
багатоскладові	difficult	**more** } difficult **less**	**the most** } difficult **the least**
<u>особлива група</u>	**good** **bad** **many, much** **little**	**better** **worse** **more** **less**	**the best** **the worst** **the most** **the least**
мають по дві форми ступенів порівняння, які розрізняються за значенням і вживанням	far *далекий*	farth**er** *більш далекий* furth**er** *дальший*	the farth**est** *найдальший* the furth**est** *найдальший*
	old *старий*	old**er** *старіший* (за віком) eld**er** старший (із членів родини)	the old**est** *найстаріший* the eld**est** *найстарший*
	near *близький*	near**er** *ближчий*	the near**est** *найближчий* the next *наступний*

	late *пізній*	lat**er** *пізніший* latt**er** *останній із двох*	the lat**est** *останній* (за часом) the last *останній* (у черзі)

Practical exercises

1. ***Translate into Ukrainian:***

1. What is your height? You are taller than me. 2. She felt as strong as her brother. 3. We started earlier than you. 4. He was more careful than I. 5. This student is the most attentive in our group. 6.1 need a warmer coat. 7. He is as tired as you. 8. He was one of the most experienced workers at the factory. 9. Better late than never. 10. She was not so attractive as her mother. 11. His work is not so difficult as mine. 12. He was the eldest in the family. 13. It is easier to swim in the sea than in the river. 14. This is the smallest room in our flat.

2. Use the appropriate form of the adjective given in brackets.

1. I want a (small) room. This one is too large. 2. Give me a(short) piece of string. This one is too long. 3. Ann is two years(old) than Kate. 4. The game becomes(interesting). 5. Which of the three girls has the(good) dress? 6. Kate is much(beautiful) than her sister. 7. Australia is the(large) island in the world. 8. The first is still(important) question than the second. 9. This is the(weak) point of his report. 10. I am tall, but there is a(tall) girl in our class. 11. My tea is too strong, can you make it(weak)? 12. The new bed is(comfortable) than the old one. 13. Mike is the(brave) of all the soldiers. 14. The flag flies at the top of the(high) mast. 15. The lake is much(clear) than the river. 16. This is the(dark) room in the house. 17. Where is(near) bus stop? 18. Where does your(old) brother live? 19. We heard(late) news over the radio. 20. Your paper is(bad) than mine. 21. Whose translation is(good)? 22. She lives in(far) part of the city. 23. She will get(thin) when she gets(old).

3. Translate into Ukrainian:

1. The longer (is) the night, the shorter (is) the day. 2. The more we read, the more we know. 3. He can speak German twice as fast. 4. Your room is three times as large as mine. 5. We shall drive at a speed as great as 90 km per hour. 6. New streets are usually not so (as) narrow as old streets. 7. She does not know Moscow so (as) well as we do. 8. This boy is as tall as my brother. 9. The earlier you get up, the more you will do.

4.Find in the text 6 comparative degrees of adjectives and adverbs.

TEXT 6
CASE 4. ALEXIA

1. Reading…skimming. A*s you read choose the right letter:*

1) Alexia entered the inpatient treatment program because:

A she took drugs;
B she was divorced woman;
C she wanted to find another job.
2) Alexia left her husband because:
A she met another man;
B he was abusive toward her
C he went away to another city.
3) Alexia regularly attended:
A chemical dependency clinic to see her husband;
B treatment sessions at clinic;
C her sponsor.
4) She started her crack use again because:
A she met a drugdealer;
B she took drug at work and boss got very upset;
C she did not finish something on time and boss got very upset.

Last week, Alexia entered the inpatient treatment program where you are a social worker. She is being treated for alcohol and cocaine (crack) dependence. Alexia is a 32-year-old, divorced woman who is employed as an administrative assistant at a local human services program. She lives with her 11-year-old daughter, Christine, in an apartment located near her job. Although she makes a relatively low salary, Alexia has managed to support herself and her daughter without financial support from Christine's father.

Alexia was married briefly to Christine's father when she was 20, but she left him after he became physically and sexually abusive toward her. He also was an alcoholic. She had almost no contact with him for many years. Her mother, a widow, is a strong support for Alexia and Christine, as are two cousins, Denise and Moira. Alexia reports growing up in a "normal middle class family" and states that her childhood was "good" despite her father's occasional drinking binges, which she says were related to him celebrating a special account he had landed (he was in advertising), and her mother's "occasional bad depressions." She is the youngest of five children and the only girl.

Up until a month ago, Alexia was regularly attending twice-weekly treatment sessions at an outpatient chemical dependency clinic, and she went to AA/NA regularly 3 times a week. She had a sponsor and they kept in touch several times a week-more, if needed. From the beginning of recovery, Alexia has experienced some mild depression. She describes having little pleasure in life and feeling tired and "dragging" all of the time. Alexia reports that her difficulty in standing up for herself with her boss at work is a constant stressor. She persisted with treatment and AA/NA, but has seen no major improvement in how she feels.

After Alexia had been sober for about 3 months, an older boy sexually assaulted Christine after school. Alexia supported Christine through the prosecution process; the case was tried in juvenile court and the boy returned to school 2 months later.
After Alexia celebrated her 6-month sobriety anniversary, she reports that she started having a harder time getting herself up each day.

Around this same time, she returned to drinking daily. She says that she then started experiencing bouts of feeling worthless, sad, guilty, hopeless, and very anxious. Her sleep problems increased, she began having nightmares, and she lost her appetite. After a month of this, she started attending AA/NA and treatment less often, instead staying home and watching TV. She started her crack use again one night after her boss got very upset with her not finishing something on time. She went to a local bar after work that day and hooked up with a guy she met there to get crack. In accompanying him to a local dealer's house to get some crack, she was raped by several men. Alexia did not return home that night (Christine was at a friend's sleepover party) and did not show up for work the next day. She does not recall where she was the rest of that night. However, later that day she admitted herself to your treatment program.

Alexia reports that she began drinking regularly (several times a week) around the age of 13. She recalls having felt depressed around the same time that she began drinking heavily, although she states she has very few clear memories of that time in her life. Alexia's drinking became progressively worse over the years, although she did not begin to see it as a problem until after she began using crack, at around age 28. She reports feeling depressed over much of her adult life, however her depression got much worse after she began using crack daily.

Alexia reports having had a lot of gynecological problems during her 20s, resulting in a hysterectomy at age 27. When asked if she was ever physically or sexually abused as a child, she says no; however, she confesses (with some difficulty) that when she was 11, she had an affair with her 35-year-old uncle (father's brother-in-law).

Now, one week into treatment, Alexia reports feeling numb and tense. She talks only in women's treatment groups and, then, only when specifically asked a question. She feels hopeless about her ability to put her life together and says that she only sees herself failing again to achieve sobriety. Of her recent rape, she says that she "only got what she deserved" for being in the wrong place with the wrong people at the wrong time. Alexia reflects that she was unable to adequately protect her daughter from sexual assault, and she speculates that maybe she is an unfit mother and should give up custody of her daughter. While Christine is currently staying with Alexia's mother, Alexia is concerned that her ex-husband will try to get custody of Christine if he hears that she is in the hospital for alcohol and drug treatment. He has been in recovery himself for two years and began demanding to see Christine again about 2 months ago.

2.Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences*

inpatient treatment
divorced – розлучений
abusive – образливий
growing up – зростання
drinking binge – запій
outpatient – амбулаторний
chemical dependency – хімічна залежність
keep in touch – підтримувати контакт
recovery – одужання
mild depression – легка депресія
treatment sessions – сеанс лікування
stand up for – захищатися
drag – сумувати
persist with treatment – продовжувати лікування
improvement – поліпшення
assault – напад
prosecution process – процес судового обвинувачення
juvenile court – суд з питань неповнолітніх
sobriety – тверезість
guilty – винний
anxious – тривожний
hook up – чіпляти
rape – зґвалтувати
physical or sexual abuse – фізичне чи сексуальне насильство
have an affair with – мати зв'язок із
numb – оціпенілий
deserve – заслуговувати
custody of – право опіки на

3. Practice:

3.1. Building vocabulary

3.1.1. Give Ukrainian for:
inpatient treatment program; a relatively low salary; a strong support; normal middle class family; occasional drinking binges; treatment sessions; keep in touch; From the beginning of recovery; a constant stressor; improvement; assault; juvenile court; return to drinking daily; bouts of feeling worthless, hopeless and very anxious; have nightmares; lost her appetite; get very upset with; to begin drinking regularly; feel depressed; begin drinking heavily; use crack; physically or sexually abused; feel numb and tense; women's treatment groups; achieve sobriety; give up custody of.

3.1.2.Give English for:
Розпочати програму стаціонарного лікування; лікувати від наркотичної залежності; швидко одружитися; тимчасові запої; регулярно відвідувати сеанси

лікування; мати легку форму депресії; справа розглядалася в суді з питань неповнолітніх; відчувати безпорадність; байдужа (погана) матір; доросле життя; здатність упорядкувати своє життя; бути на амбулаторному лікуванні.

3.1.3. Form comparative and superlative degrees of the following adjectives and adverbs:

word	**Comparative degree**	**Superlative degree**
Young	*Younger*	*The youngest*
Interesting	*More interesting*	*The most interesting*
Strong		
much		
difficult,		
mild		
good		
anxious		
sad		
far		
bad		

3.1.4. Form adjectives with ending *–less* and translate them into Ukrainian

noun	**adjective**	**translation**
hope	*hopeless*	*безнадійний*
job		
sleep		
speech		
need		

3.2.Speaking

3.2.1.Identify the problems, issues, and concerns that arise with Alexia's situation.
3.2.2.What are the most pressing issues that Alexia should be encouraged to assess and address?
3.2.3.Identify the positive and strengths aspects of Alexia's situation.
3.2.4.Develop a strategy for social work practice with Alexia. Be sure that you have a concrete and specific strategy for how you would address alcohol issues.
3.2.5. Discuss in group...Brainstorm (see Apendix 3).

Discuss implications for community intervention, prevention planning, social policy reform, and advocacy that are associated with Alexia's situation.

TEXT 7
CASE 5. ROBERT
GRAMMAR REVISION: RELATIVE CLAUSE (SENTENCES WITH WHO, WHICH, THAT…)

Означальні підрядні речення в англійській мові виконують функцію означення і відповідають на питання **what? which?** (*який? котрий?*) та ін. У реченні вони стоять безпосередньо після іменника в головному реченні та поєднуються з ним за допомогою сполучників:
who – *котрий, котра*
whom – *котрого, кого*
whose – *котрого, чий*
which – *котрий*
that – *котрий*
when – *коли*
where – *де, куди*
why – *чому*

*The man **who** called last night. – Чоловік, який телефонував минулої ночі.*
*The letter (**that**) I gave you. – Лист, який я тобі дав.*

Practical exercises

1.*Make one sentence from two according to the model. Use who/ that/ when.*

Model: *A girl was injured in the accident. She is now in hospital.*
The girl who was injured in the accident is now in hospital.

1) A waitress served us. She was impolite and impatient.
The_____
2) A building was destroyed in the fire. It has now been rebuilt.
The_____
1) Some people were arrested. They have now been released.
The_____
2) A bus goes to the airport. It runs every half hour.
The_____

2. *Put in who/ that…*
1) I don't like stories_____have unhappy ends.
2) What was the name of the person_____phoned you?
3) Where is the nearest shop_____sells newspaper?
4) The driver_____caused the accident was fined $500.
5) Do yoy know the person_____that took these photographs?
6) We live in a world _____is changing all the time.

7) Dan said some things about me_____were not true.
8) What was the name of the horse _____won the race?

3.Find in the text relative sentences.

4.Make up your own sentences using words from vocabulary notes.

TEXT 7
CASE 5. ROBERT

1. Reading…*Sometimes you need to find information quickly; don't read every sentence but "scan" the material for these important words/facts so you are able to answer these questions:* ***Who? Where? What happened?***

Every sentence is correct **except:**

1) Robert had an accident on his way home after drinking.
2) He has problem with weigh.
3) Robert and his wife grew up at the same neighborhood.
4) Robert's farther often goes to the bar to drink.

Robert is a 32-year-old businessman who was involved in a car accident on his way home after having a couple of drinks at the local bar. He was referred for evaluation and treatment because at the time of the accident, his blood alcohol test showed .09, which was above the legal limit. He is overweight and tends to have high blood pressure. He grew up in the neighborhood where he and his wife now live. They have two children, ages 6 and 4 years. Robert has several childhood friends who come to the bar, almost every day during the week, to have drinks and socialize.

His father is also a frequent visitor to the bar, and has been for the past 40 years. Robert's father drinks 4 to 5 drinks when he is at the bar, but he does not seem to have any significant problems related to drinking, except for his hypertension. Robert drinks 3 to 5 beers at the bar, but he does not feel that he has any drinking problems because he does not drink at home except for wine with his evening meal.

2. Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences:*
Involve – брати участь
car accident – автомобільна аварія
evaluation – оцінка стану
treatment – лікування
blood alcohol test – аналіз крові на вміст алкоголю
high blood pressure – високий кров'яний тиск
socialize – спілкуватися

hypertension – гіпертонія

3. Practice:

3.1. Speaking

3.1.1. Work in groups. Be ready to present your ideas according to the following steps:
-Identify the problems, issues, and concerns that arise with Robert's situation.
-What is your advice to Robert concerning his drinking? Why?
-Identify the positive and strengths aspects of Robert's situation.
-What alternatives to drinking can you explore with Robert?
-Develop a strategy for social work practice with Robert. Be sure that you have a concrete and specific strategy for how you would address alcohol issues with Robert.
3.1.2. Real-situation. Roleplaying.
You are a social worker at a family services agency. Mr. Smith and his wife came to your agency with the complaint of "family problems." *Identify the problems and develop the problem-solving steps.*
3.1.3. Sum up 5 cases and find:

- Similarities;
- Differencies.

3.1.5. Say about the problem-solving steps in cases.

3.2. Writing

Write an essay *"Family problems in Ukraine".* (at least 200 words) using linking words (first / second, after, next, finally, then, later, on the one hand, on the other hand, for this reason, so, since) and useful words (same, like, different from, unlike, similar to, alike, more) and words from vocabulary notes.

UNIT 3. A MANAGEMENT SYSTEM

TEXT 1
UNDERSTANDING SOCIAL MANAGEMENT SYSTEM
GRAMMAR REVISION: CONDITIONAL SENTENCES (PART 2)

Practical exercises

1. Open the brackets according to the model:

Model: *If I find your book, I (give) it to you at once.*
If I find your book, I will give it to you at once.

1.If I find your passport, I (*telephone*) you at once.2. You can use my phone if yours (*not work*).3. She will be absolutely furious if she (*hear*) about this.4. If London airport is clear of fog, we (*land*) there.5. If you (*not know*) the meaning of a word, you may use a dictionary.6. If he (*work*) hard today, can he have a holiday tomorrow? 7. If we leave the car here, it (*not be*) in anybody's way.8. If you (*stay*) here a little longer, you will see him. 9. We shan't go out unless it (*stop*) raining.10. I'll probably get lost unless he (*come*) with me.11. If you (*not believe*) what I say, ask your mother. 12. We'll go abroad this year if we (*have*) enough money.

2. Open the brackets according to the model:

Model: *If I (win) a lottery, I would buy a car.*

If I won a lottery, I would buy a car.

1.I (*keep*) a horse if I could afford it. 2. I should come and see you off if I (*not live*) so far away. 3. I should be disappointed if they (*not come*) 4. If you (*paint*) the walls white, the room would be much brighter. 5. If he (*be*) here, he would answer you. 6. If we had no luggage, we (*walk*) home. 7. I would drive to the country if the weather (*be*) fine. 8. It would be cheaper if you (*go*) by train. 9. I should be delighted if she (*teach*) me English. 10. If he were in, he (*answer*) the phone. 11. If you (*not belong*) to a union, you couldn't get a job.12. If I hadn't a typewriter, I (*type*) it myself.

3. Open the brackets according to the model:

Model: *If I (know) his telephone number, I would have called him yesterday.*

If I had known his telephone number, I would have called him yesterday.

1.If I (*have*) a map, I would have been all right.2. If I had realized that the traffic lights were red, I (*stop*).3. If I (*be*) ready when he called, he would have taken me with him.4. If you had arrived a little earlier, you (*find*) me there.5. If you had prepared for the exam more thouroughly, you (*get*) a better mark.6. The man (*be killed*) if the train hadn't stopped quickly.7. If I had been in your place, I (*not say*) this.8. If he had known that the river was dangerous, he (*not try*) to swim across it.9. If he hadn't lost his spectacles, he (*be able*) to finish this work in time.10. I should have called you up yesterday if I (*be*) in town.

4.Find in the text 1 Conditional Sentence and translate them.

5.Make up 4 your own conditional sentences in written form (using vocabulary notes).

TEXT 1

UNDERSTANDING SOCIAL MANAGEMENT SYSTEM

1. Reading …Mark the following sentences as *T(true) F(false) NG (not given*):

a) *The aim of the management system is to be confident that you have the adequate policies and procedures in place and that people routinely follow them.* _____
b) *A management system is comprised of trained people following some procedures.*_____
c) *The most common method, the Plan- Do-Check-Act cycle, is very popular among staff.*_____-
d) *Small companies are trying not to be better at system implementation.* _____

A management system is a set of processes and practices to consistently implement your company's policies to meet your business objectives. The goal is to make sure that you have the appropriate policies and procedures in place and that

people consistently follow them. The management system helps to assess and control your risks and is the key to lasting improvement. A key feature is the idea of continual improvement – an ongoing process of reviewing, correcting and improving your system. The most common method is the Plan- Do-Check-Act cycle (PDCA), described below.

1. Identifying and analyzing the risks and objectives
What is important for you as an organization and what are you going to do about it?
2. Developing and implementing a potential solution
What actions will you take? Who, what, where, when and how?
3. Measuring how effective the solution was, and analyzing whether it could be improved
Did you see the change you expected after implementing the actions?
4. **Implementing the improved solution**
What will you change if results are not what you expected?

One of the most important things to understand about a management system is the difference between system development and system implementation. A management system is comprised of trained, committed people routinely following procedures. If you break this statement down, you see that it talks about "procedures.**"** Procedures are the step-by-step way that people follow your policies. Procedures are the heart of effective system development.

Now let's look at the other part of the statement – "trained, committed people routinely following procedures." This is the implementation. There is a lot that goes into making it happen. Of course, some training is important to make sure that people are aware of the procedures and understand what they are supposed to do on a routine basis. But you also need to find a way to get their commitment.

One common observation is that large companies tend to be better at system development. But they often have difficulty getting people in different locations or departments to consistently implement the procedures, despite having well-documented systems. Small companies tend to be better at system implementation – if they have effective leadership. However, they are often weak at developing the documentation needed to ensure continuity when people in the organization change.

System Development is the documented policies and procedures. **System Implementation is trained, committed people routinely following the procedures.**

A management system does not need to be complicated, but it does need to be documented and then put into practice. Some people mistakenly think a management system is just documents. But that is only a part of it. Management systems are about implementation and continual improvement.

2. Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences:*
management system – система управління
implement – реалізовувати

meet someone's objectives – відповідати чиїмсь цілям
goal – мета
improvement – поліпшення
reviewing – перегляд
solution – рішення
comprise – складатися
routinely – регулярно
consistently – послідовно
be aware of – бути обізнаним про
on a routine basis – на постійній основі
commitment – прихильність
leadership – лідерство

3. Practice:

3.1. Building vocabulary

3.1.1. Give Ukrainian in written form for:
a set of processes and practices; the goal is to make sure; a key feature; to improve system; potential solution; effective system development; committed people; they are supposed; to do on a routine basis; to get their commitment; companies tend to be better; to have difficulty; well-documented systems; to be weak at developing; it does need to be documented; to put into practice.

3.1.2. Give English in written form for:
Відповідати чиїмсь цілям (завданням); відповідна політика та процедури; довготривале (стабільне) поліпшення; безперервний процес удосконалення, виправлення, перегляду системи; уживати заходів (дій); система розвитку та система реалізації (імплементації); постійно дотримуватися процедури; віддані люди; постійно (послідовно) реалізовувати; ефективне лідерство; помилково вважати.

3.2. Speaking

3.2.1. Answer the questions:
a) What is a management system?
b) What is the goal of a management system?
c) What are procedures?
d) How do you understand "the implementation"?
e) What method is the most common in a management system?
f) Why is training important?

3.2.2. Work in groups of 3-4. Discuss the Plan - Do-Check-Act cycle (PDCA).

3.2.3. Make analysis of the text (see Appendix 2).

TEXT 2
PURPOSE OF AN EFFECTIVE POLICY
GRAMMAR REVISION: GERUND (PART 1)

Герундій (gerund) – це неособова форма дієслова, яка має властивості дієслова та іменника із закінченням ***-ing***.

Герундій називає дію: ***reading*** – ***читання, smoking - паління.*** В українській мові відповідної форми немає; за значенням до герундія близькі такі українські віддієслівні іменники, як *ходіння, очікування, оспівування* тощо.

В англійській мові є дві форми герундія: Simple та Perfect.

Перша форма, як і Participle I, утворюється шляхом додавання закінчення ***-ing*** до дієслова:

to fight – fighting (боротися – боротьба); to wait – waiting (очікувати – очікування).

Reading *English books every day will improve your knowledge of the language. – Щоденне читання англійських книжок поліпшить ваше знання мови.*

У перфектному герундії (Perfect Gerund) дієслово використовується у третій формі, а перед ним стоїть допоміжне дієслово to have у формі ***having:***

to do – having done; to repair – having repaired.

I thank him for ***having sent*** *me a letter in time. – Я вдячний йому за те, що він відправив мені листа своєчасно.*

Форма герундія	**Дієслово в активному стані**	**Дієслово в пасивному стані**
Indefinite Gerund	**V+ing** He likes telling fairy - tales. Йому подобається розповідати казки.	**being + V3** I object to her being asked about it. Я заперечую проти того, щоб її запитували про це.
Perfect Gerund	**having +V3** (третя форма дієслова) He is proud of having done the work. Він пишається тим, що зробив свою роботу.	**having been** + V3 He was proud of having been invited to the party. Він пишався тим, що його запросили на вечірку.

Practical exercises

1. Translate these sentences into Ukrainian:

1. I remember (пам'ятати) having read the book before. 2. She likes sitting in the sun. 3. He talked without stopping. 4. Can you remember having seen the man before? 5. I avoided (уникати) speaking to them about that matter. 6. Excuse my interrupting (перебивати) you. 7. Excuse my having interrupted you. 8. They accuse (звинувачувати) him of having robbed(грабувати) the house.

2.Translate into Ukrainian:

1. I am against being helped in this work, I can do it myself. 2. They are against helping him. 3. Mankind (людство) is interested in atomic energy being used only in peaceful purposes (цілі). 4. I never mind (заперечувати) seeing a good film twice. 5. He keeps asking me the time and I keep telling him to buy himself a watch. 6. She doesn't like being interrupted. 7. They must not come to the party without being invited.

3. Find in the text 2 Gerund and translate it.

4. Make up your own sentences with Gerud using vocabulary notes.'

TEXT 2
PURPOSE OF AN EFFECTIVE POLICY

1. Reading…scanning. Mark the following sentences as *T(true) F(false) NG (not given*)

A The Policy Statement communicates your company's policies to your management, but not to staff, board, suppliers, contractors, customers and all other stakeholders. _____

B Many companies already have a corporate code of conduct that includes issues such as ethics _____

C It is important to think through the creation of the Policy Statement and tailor it to your company operations. _____

D A high level of senior management often communicate to all workers and discuss different issues at all levels of your company. _____

E Committing to social policies does not need some change in the behavior of your company, workers, contractors and suppliers. _____

F Senior management needs to send a clear message that this is a long-term commitment by the company. _____

Simply put, the policies are the rules. They tell everyone what is allowed and what is not allowed when it comes to social issues such as labor and working conditions, community health, safety and security.

A good practice for writing the policies and making them understood is a Policy Statement. The Policy Statement communicates your company's policies to your

management, staff, board, suppliers, contractors, customers and all other stakeholders. It is important for everyone to have a common understanding of the core values of the company, how you expect people to behave and how external stakeholders can expect you to operate.

The Policy Statement should be clear and simple – it does not need to be long and technical like a legal document. Many companies already have a corporate code of conduct that serves as a Policy Statement and includes issues such as ethics. You can expand your existing code to align with internationally recognized social standards for issues relevant to your business.

It is important to think through the creation of the Policy Statement and tailor it to your company operations.

Modifying or adopting your Policy Statement will require senior management support. In some companies, it may require approval from the Board of Directors. A high level of senior management support is critical for integrating social commitment throughout all levels of your company.

Committing to social policies probably requires some change in the behavior of your company, workers, contractors and suppliers. This can be challenging. There are different strategies and different techniques for changing organizational behavior, but experts agree that to create lasting change, senior management must be committed to the effort.

The first step is building awareness. There are many issues that occupy your employees' attention day-to-day. As just a written document, your Policy Statement may not get their attention or seem relevant to their daily activities. Senior management needs to make this Policy Statement come alive.

To do so, they need to communicate the importance of social issues, by making them an ongoing part of high-level Board and management discussions, public speeches, and messages to employees.

Once people are aware of the Policy Statement, the next step is building commitment – also known as "buy-in".You will probably meet resistance: "Why do we need to do this? It is too much work. I've already got enough to do." Senior management needs to effectively shape and communicate the message internally and externally. They need to send a clear message that this is a long-term commitment by the company. The key message is that this will contribute to the company's success and that each person will benefit - but that they will also be held accountable.

Once you have convinced people that they need to do something, senior management needs to drive implementation. They do not need to lead the effort on a day-to-day operational level, but they do need to adopt the policy and oversee the implementation plan. Resources will be necessary in order to communicate the policy internally and externally, integrate new procedures and train all relevant staff and suppliers.

Crafting the initial messages can be a good time to talk through the above stages with your senior management. Consider accompanying the Policy Statements with a message from the CEO.

2.Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences:*
core values – основні цінності
labor – праця
efficiency – ефективність
staff – штат
board – рада
customer – споживач
stakeholder – зацікавлена сторона
legal document – правовий документ
code of conduct – кодекс поведінки
align – вирівнювати
tailor – пристосувати
modify – змінювати
support – підтримувати
challenge – виклик
technique – техніка
effort – зусилля
awareness – обізнаність
employee – робітник
internally and externally – усередині та ззовні
benefit – перевага
be held accountable – бути відповідальним
convince – переконувати
oversee – передбачати
resistance – супротив
craft – творити
CEO – генеральний директор

3.Practice:

3.1. Building vocabulary

3.1.1. Give Ukrainian in written form for:
social issues; community health; to have a common understanding; corporate code of conduct; internationally recognized social standards; senior management support; committing to social policies; to be committed to the effort; employees' attention day-to-day; an ongoing part; high-level Board and management discussions; also known as "buy-in'; to drive implementation; a day-to-day operational level.

3.1.2. Give English for:
Правило; дозволяти; питання; постачальник; правовий документ; основні переваги компанії; політика має бути прозорою (відкритою); кодекс поведінки**;** обізнаність; для того, щоб спілкуватися; робити вклад у розвиток компанії; передбачати; готувати персонал.

3.1.3. Form nouns from following verbs and translate them into Ukrainian:

verb	Noun	translation
manage	*management*	*управління*
contribute		
communicate		
behave		
expect		
create		

3.2. Speaking

3.2.1. Answer the questions:

a) What is rule for?
b) What is a good practice for writing the policies?
c) What does the Policy Statement communicate?
d) What is it important for everyone?
e) Should the Policy Statement be simple or complicated?
f) What is nessesary to modify or adopt the Policy Statement?
g) Does committing to social policies require some changes? What changes?
h) What is the first step?
i) How to build awareness?
j) What is the next step?

3.2.2. Analyze the text using key-words and phrases (see Appendices 1,2).

TEXT 3
SUSTAINABLE PERFORMANCE ENHANCEMENT THROUGH PROCESS MANAGEMENT
GRAMMAR REVISION: GERUND (PART 2)

В англійській мові є дієслова, після яких вживається тільки герундій:

To **admit** – визнавати, допускати
To **avoid** – *уникати*
To **delay** – *відкладати*
To **deny** – заперечувати
To **dislike** – *неподобатися*
To **enjoy** – насолоджуватися, *подобатися*
To **escape** – утікати
To **excuse** – вибачатися
To **imagine** – уявляти
To **mention** – *згадувати*
To **mind** – *бути проти; заперечувати* (у питальних і заперечних реченнях)
To **miss** – втратити
To **postpone** – відкладати
To **risk** – ризикувати
To **stop** – *зупиняти*

To **finish** – закінчувати
To **forgive** – прощати, вибачати
To **suggest** – *пропонувати* та ін.

He finished working.

А також фрази, після яких також вживається герундій:

It's no use / It's no good

*There's nothing you can do about the situation, so **it's no use worrying** about it.*

It's no good trying to persuade me.

There is no point in

***There is no point in having** a car if you never use it.*

It's (not) worth

*I live only a short walk from here, so **it's not worth taking** a taxi.*

Practical exercises

1.Open the brackets:

1. She likes (paint). 2**.** My sister misses (go) to the mountains every weekend. 3. I asked her (speak) slowly.4. Jane started (sing). 5. She promise (call) me tomorrow. 6. I enjoyed (meet) you on Sunday. 6. Liz dreams of (set) up) her own business.7. Was the film worth (see)? 8. They want me (help) him. 9.I decide (go) for a walk. 10. Our flight was very early in the morning, so it wasn't worth (go) to bed.

1. Translate into English:

1. Цю книжку варто прочитати, вона дуже цікава. 2. Я пропоную написати статтю наступного місяця. 3. Чи є сенс зустрічатися з письменником, якщо ти не прочитав його книжку? 4. Мені подобається займатися спортом. 5. Ви не проти, аби я зачинив вікно. Тут холодно. 6. Я хочу, щоб мої друзі відвідали мене наступного року.

TEXT 3
SUSTAINABLE PERFORMANCE ENHANCEMENT THROUGH PROCESS MANAGEMENT

1. Reading…as you read mark the following sentences as *T(true) F(false) NG (not given*):

A Process management acts as not as the link between corporate strategy and its implementation in the company's daily business. _____

B Over 20 years of consulting experience in the field of process management, we developed comprehensive process management approach that was the best in a management system. _____

C Now you have to undertake permanent performance management of the processes through continuous improvement programs (CIP) _____

D Process management is the basis for "industrialized production" in service providers, such as universities, instituations. _____

E An essential part of anchoring process management in the company is to match it to the targets and specific conditions affecting the company. _____

F If the assessment is carried out with all the relevant stakeholders, it makes an important contribution to decrease the acceptance of the process management system. _____

The target-based management of processes can increase corporate performance sustainably. Process management acts as the link between corporate strategy and its implementation in the company's daily business. At the same time, this also ensures a consistent orientation of the company on customer demands and the business model.
Based on over 20 years of consulting experience in the field of process management, we have developed a comprehensive process management approach which is used successfully across all industries both by DAX 30 companies and by mid-sized firms.

Our process management approach is based on corporate strategy, is defined by clear transformation concepts, is tied to a performance management approach and aims at leveraging the potentials of IT systems. It consists of the modules Process Model, Process Responsibility, Process Performance Management, Continuous Process Improvement, Process Culture, and Process Governance, any or all of which can be applied, depending on the specific goals of the project.

Examples of applying our process management approach

- Process standardization and performance enhancement of the ERP system.

The standardization of processes is an essential requirement for automating processes and increasing their effectiveness, as well as being the basis for IT implementations. On the one hand, the existing – frequently different – ERP systems are standardized to ensure the optimal execution of processes; on the other hand, manual procedures can be automated using workflow systems.

- Process cost transparency.

It is possible to create transparency concerning the costs and capacities associated with process flows and procedures by means of activity-based costing (ABC). ABC can be used in (overhead) cost optimization, product/service cost estimation, cost allocation, profitability analysis, capacity management, and simulation.
Horváth & Partners PROCESSMANAGER X is a tool whose user-friendly Excel user environment allows you carry out flexible process cost analyses and extensive reporting and simulation functions.

- Continuous improvement.

In order to enjoy long-term success on the markets, it is no longer enough for a company to carry out periodic or situational process optimizations. Now you have to

undertake permanent performance management of the processes through continuous improvement programs (CIP), lean programs or excellence programs.

- Capacity and process performance management.

Process management is the basis for “industrialized production” in service providers, such as banks, insurance companies or the service units of industrial concerns.

An essential part of anchoring process management in the company is to tailor it to the targets and specific conditions affecting the company. To do this, we have developed an assessment which makes it possible to map and evaluate the requirements in a structured fashion. The assessment is then used as the basis for creating a bespoke target PM system and for drawing up an introduction roadmap. If the assessment is carried out with all the relevant stakeholders, it makes an important contribution to increasing the acceptance of the process management system.

2. Vocabulary notes: *Memorize the following words and expressions and use them in your own sentences:*

increase – зростати
sustainably – стійко
ensure – забезпечувати
approach – підхід
comprehensive – всеосяжний
DAX 30 companies – індекс великих компаній
ERP (enterprize resource planning) – управління ресурсами підприємства
activity-based costing (ABC) – розрахунок собівартості за видами діяльності
leveraging – використання
execution – виконання
workflow – робочий процес
cost transparency – прозорість витрат
allocation – розміщення
profitability analysis – аналіз рентабельності
carry out – виконувати
simulation – моделювання
undertake – здійснювати
capacity – ємність
manual procedures – ручні процеси
performance – виконання; продуктивність
extensive reporting – розширений звіт
assessment – оцінка
anchoring – закріплення; анкерування
map – зіставляти
bespoke – замовлення
drawing up – складання

3. Practice:

3.1. Building vocabulary

3.1.1. Give Ukrainian in written form for:
the target-based management of processes; corporate performance; link between corporate strategy and its implementation; customer demands; used successfully across all industries; IT system; specific goals of the project; workflow systems; by means; cost allocation; profitability analysis; simulation functions; in order to enjoy long-term success; to tailor it to the targets and specific conditions.

3.1.2. Give English in written form for:
Корпоративне виконання (продуктивність); щоденна діяльність компанії; досвід консультування; система інформаційних технологій; оптимальне виконання процесів; безперервне поліпшення; довготривалий успіх; страхові компанії; адаптувати до цілей компанії; зацікавлені сторони; важливий вклад; прийняття системи управління процесами.

3.2. Speaking

3.2.1. Answer the questions

a) What ca the target-based management of processes do?
b) How does process management act?
c) What approach did they develop?
d) What is the process management based on?
e) What does the process management consist of?
f) What is the standardization of processes?
g) Is it possible to create transparency? How?
h) Where can activity-based costing be used?
i) How to get long-term success on the markets?
j) What is process management?

3.2.2. Roleplaying. Work in group of 3-4.
Imagine that you work at the firm (enterprize) and you need to impove its performance.

UNIT 4. TEXTS FOR SUPPLEMENTARY READING

TEXT 1
SOMEONE TO SHOW THE WAY

1. SKIMMING... Read the text and make analysis of the text using key-words and phrases (see Appendixes 1, 2).

Robert Cordero, 49, a counselor at a drug rehabilitation clinic in Albany, N.Y., relies on his female supervisor for advice about work and career. But it wasn't always that way.

"I couldn't see myself four or five years ago bringing this to a woman, period," he said. "I'm from the old school. ... You know, men are men, and we don't need to be asking the women. But I've gotten past that. She's helped me with that."

Now Cordero can't say enough good about his boss and mentor. He calls her a guiding light and says that without her, "I probably wouldn't be where I'm at professionally."

As the gender balance in workplaces shifts, men with traditional ideas about gender roles find themselves relying on guidance from senior women. At the same time, young women searching for a female mentor find only men at the top of many professions. Add the anxiety many workers feel from an increased focus on sexual harassment, and it becomes clear why finding a mentor – even in an era in which workplaces are setting up formal mentoring
programs – can be a tricky business, according to results of surveys done by The Washington Post, the Kaiser Family Foundation and Harvard University, and interviews.

Slightly fewer than half of men and women in the survey reported having a senior person at work who helped them get ahead. Of those, the vast majority of men had been helped by a man, and a majority of women reported having a female mentor. Women in professional or managerial jobs were more likely to have a man as mentor.

For many years, mentoring has happened "naturally, without any influence from us, between people who have things in common," said Ted Childs, vice president for global work force diversity at IBM, which has run a mentoring program for more than 20 years. "But generally the beneficiaries have been white men, because they were in the senior positions, and they would mentor people who came along with whom they had things in common," usually younger white men.

"To maximize mentoring, you have to maximize the facility of people to mentor people not like them," Childs said. Having a mentor "is important for everybody, but it's probably even more important for women," said Debra Meyerson, who studies gender and work at the Institute for Research on Women and Gender at Stanford University. "Mentoring is sort of a formalized way of developing informal relationships that men have had access to without thinking about it," in ways as basic as going to the same bathroom as the boss.

Rhonda Meyer 36, is a retail supervisor in Virginia, Minn., and mentor to several very young women in her store. "I think they feel more comfortable talking to another woman, maybe less intimidated," she said. Judith Mueller, executive director of the Women's Center in Vienna and founder of its Information and Career Advisory Network, which matches women with professional mentors, also believes there is "a comfort zone" between women andtheir female mentors.

The ease may spring from a sense that they face the same demands. Mueller says women look to those who successfully balance work and home and think, " 'Oh my gosh, she's doing this. She has three children, she's managed

three pregnancies, she's managed to retain a marriage, she's managed to be involved in elder care, and despite the level of her employment and responsibility, she seems to be walking around quite sane,' " Mueller said. "You'd never have those thoughts if you were talking to a man, because that's not the male experience," Mueller

added. The successful woman becomes a model for a colleague who wants to "find out more about the education, the management, the training that has made all this come together for her."

Having a mentor becomes particularly important at senior levels, where men and women confront more subjective standards for advancement or a "gut feel" test, said Meyerson, the Stanford scholar.

Four in 10 respondents to the Post survey said a lack of mentoring is a major reason why women face a glass ceiling on promotions, and more than one-third called it a minor reason.

One obstacle to male-female mentoring may be the focus on sexual harassment, though the extent of the problem is unclear. More than 40 percent of working men and women in the survey said that attention to the issue had made no difference in their mentoring behavior, but 36 percent said it had become harder to give career help to someone of the opposite sex, and nearly 1 in 4 reported that they had at least occasionally avoided mentoring someone for this reason.

Larry LaClair, 57, of Key West, Fla., says the focus on sexual harassment drastically changed his willingness to mentor women in his former job as a security manager. For a time, "I simply didn't deal with females unless it was in a situation where lots of other people happened to be around," he said. LaClair said that his withdrawal from professional relationships with women was subconscious and that he was prompted to change by a confrontation with a woman who had noticed his reticence. "As I've gotten older, I said: 'This is stupid. I'm going to take my risks. I want to help somebody to grow.' "

2. Choose the key words from the text to describe the problem

TEXT 2
MAKING THINGS EASIER

1. SKIMMING... ... Read the text and make analysis of the text using key-words and phrases (see Appendices 1, 2).

Part 1

Women currently make up nearly half of all entry- and mid-level managers in American corporations, up from 17 percent in 1972. But the executive suite remains disproportionately male: A 1995 survey of Fortune 500 corporations found that only 1 in 10 corporate officers and fewer than 3 percent of all chief executive officers are women.

In higher education, gender equity is a reality. Slightly more than half of all bachelor's degrees were awarded to women last year, and the percentage of doctoral degrees granted to white women has increased from 25 percent in 1977 to 44 percent in 1993. Among African Americans, women receive more of the doctorates.

At home, men do more around the house than their fathers ever did. But the burden still falls on women: On average, working mothers do about 20 hours of housework a week, down from 30 hours two decades ago, while their husbands are doing 10 hours a week, up from 5 hours, Bianchi said in the book. And it's still women who say they're responsible for the way the house looks, according to the Post-Kaiser-Harvard polls.

The survey of couples with children found that women still do most of the food shopping, laundry, cooking, cleaning, arranging for child care and babysitters, and taking childre to appointments or after-school activities – even when both parents work full time. Men tend to mow the lawn, shovel the snow and take out the trash, the survey found.

In important ways, the survey suggests that we have yet to find new patterns of living that recognize the real workloads of two-career couples with children, and some resentment, nostalgia and fatigue are reflected in the survey results. "I work, my husband works, I come home and I work. I clean the house and I do my laundry," said Susan Gehrke, 44, a tenant assistant for the elderly in La Crosse, Wis. "Someone comes over and the house is a mess, they don't look at the man and think, 'What a slob,' they look at her and say, 'What a slob.' " Said Lindow, 35, the Green Bay warehouse operations manager, whose wife also works full time: "Your kids are going to the day care, or wherever they are taken care of by somebody else. By the time you get done with your job, you've got to rush home and make supper, do whatever, and then you have to run your kids somewhere else. You don't get enough time to spend with your wife anymore, either, because you are both working. You're lucky if you get to see your wife one or two hours a day. What kind of quality time is that?"

Age, more than sex, shapes attitudes toward the changing roles of men and women, the survey suggests. Younger men and women were far more likely than their elders to say the change in gender roles has made their lives better.

"These changes have made a lot of people's lives better and it's made some people's lives worse," said the 32-year-old Sande, who is single. He added: "Any time there is a change like there has been in my generation, there is always going to be some growing pains. But as a whole I think it's moving toward the direction of making things easier, better."

Powerful social and economic forces nourish and sustain the trends that create these tensions. Two out of three men and women surveyed agreed that it takes two incomes to get by these days; about half the respondents – men and women – said they work mostly because they must.

One out of every five working women said she would cheerfully quit her job if only she could afford to – but so did 1 in 5 men surveyed. Today, even mid-career crises are gender-neutral.

"I did stay home with my daughter the first couple years, but financially you just can't make it on one salary anymore," said Kelly Lynn Cruz, 22, of Henderson, Md., who is between jobs and has one child and another on the way. "It's hard on my family, anyway. I don't get to spend as much time with my child. The housework isn't always done, which makes me feel like I'm not always doing my job."

Why is the housework her work? "It just is," she said with a laugh, adding that "he helps. But it's mainly my job. I take care of the inside, he takes care of the outside."

Perhaps not even the '50s housewife worked this hard at home: "I've had grandmothers tell me their daughters work far harder and spend more time with their children than they did" in the 1950s, said Sharon Hays, a sociologist at the University of Virginia who studies family structure.

Many Americans say that mounting pressures to be it all and to have it all put many relationships on the rocks. In the survey, 7 in 10 said there's too much pressure on both men and women today to realize the American ideal: marriage, family and a successful career. Many survey respondents in subsequent interviews said they put the pressure on themselves. Not surprisingly, those who felt this tension most acutely also were more likely to say it's
harder to make marriages and families work.

"There's too much pressure on everyone, period, whether they're men or women," said Karen Mapp, a 42-year-old PhD candidate and researcher in Boston.

Part 2
No going back

Choose the key words from the text to describe the problem.

In response to these pressures, 4 in 10 of those surveyed said, it would be better to return to the gender roles of the 1950s, a dimly remembered world of television's Ozzie and Harriet and their blithe suburban existence.

"I definitely think it would be good to go back," said Rose Pierre-Louis, 40, a social worker in Brooklyn, N.Y., who was among those interviewed in the poll.
"Kids aren't being raised, they're just growing up. Nobody's getting married anymore. There's no respect between men and women, [or from] children for their parents."

But just as many Americans say they aren't eager to go back – particularly young people, who do not bear the burden of their parents' nostalgia.

"I've never been under the impression that I couldn't do something because I was a woman," said Jennifer Wedberg, 25, a graphics designer who lives in Lisle, Ill. "It would be a shame if things went back to the way they were in the '50s. ... It's easier to grow up knowing that some day you're just going to get married and be a mom or a wife, and now it's more complex, you have to figure out what you want to do with your life. ... But I think more choices is always a good thing."

Young women like Wedberg have many of the same conflicts – over whether to stay home or take an outside job after having children – that their mothers might have had. But they also believe they are entitled to be full participants in areas of life their mothers had to fight to enter, and they assume their personal identity includes a job or a career. Similarly, young men generally accept that their lives at work and in the home have changed, and with these
transformations have come new duties, responsibilities and rewards. "I'd just as soon stay home with the kids," said Lindow, who added that it doesn't bother him that his wife has a better job than he does.

"I think a lot of the problems we hear of now are because we have raised our standards," said Christopher M. Moeller, 22, a radio reporter in Des Moines. "We're more involved in each other's lives. ... We value equality, we value everybody wanting to have self-esteem, to get everything they want, and I don't see where imposing a limit on more than half of our population accomplishes that."

TEXT 3
WE DON'T ALL WANT TO THROW IN THE TOWEL

1. SKIMMING.... Read the text and make analysis of the text using key-words and phrases (see Appendices 1, 2).

Germajne Greek, in her latest book, says it's time for women to get angry again. The famous writer is angered by the fact that we're expected to pluck our eyebrows, shave our legs, diet to gain a handspan waist, tint and perm our hair. She sees women turn into vacuous victims.

She reserves her most vicious condemnation for plastic surgery which, she says, women have in a desperate attempt to engage the attention of men. 'The man-made woman is no better than a toy,' she rages, 'built to be played with, knocked about and ultimately thrown away.'

A desire to look attractive is a fundamental human need, and of course it's part of the courting process — but for men as well as women.

It's not sexist, divisive or demeaning. Mostly we do it for ourselves, because it gives us pleasure and confidence. In times of sadness and despair we slap on the make-up like armour and it gives us the strength to somehow carry on.

The first thing the Nazis did to women in concentration camps was to confiscate their hair brushes, cosmetics and clothes. They tried to turn them into compliant, passive drudges, but the women fought back. They combed their hair with sticks and clung to their self-esteem.

Wanting to look one's best is a demonstration of strength, not dependent weakness. The initial sign of depression is an indifference to appearance, and whatGermaine Greer totally ignores is the fact that make-up and clothes are fun. Loving fashion isn't a sign of a shallow, limited nature but an expansive one.

Life would be much less enjoyable without the fashion industry, which is so often condemned as superficial but contributes so much to the economy and our lives.

'Women are illusionists,' sneers Ms Greer. 'They fake lightheartedness, girlishness and so on. They also fake the roses in their cheeks, the thickness, colour and curliness of their hair, the tininess of their waist, the longness of their legs and the size and shape of their breasts.'

She says we do this in a last-ditch attempt to grab the attention of otherwise uninterested males. She talks about women as though she does not belong to the female

race — and she does us a great disservice. She portrays us as shallow and pathetic clinging vines.

Of course we're illusionists because we believe in making the best of things — be it our bodies, our faces or our lives. We dissemble out of courage, not timidity. It seems preferable to giving in.

From "The Daily Mail"

1. Choose the key words from the text to describe the problem.

TEXT 4
WHAT DOES LIFE TEACH US ABOUT LOVE?

1. SKIMMING... Read the text and make analysis of the text using key-words and phrases (see Appendices 1, 2).

The journalist and author Susan Crosland, now in her sixties, married twice, to the Journalist Patrick Skene Catling in the early Fifties and the Labour politician Tony Crosland in 1964. When he died in 1977, he was Foreign Secretary.

I was bowled over by Tony Crosland when I met him at a party in London in 1957. He was extraordinarily attractive, and the slight rumples, the discolouration under his eyes, gave him a lived-in look. There wasn't a speck of narcissism in Tony. I never put him on a pedestal: I was dotty about the whole of him, even the sometime annoyance and occasional rudeness.

My then husband, Patrick Skene Catling, had been posted here as head of The Baltimore Sun's London bureau. There was freedom in the anonymity I found in London. I began an affair with Tony, conducted at his flat and in great secrecy. I hope I didn't cease to be a good wife and mother. What was so glorious about it was that I thought it wasn't going anywhere; it was love for its own sake.

Tony, who was divorced, took great trouble to make me understand that his prior "adventures" were not on the level of our relationship. After two years my husband and I returned to America. I was anguished at the thought of never seeing Tony again but resolved to put my marriage first.

My marriage broke up in I960. The problems were internal, but the existence of Tony made me content to live alone with the children and a mother's help. He proposed in 1963 and I burst into tears. I was distressed because I knew that something about this exceptional passion must have changed for him to want it on a different basis. He said it had become a deeper love. Three months later, I said: "OK, we'll try." Then he began getting cold feet and said he thought I should live in the country and he would come down at weekends. He didn't want marriage to feel like wedlock. We agreed to live in my Chelsea house, but he kept on his flat in The Boltons, South Kensington. We both knew if he wanted to have a fling it wouldn't impinge on me. When he came back after his first night there, he said how cunning of me to give him his freedom while asking the flat uncomfortable — cold and with no food or drink.

That was the end of his trips to The Boltons. I have no reason to think he was unfaithful after we married. Power is always described as an aphrodisiac and it was the greatest surprise to both of us when he turned out to be uxorious. Our passion was coupled with something deeper. The physical side is bound to diminish with time, but that doesn't mean it disappeared. Tony wasn't keen on my having more children and when I suffered a miscarriage he minded for me but not for the loss of the child. I was with him on that terrible day when he had a cerebral haemorrhage and stayed with him until he died six days later. It meant I could say farewell even though he was in a coma, which made all the difference afterwards.

With experience, I have learnt more about give and take. Qualities such as compassion, honour and a distaste for whining I learnt by example in my childhood, which was very loving. But I was less willing to compromise in relationships when I was younger. Tony used to say to people who were on their first marriage: "The second's much better."

I think love always starts with lust, but lust doesn't often develop into more. Relationships have been the great iches of my life, and sexual ones have a distinction of their own miss that intimacy, and I don't expect it to happen again. Now I'm concentrating on my two daughters and four grandchildren, who fill all my emotional spaces.

From "The Times"

TEXT 5
WOMEN BEHIND BARS

1. SKIMMING... Read the text and make analysis of the text using key-words and phrases (see Appendices 1, 2).

How many women are in prison?

More than 4,650, an all-time high. That may look small by comparison with the 70,000-plus men in British jails, but it dwarfs the 1,811 who were behind bars a decade ago. In fact the number of women imprisoned or on remand rose by 252% between 1992 and 2002 (the rise for men was 91%), women on remand being one of the fastest growing groups in the prison population. Britain today jails a greater proportion of its women than any other EU nation save Portugal and Spain.

What are most of them in for?

Relatively minor offences. A third of men are in jail for violent crime, but just 4% of crimes committed by women involve violence against a person.

A third are drug offences, many more are drug-related, but the majority are minor, acquisitive crimes such as shoplifting or anti-social behaviour, such as being drunk and incapable or failing to pay bills and fines. Women are sent to jail for crimes as trivial as failing to pay a J14 taxi fare or; to buy a TV licence.

Does this mean the female crime rate is increasing?

No, if anything the reverse. In 1994, 40,000 women were found guilty of indictable offences; by 1996, the number had actually fallen to 38,000.
Feminist campaigners argue that women are being targeted for failing to conform to stereotypical ideas of how "nice" girls must be-' have. And it does seem that women are shown less mercy. In the 1991 National Prison Survey, only 10% of male inmates were in jail for first offences compared with fully 38% of female ones.

How do the women cope?
Women's jails are often compared to mental institutions: while male prisons tend to have an air of broodine violence women's are suffused with a sense of self-loathing and despair. Women prisoners are three times more likely to commit suicide than male ones: more than 100 were resuscitated after suicide bids last year and there were a further 5,142 reported incidents of serious self-harm or attempted suicide. One prison officer recently recalled how, on his first night at New Hall jail, he had to cut down six women after they had tried to hang themselves in their cells. "I thought I had died and gone to hell," he said. Prison officers carry specially designed blades encased in plastic to cut the women free.

Why so many mental breakdowns?
Partly because many female prisoners endure the additional stress of having to forsake their children. (Some 55% have children under 16.) Each year, 17,000 children are separated from their imprisoned mothers and have to go and live with relatives or are taken into care. But in any case, such women tend already to be mentally vulnerable: according to Home Office research, 37% have previously attempted suicide and 15% have been admitted to a psychiatric hospital. Some 63% have a neurotic disorder.

From "The Week"

2. SCANNING…Answer the questions
1) How many women are in prison?
2) What are most of them in for?
3) Does this mean the female crime rate is increasing?
4) How do the women cope?
5) Why so many mental breakdowns?

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APPENDICES

APPENDIX 1

Ключові слова та фрази для аналізу (реферування) тексту

English Phrase	Equivalent
The present article (book, text, paper) is about (deals with, is devoted to)…	Ця (запропонована) стаття ((книга, текст, робота) присвячена …
The book embraces a wide range of problems.	У книзі порушено широке коло проблем.
The main emphasis in this book (text, paper) is on…	Основну увагу в цій книзі (тексті, статті) акцентовано на…
The paper presents (a comparative analysis of…)	У статті (тексті) подано (порівняльний аналіз…)
The problem is …	Проблема полягає у тому, що …
The problem raised (studied, considered,) here is…	Проблема, яку порушили (вивчають, розглядають) полягає у …
There is a vast literature on the subject.	Є багато літератури, присвяченої цій проблемі.
It is necessary to point out that …	Необхідно зазначити, що …
There is another proof that …	Є ще один доказ того, що …
It is true that …	Справді, …
It is clear (evident, obvious) that …	Цілком зрозуміло, що …
This is proved by the fact that …	Це підтверджує той факт, що …
It must be admitted that …	Варто припустити, що …
It seems essential to emphasize that...	Важливо відзначити, що …
It should be noted that …	Необхідно відзначити, що …
It should be added that …	Необхідно додати, що …
As we have said …	Як було сказано …
As has been mentioned earlier …	Як було згадано раніше …
It is generally accepted that …	Загальновідомо, що …
It is known that …	Відомо, що …
It a well-known fact that …	Це добре відомий факт, що ...
It is usually regarded as …	Це зазвичай розглядається, як …
According to this view …	Згідно з цією точкою зору …
On the basis of the view it is possible to …	Виходячи з цієї точки зору, можливо …
This is a scientifically valid theory…	Це науково обґрунтована теорія ...
This conception is current.	Ця концепція є загальновідомою.

APPENDIX 2

Ключові слова та фрази для аналізу статті

1.	The article is headlined'...'	Заголовок статті …
2.	It is written by a Ukrainian (British) correspondent/ journalist…	Стаття написана українським (британським) корреспондентом/журналістом…
3.	It is published/printed in …	Вона надрукована в …
4.	The theme of the article is closely connected with title of the article	Тема статті тісно пов'язана з її заголовком
4.1.	The aim of the article is to provide the reader with some material/data on...	Мета статті – ознайомити читача з матеріалом /даними …
4.2.	The main/central idea of the article is...	Головна / центральна ідея статті полягає у …
4.3.	The article is about…	Стаття про…
4.4.	The article is devoted to the analysis of the situation	Стаття присвячена аналізу ситуації
4.5.	The article points out the necessity of solving the problem…	У статті нагорошується на необхідності вирішення проблеми …
4.6.	The article contains the following facts…	У статті містяться такі факти…
4.7.	The article deals with …	Стаття пов'язана з …
4.8.	It touches upon the problem of...	У ній порушується питання …
4.9.	It focuses the reader's attention on…	Увага читача привертається до …
5.	The author of the article makes it clear that../ concentrates on / points out that / stresses that / criticizes / comes out in support of/ comes out against / describes/ underlines /	Автор статті прояснює/ наголошує/ підкреслює/ критикує/ стає на підтримку/ виступає проти/ описує/ підкреслює
5.1.	He says /adds/ warns about/ admits /emphasizes /claims / discusses / writes / states / thinks	Він говорить/ додає/ попереджує/ зауважує/ наголошує/ апелює / обговорює/ пише/ стверджує/ вважає

5.2.	It should be noted that…	Необхідно зауважити, що …
5.3.	According to the article…	Згідно зі статтею …
5.4.	Speaking of it, it's necessary to note that.	Говорячи це, необхідно зауважити, що …
5.5.	Analyzing (describing) this situation it is necessary to emphasize..	Аналізуючи (описуючи) цю ситуацію, необхідно наголосити, що …
5.6.	This question is of great importance for...	Це питання дуже важливе для …
5.7.	Taking into consideration the fact that...	Беручи до уваги той факт, що …
5.8.	Further the author reports (says) / goes on to say…	Далі автор повідомляє (говорить) / продовжує стверджувати …
5.9.	In the author's opinion	На думку автора …
5.10.	In addition to...	На додаток до …
6.	In conclusion the author says / makes it clear that… concentrates on / points out that / stresses that / criticizes / comes out in support of/ comes out against / describes/ underlines that…	У висновку автор стверджує/ вказує на очевидність/ концентрує увагу на/ підкреслює, що…/ наголошує/ критикує/ підтримує/ виступає проти/ описує/ підкреслює, що …
6.1.	The author concludes by saying that…/ comes to the conclusion that …	Автор підсумовує, говорячи …/ приходить до висновку, що…
7.	I found the article interesting / important / dull / of great value / too hard to understand	Я вважаю, що стаття цікава/ важлива/ малоцікава/ становить цінність (корисна)/ занадто важка для розуміння
7.1.	My own attitude to this article is…	Моя власна думка щодо цієї статті …
7.2	I fully agree with / I don’t agree with …	Я цілковито погоджуюся з/ Я не погоджуюся з …

APPENDIX 3

Фрази для виступів і дискусій

1. Could you explain what you mean by …
2. I`m not quite sure I follow you.
3. Well, the point is …
4. It is obvious that …
5. In my opinion …
6. As I see it …
7. Won`t (Would) you agree that …?
8. There is no doubt about that.
9. I couldn`t agree more.
10. I completely agree with you.
11. That`s just what I was thinking.
12. You haven`t convinced me that …
13. I agree with you on the whole but …
14. Perhaps, but …
15. Possibly, but …
16. Oh, but don`t you think that …
17. Look at it in another way …
18. On the contrary.
19. On the one hand …
20. On the other hand …
21. It seems to me that …
22. I am not sure about that.
23. As far as I know …
24. Could you be a little more specific?
25. I am afraid, I don`t agree with you here.
26. It`s too time-consuming.
27. It`s a good point.
28. You did a great job.
29. I see your point.
30. Basically I understand what you mean, but I think your conclusions are wrong.
31. I don`t think it will work.
32. I`m sorry to interrupt you, but …
33. Excuse me for interrupting you, but (I don`t think this information is relevant to the subject of our discussion).
34. You misunderstood. Let me explain…

APPENDIX 4

ТАБЛИЦЯ НЕПРАВИЛЬНИХ ДІЄСЛІВ

arise [ə'raɪz]	arose [ə'rouz]	arisen [ə'rɪzn]	піднімати (ся)
be [bi:]	was [wɒz], were [weə]	been [bi:n]	бути
bear [bea]	bore [bɔ:]	born [bɔ:n]	нести, народжувати
become [bɪ'kʌm]	became [bɪ'keɪm]	become [bɪ'kʌm]	ставати кимось, чимось
begin[bɪ'gɪn]	began [bɪ'gen]	begun [bɪ'gʌn]	починати(ся)
bend [bend]	bent [bent]	bent [bent]	гнути
bind [baɪnd]	bound [baund]	bound [baund]	зв'язувати
bite [baɪt]	bit [bɪt]	bitten [bɪtn]	кусати
bleed [bli:d]	bled [bled]	bled [bled]	сходити кров'ю
blow [blǝu]	blew [blu:]	blown [blǝun]	дути
break [breɪk]	broke [brǝuk]	broken ['brǝukn]	ламати, повідомляти (новину)
breed [bri:d]	bred [bred]	bred [bred]	вирощувати
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	горіти, палати
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати
cast [ka:st]	cast [ka:st]	cast [ka:st]	розкидати
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити
choose [tʃu:z]	chose [tʃǝuz]	chosen ['tʃǝuzn]	вибирати
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cost [kɔst]	cost [kɔst]	cost [kɔst]	коштувати
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
dig [dɪg]	dug [dʌg]	dug [dʌg]	рити, копати
do [du:]	did [dɪd]	done [dʌn]	робити, виконувати
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	малювати, приваблювати
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	мріяти, снитися
drink [drɪnk]	drank [draeŋk]	drunk [drʌŋk]	пити
drive [draɪv]	drove [drǝuv]	driven [drɪvn]	керувати авто
eat [i:t]	ate [et]	eaten [i:tn]	їсти
fall [fɔ:l]	fell [fel]	fallen [fɔ:ln]	падати
feed [fi:d]	fed [fed]	fed [fed]	годувати
feel [fi:l]	felt [felt]	felt [felt]	почувати (себе)
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	битися, боротися
find [faɪnd]	found [faund]	found [faund]	знаходити
flee [fli:]	fled [fled]	fled [fled]	тікати, рятуватися
fly [flaɪ]	flew [flu:]	flown [flǝun]	літати
forget [fə 'get]	forgot [fə 'gɔt]	forgotten [fə'gɔtn]	забувати
get [get]	got [gɔt]	gotten [gɔtn] (got [gɔt])	отримувати, розуміти, діставатися
give [gɪv]	gave [geɪv]	given ['gɪvn]	давати
go [gɔu]	went [went]	gone [gɔn]	іти, їхати
grow [grǝu]	grew [gru:]	grown [grǝun]	виростити
hang [hæŋ]	hung[hʌŋ]	hung [hʌŋ]	висіти
have[hev]	had [hæd]	had [hæd]	мати (щось)
hear [hɪə]	heard [hə:d]	heard [hə:d]	чути
hide[haɪd]	hid [hɪd]	hidden ['hɪdn]	ховатися
hit [hɪt]	hit [hɪt]	hit [hɪt]	ударити
hold[hǝuld]	held [held]	held [held]	тримати

keep [ki:p]	kept [kept]	kept [kept]	тримати, зберігати
know [nəu]	knew [nju:]	known [nəun]	знати
lead [li:d]	led [led]	led [led]	лідирувати, вести за собою
learn [lə:n]	learnt [lə:nt]	learnt [lə:nt]	вчити(ся)
leave [li:v]	left [left]	left [left]	залишати, покидати
lend [lend]	lent [lent]	lent [lent]	позичати
let [let]	let [let]	let [let]	дозволяти, здавати в оренду
light [laɪt]	lit [lɪt]	lit [lɪt]	світити
lose [lu:z]	lost [lɔst]	lost [lɔst]	втрачати
make [meɪk]	made [meɪd]	made [meɪd]	робити, виготовляти, (руками)
mean [mi:n]	meant [ment]	meant [ment]	означати, значити
meet [mi:t]	met [met]	met [met]	зустрічати, знайомитися
put [put]	put [put]	put [put]	класти
read [ri:d]	read [red]	read [red]	читати
ride [raɪd]	rode [rəud]	ridden ['rɪdn]	кататися
rise [raɪz]	rose [rəuz]	risen ['rɪzn]	підніматися
run [rʌn]	ran [ræn]	run[rʌn]	бігти, їхати (про транспорт)
say [seɪ]	said [sed]	said [sed]	говорити
see [si:]	saw [sɔ:]	seen [si:n]	бачити
sell[sel]	sold [səuld]	sold [səuld]	продавати
send [send]	sent [sent]	sent [sent]	посилати
set [set]	set [set]	set [set]	налаштувати, встановити
shake [ʃeɪk]	shook [ʃuk]	shaken [ʃeɪkn]	трясти
shine [ʃaɪn]	shone [ʃɔn]	shone [ʃɔn]	світити
shoot [ʃu:t]	shot [ʃɔt]	shot [ʃɔt]	стріляти
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закривати
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]	потонути, затонути
sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
sleep [sli:p]	slept [slept]	slept [slept]	спати
smell [smel]	smelt [smelt]	smelt [smelt]	пахнути, нюхати
speak [spi:k]	spoke [spɔuk]	spoken ['spɔukn]	говорити, розмовляти
spend [spend]	spent [spent]	spent [spent]	витрачати, проводити (час)
spoil [spɔɪl]	spoilt [spɔɪlt]	spoilt [spɔɪlt]	псувати
spread [spred]	spread [spred]	spread [spred]	поширювати, намащувати
spring [sprɪŋ]	sprang [spræŋ]	sprung [sprʌŋ]	стрибати
stand [stænd]	stood [stud]	stood [stud]	стояти
steal [sti:l]	stole [stɔul]	stolen ['stɔuln]	красти
stick [stɪk]	stuck [stʌk]	stuck [stʌk]	приклеювати, дотримуватися
sting [stɪŋ]	stung [stʌŋ]	stung [stʌŋ]	жалити
stride [straɪd]	strode [strɔud]	stridden ['strɪdn]	крокувати
strike [straɪk]	struck [strʌk]	struck [strʌk]	бити, страйкувати
strive [straɪv]	strove [strɔuv]	striven ['strɪvn]	старатися
swear [sweə]	swore [swɔ:]	sworn [swɔ:n]	присягатися
sweep [swi:p]	swept [swept]	swept [swept]	підмітати

swim [swɪm]	swam [swæm]	swum [swʌm]	плавати
swing [swɪŋ]	swung [swʌŋ]	swung [swʌŋ]	гойдатися
take [teɪk]	took [tuk]	taken ['teɪkn]	брати
teach [ti:ʧ]	taught [tɔ:t]	taught [tɔ:t]	навчати
tear [teə]	tore [tɔ:]	torn [tɔ:n]	рвати на шматки
tell [tel]	told [tɔuld]	told [tɔuld]	розповідати
think [θɪnk]	thought [θɔ:t]	thought [θɔ:t]	думати
throw [θrɔu]	threw [θru:]	thrown [θrɔun]	кидати
thrust [θrʌst]	thrust [θrʌSt]	thrust [θrʌst]	штовхати
tread [tred]	trod [trɔd]	trodden['trɔdn]	ступати
understand [ˌʌndə 'staend]	understood[ˌʌndə'stu:d]	understood[ˌʌndə'stu:d]	розуміти
upset [ʌp 'set]	upset [ʌp'set]	upset [ʌp'set]	засмучуватися
wake [weɪk]	woke [wɔuk]	woken [wɔukn]	прокидатися
wear [weə],	wore [wɔ:]	worn [wɔ:n]	одягатися, носити
weave [wi:v]	wove [wɔuv]	woven ['wɔuvn]	ткати
weep [wi:p]	wept [wept]	wept [wept]	плакати
win [wɪn]	won [wʌn]	won [wʌn]	перемагати, вигравати
wind [waɪnd]	wound [waund]	wound [waund]	заводити
withdraw [wɪ'ðdrɔ:]	withdrew[wɪð'dru:]	withdrawn [wɪð'drɔ:n]	брати назад, відкликати
wring [rɪŋ]	wrung [rʌŋ]	wrung [rʌŋ]	скручувати
write [raɪt]	wrote [rɔut]	written [rɪtn]	писати

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