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(ФГБОУ ВО «АмГУ»)

ИНОСТРАННЫЙ ЯЗЫК

сборник учебно-методических материалов

для направления подготовки 39.03.02 Социальная работа

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Иностранный язык: Учебно-методические материалы по дисциплине «Иностранный язык» для направления подготовки 39.03.02 - Социальная работа – Благовещенск: Амурский гос. ун-т, 2017. – 335 с.

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Учебно-методические материалы по дисциплине «Иностранный язык» составлены в соответствии с требованиями к обязательному минимуму содержания и уровню подготовки бакалавриата по профессиональному циклу по направлению подготовки 39.03.02 - Социальная работа.

Учебно-методические материалы предусматривают изучение лексики, грамматики, речевых образцов, необходимых для работы с англоязычными текстами, письмами, документами в профессиональной деятельности, а также для общения на иностранном языке в рамках профессии.

В учебно-методических материалах представлены исходные данные, краткое содержание дисциплины, образовательные технологии, используемые в учебном процессе, банк обучающих и контролирующих материалов, перечень основной и дополнительной литературы, электронных ресурсов. Данные учебно-методические материалы разработаны в соответствии с задачей обновления курса и оснащения его всеми необходимыми материалами.

Составитель

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1. ИСХОДНЫЕ ДАННЫЕ

Фонетика. Основные правила произношения и чтения слов изучаемого иностранного языка. Транскрипция.

Грамматика. Грамматические структуры для ведения беседы, перевода и чтения литературы по направлению подготовки на иностранном языке.

Лексика общего и терминологического характера. Предметная область лексики: Юридическая терминология. Основные клише и речевые образцы, необходимые для общения в рамках тем.

Аудирование. Формирование умения понимать на слух иноязычную речь в профессиональных (повседневных) ситуациях на материале темы.

Говорение. Формирование умения осуществлять общение в повседневных и профессиональных ситуациях на лексическом материале темы. Монологическое высказывание на материале темы.

Чтение. Формирование умения читать без словаря тексты на иностранном языке с извлечением основной информации. Формирование умения читать со словарем тексты на иностранном языке с извлечением полной информации.

Обучение правилам пользования общими и специализированными двуязычными словарями.

Письмо. Формирование навыков письма по теме.

Перевод. Письменный перевод текста со словарем. Проверка знания грамматики и лексики. Выполнение лексико-грамматических упражнений по теме.

Самостоятельная работа по совершенствованию знаний иностранного языка.

1.1. ФОРМИРУЕМЫЕ КОМПЕТЕНЦИИ:

В процессе освоения данной дисциплины студент формирует и демонстрирует следующие компетенции:

способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия (ОК-5);

способность работать в команде, толерантно воспринимать социальные, этнические, конфессиональные и культурные различия (ОК-6).

1.2. В результате изучения темы, обучающиеся должны:

- **знать:** лексико-грамматический минимум в объеме, необходимом для работы с иноязычными текстами и коммуникации на иностранном языке в процессе профессиональной деятельности;

- **уметь:** использовать иностранный язык для выражения своих мыслей в письменной речи, а также в межличностном и деловом общении;

- **владеть:** навыками извлечения необходимой информации из зарубежных источников и оригинальных текстов на иностранном языке и навыками, необходимыми для решения задач межличностного и межкультурного взаимодействия.

2. ОБЩИЕ ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ИЗУЧЕНИЮ ТЕМЫ

2.1. Последовательность изучения темы

№ п/п	Раздел дисциплины	Семестр	Неделя семестра	Виды контактной работы, включая самостоятельную работу студентов и трудоемкость (в академических часах)	Формы текущего контроля успеваемости и промежуточной аттестации

№ п/п	Раздел дисциплины	Семестр	Неделя семестра	Виды контактной работы, включая самостоятельную работу студентов и трудоемкость (в академических часах)			Формы текущего контроля успеваемости и промежуточной аттестации
				Лекции и	Практические	Самостоятель	
1	Family life.	1	1-4	-	9	9	Тест ИДЗ
2	Working Day. Leisure	1	5-8	-	9	9	Тест Эссе ИДЗ
3	Education in UK and USA. My University	1	9-13	-	9	9	Тест ИДЗ Презентация
4	Meals	1	14-18	-	9	9	Тест Эссе ИДЗ
5	Итого	1		-	36	36	Зачет 2 зач. ед
6	Shops and shopping	2	1-4	-	9	9	Тест ИДЗ Проект
7	Great Britain. London	2	5-8	-	9	9	Тест Эссе ИДЗ Презентация
8	The United States of America	2	9-13	-	9	9	Тест Эссе ИДЗ Проект
9	My native region. Blagoveshchensk	2	14-18	-	9	9	Тест Эссе ИДЗ Проект
10	Итого	2		-	36	36	
11	The nature of sociology	3	1-4	-	9	9	Тест Кэйс ИДЗ Проект
12	Methods and techniques of sociological	3	5-8	-	9	9	Тест

№ п/п	Раздел дисциплины	Семестр	Неделя семестра	Виды контактной работы, включая самостоятельную работу студентов и трудоемкость (в академических часах)			Формы текущего контроля успеваемости и промежуточной аттестации
	research						Эссе ИДЗ Проект
13	Organizing social life	3	9-13	-	9	9	Тест Эссе ИДЗ Кейс Презентация
14	Socialization	3	14-18	-	9	9	Тест Эссе ИДЗ Кейс
15	Итого	3			36	36	Зачет 2 зач. ед
16	Social interaction and social structure. Social control	4	1-4		9	9	Тест Эссе ИДЗ Кейс
17	Social institutions: The family and religion	4	5-8		9	9	Тест Проект ИДЗ Кейс
18	Social institutions: government and politics	4	9-13		9	9	Тест Презентация ИДЗ Кейс
19	Education as a social institution. Social inequality.	4	14-18		9	9	Тест Портфолио ИДЗ Кейс
20	Итого	4	18	18	36	36	Экзамен (36 акад. час.) 3 зач. ед
	Всего:				324 акад. час., 9 зач. ед.		

2.2. Организационно-методические указания и рекомендации по изучению тем

Цели:

1. Ознакомить студентов с терминологией, целями, задачами.
2. Ознакомить студентов с речевыми образцами и грамматическими правилами, необходимыми для изучения темы.
3. Развивать умение осуществлять общение в профессиональных (повседневных) ситуациях на лексическом материале темы.
4. Развивать умение осуществлять монологическое высказывание на материале темы.
5. Совершенствовать умение читать без словаря тексты с извлечением основной информации.
6. Развивать умение читать со словарем тексты с извлечением полной информации.
7. Формировать основные навыки письма.
8. Развивать навыки самостоятельной работы.
9. Формировать способности свободно пользоваться иностранным языком как средством делового общения социального работника в профессиональной сфере при трудоустройстве в иностранную компанию.

Прогнозируемые результаты:

В результате изучения предмета «Иностранный язык» обучающиеся должны овладеть следующими навыками и умениями:

- читать и произносить слова;
- использовать грамматические структуры для ведения беседы и чтения литературы по специальности;

-
- понимать на слух иноязычную речь в профессиональных ситуациях на материале тем;
 - осуществлять общение в профессиональных ситуациях на лексическом материале;
 - читать без словаря тексты на английском языке с извлечением основной информации;
 - читать со словарем тексты на английском языке с извлечением полной информации.

Знать - значение новых лексических единиц, терминов, связанных с профессиональной деятельностью;

- идиоматические выражения, клише, единицы речевого этикета, применяемые в ситуации общения в рамках заданной темы.

- стандартные формы оформления писем и документов.

Уметь - понимать письменное сообщение, используя различные виды чтения в зависимости от конкретной коммуникативной задачи;

- вычленять и понимать информацию, ограниченную коммуникативным заданием, а также воспринимать и осмысливать сообщения с учетом намерения, установки, состояния и пр. говорящего;

- передать содержание с опорой на лексические и синтаксические средства, отражающие логико-грамматическую структуру образца письменной коммуникации;

- построить собственную речь с элементами рассуждения, критики, оценки, выражения собственного мнения;

- составить свое собственное портфолио (резюме) в бумажной или электронной формах.

Владеть - навыками стандартного оформления деловой корреспонденции и документации типа рекламного объявления о вакансии, мотивационного письма, резюме и портфолио;

- навыками применения клишированных форм речи в деловой и профессиональной документации;

- навыками поиска необходимой информации посредством мультимедийных средств и Интернет ресурсов.

Задачи:

Задачами изучения предмета «Иностранный язык» являются:

- обеспечить овладение студентами необходимым для достижения целей обучения лексическим и грамматическим минимумом, умениями аудирования, ведения беседы, перевода и чтения иноязычных текстов;

- повышение способности к самообразованию;

- развитие когнитивных и исследовательских умений;

- расширение кругозора и повышение профессиональной культуры.

Общие организационно-методические указания по изучению темы

Обучение осуществляется на практических занятиях под руководством преподавателя, в ходе самостоятельной работы.

В основу методики обучения темы положены индивидуализация обучения, формирование навыков самостоятельной работы, профессионально-ориентированное обучение, ситуативно-ролевая обусловленность учебной деятельности, широкое использование современных технологий обучения, активных форм проведения занятий, комплексное использование материально-технических средств обучения.

Обучение теме реализуется путем выполнения системы учебных действий. На занятиях должны выполняться упражнения на развитие навыков аудирования, говорения, чтения и письма с активным использованием учебных средств обучения и учебно-наглядных пособий:

- учебное пособие;
- двуязычные словари;

Изучение предмета осуществляется на базе учебного текста, текстов для чтения, содержащих основную информацию по теме, лексико-грамматических упражнений.

Введение и активизация лексико-грамматического материала (ЛГМ)

В ходе изучения темы студенты должны овладеть ЛГМ, определенным программой.

Основная цель данного вида работы – освоение необходимого минимума лексических единиц и грамматических структур, необходимых для общения в рамках направления подготовки, чтения текстов по специальности с извлечением основной и полной информации (со словарем и без словаря).

В начале первого занятия необходимо ознакомить студентов с особенностями изучения темы. Введение и активизация лексики проводятся с использованием презентаций для практических занятий, иллюстративного материала, картотеки лексики, учебного пособия по английскому языку «Английский язык для будущих социологов», автор Жаровская Е.В.

Преподавателю необходимо обеспечить наиболее оптимальный режим усвоения ЛГМ, осуществляя активизацию ЛГМ на каждом занятии при выполнении упражнений УП, при развитии навыка аудирования уделять особое внимание фонетике и трудностям восприятия текста.

Обучение чтению проводится на базе учебного текста. При введении текста целесообразно использовать аудиозапись, презентации практических занятий. В ходе работы над текстом формируются и совершенствуются речевые навыки (чтения, аудирования, письма) и развивается умение говорить. Часть информации рекомендуется включать в упражнения на аудирование и в тексты для чтения с извлечением основной информации со словарем и с извлечением полной информации без словаря.

Обучение говорению по теме проводится на базе учебного текста. Рекомендуется шире использовать индивидуальные задания, задания для работы в парах и микрогруппах, основанных на ситуативности.

На всех занятиях рекомендуется уделять должное внимание индивидуализации процесса обучения студентов в зависимости от уровня их подготовки, применять активные методы и приемы обучения, использовать альтернативные учебные задания, знакомить с методикой самостоятельной работы по совершенствованию знаний иностранного языка, оптимально использовать ТСО.

При проведении каждого занятия темы осуществлять текущий контроль знаний, умений и навыков в форме фронтального и индивидуального опроса, выполнения различных письменных заданий.

На занятиях преподавателям рекомендуется использовать технические средства обучения: мультимедийный проектор и подготовленные для этого материалы: презентации занятий, речевые образцы.

На итоговом занятии наряду с обучающими действиями рекомендуется осуществить контроль с целью определения уровня сформированности навыков: говорения, аудирования, перевода, чтения текстов с извлечением основной информации.

При подготовке к занятиям преподавателям рекомендуется творчески подходить к выбору методов и приемов работы, помня главную цель – развитие мышления и творческой активности обучаемых.

Учитывая уровень подготовленности и степень усвоения материала, рекомендуется дифференцированно определять задания на самостоятельную работу.

В ходе каждого занятия осуществляется текущий контроль знаний, умений и навыков.

Преподаватель имеет право при планировании занятия, исходя из уровня подготовленности группы, с учетом индивидуальных особенностей студентов, степени усвоения ими материала, вносить необходимые изменения в рекомендуемые планы проведения практических занятий.

2.3. Литература, рекомендованная для подготовки и проведения занятий

А) Основная литература:

1. Жаровская Е.В. English for future sociologists [Электронный ресурс] : учебное пособие по английскому языку / Е.В. Жаровская. — Благовещенск: АмГУ, 2018. — 122 с.

2. Ильчинская Е.П. Improve your English [Электронный ресурс] : учебное пособие по английскому языку / Е.П. Ильчинская, И.А. Толмачева. — Электрон. текстовые данные. — Саратов: Вузовское образование, 2018. — 85 с. — 978-5-4487-0207-5. — Режим доступа: <http://www.iprbookshop.ru/74283.html>

Б) Дополнительная литература:

1. English grammar [Электронный ресурс]: учебное пособие по грамматике английско-го языка для студентов неязыковых специальностей/ Ю.А. Иванова

[и др.].— Электрон. тек-стовые данные.— Саратов: Вузовское образование, 2015.— 213 с.— Режим доступа: <http://www.iprbookshop.ru/27158>. — ЭБС «IPRbooks», по паролю

2.Мюллер В.К. Современный англо-русский словарь в новой редакции [Электронный ресурс]/ Мюллер В.К.— Электрон. текстовые данные.— М.: Аделант, 2012.— 800 с.— Ре-жим доступа: <http://www.iprbookshop.ru/44150>. — ЭБС «IPRbooks», по паролю

3. ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИЕ УКАЗАНИЯ И РЕКОМЕНДАЦИИ РУКОВОДИТЕЛЮ ПО ПОДГОТОВКЕ И ПРОВЕДЕНИЮ ЗАНЯТИЙ

3.1. Организационно-методические рекомендации для проведения занятий по изучаемым темам

Для организации и проведения практических занятий руководителю на основе данных методических указаний и тематического плана разработать планы проведения занятий по установленной форме. Они являются основными рабочими документами преподавателя. План занятия должен обеспечивать выполнение всех поставленных учебных и воспитательных целей занятия. В плане указать тезисы вступительной и заключительной частей, краткое изложение учебных вопросов и методику их отработки. Проверку готовности студентов к занятию включить в вводную часть одним из ее элементов.

При подготовке к занятию особенно тщательно продумать использование имеющихся ТСО и других объектов учебно-материального обеспечения .

Подготовку обучающихся к практическому занятию, выполнение ими задания, выданного на предыдущем практическом занятии проверить в начале занятия.

Практическое занятие проводить в классе практических занятий.

Контроль подготовленности студентов к занятию провести путем опроса задания на самоподготовку или при выполнении заданий, запланированных на занятие.

Повторить основные правила произношения и чтения слов, грамматический материал, необходимый для перевода профессиональных текстов

Учебно-методические материалы занятий

1 курс

UNIT 1. FAMILY LIFE

Part 1

Every Family is different

There are different views on family life. Some people can't do without the support and love of their families. Others say it is the source of most of our problems and anxieties. Whatever the truth is, the family is definitely a powerful symbol. It is also a castle. Moreover it is the most basic and ancient of all institutions, and it remains the fundamental social unit in every society. Thus, the family is a group of people related by blood or law, living together or associating with one another for a common purpose. That purpose is usually to provide shelter and food, and to bring up children. The nature of family keeps changing: there are a number of types of family that exist in a society at any time.

Sociologists divide families into two general types: the nuclear family and the extended family, which may include three or more generations living together. In industrialized countries and increasingly in the large cities of the developing countries the nuclear family is regarded as normal. Most people think of it as consisting of two parents and two children. But a more accurate conception of the family must take account of the many different forms that have existed or still exist both in Britain and in other cultures. Nevertheless the nuclear family has largely replaced the extended one.

What characteristics, then, are common to this family form? To answer the question let's discuss some attitudes towards personal relationships and family life of one well-to-do English family – Bill and Carol Taylor.

They are probably quite like many of the families you will meet if you come to England. The family lives on a housing estate in a pleasant outer suburb of West London. Bill and Carol Taylor are both in their early fifties. They are kind, thoughtful and intelligent people. They have been happily married for thirty years. To tell the truth there's no one they call the head of the family because they usually share important decision-making. As for Bill he studied engineering at university, and now he works for a firm, which provides advice and materials for health and safety at work, he is a technical specialist on noise stress. It's due to Bill, that the company is a flourishing one. When he was younger he dreamed of becoming a professional musician.

Carol did not go to university. She graduated from a teaching training college and taught for four years at a primary school before her eldest child was born. In the traditional family, the wife stayed at home with the children while the husband earned money, although at present 60 percent of all married women work outside the home. So a majority of couples have two wage-earners. One reason for this change is that women want and expect to have careers. Another reason is economics. With rising prices, many families cannot survive on one's person's salary. But Carol took her marriage for granted and devoted herself to the family. Carol and Bill like many couples of the middle class planned to have three children. (A number of single children in Russia astonishes many British visitors). So there are five people in their family. From the parents' point of view, they want to bring up their children to be healthy, happy, hard-working, attractive, kind, sociable, good at lessons, good at sport, with other interests as well, and have successful careers in which they will earn a good living and live happy lives. That's why the Taylor children live in comfort in an impeccable family with amiable dispositions and you simply can't imagine how Bill and Carol adore them.

To tell the truth sometimes Carol and Bill have had plenty of worries over the children as they were growing up. As usual, there are a lot of family problems that the parents are glad to discuss with their children and help them in a difficult situation.

Sarah is shortsighted and very shy. It's only due to Carol she worked hard and got quite good marks for her lessons. Sarah inherited her father's musical gifts and played the flute. She had quite good marks for geography in the national A-level

exam. She applied to read geography at a provincial university with a good reputation in the subject.

As for Peter, he was a cheerful boy, energetic and lazy by turns. Peter was fed up with exams and schoolwork. And he thought he could get a job in the local supermarket. But his parents found it ridiculous: one needs a proper income to bring up a family: for that he needs qualifications. So he attends courses in engineering and technical studies at the local College of Further Education, while he continues to earn money working part-time in the various shops in the area.

Kate is a restless girl of eight. She is everybody's pet. Sometimes she is very naughty. On the one hand she is a trouble-maker, on the other hand she is a loving daughter and sister.

No wonder the Taylors have been trying to find clues for everybody of them: either children or parents. The parents are easy to deal with. As I have already mentioned there are no problems of misunderstanding with adults in this family. The parents understand that children want to live their own life, to make their own mistakes. No wonder that there are amiable dispositions between all the members of the family. They trust each other and try to do their best to make their home cosy and worth. They are inclined to think that the family is a kind of retreat from the stress and tension of the working day. It's a place where they can have a rest and feel their protection and care. As a result the Taylors managed to build up a friendly family. When they are sick and tired of their usual routine, their family is a shelter from any troubles and misfortunes.

A few years later children will leave their home, marry and set up households of their own. Although the nuclear family unit is economically independent of the rest of the family, members of the whole family group often maintain close kindred ties. Visiting between married sisters and brothers is frequent when they live close to each other. If they live in different communities they keep in touch by writing letters and by telephone.

In the story of Bill and Carol Taylor and their children grandparents are absent. Where are they? Do they miss seeing their grandchildren very much? Is it true that the British do not care for their elderly people and choose to put them away into old's homes and forget them? You see, the most important thing is that the retirement age for most jobs in this country is 60 for women and 65 for men, but in practice, many people expect to work until they are 65-70. People are living longer – often 20 years after they've retired from their job. Modern culture tends to value youth rather than

age. So grannies and grandpas are actually physically active, living in their own homes along way from their children with their own interests and ideas.

Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 2, 4, 10.
2. Give the summary of the text
3. Retell the text as if you were:
 - 1) Bill Taylor
 - 2) Carol Taylor.
 - 3) Granny or grandpa
 - 4) Sarah, Kate, Peter
 - 5) Russian visitor
 - 6) Bill's boss.

Part 2

Family structure

Thus, we may say that the family is a relatively permanent group of people related by ancestry, marriage, or adoption, who live together, form an economic unit, and take care of their young.

There are people who say that the family unit in Britain is in crisis and that traditional family life is a thing of the past. This is of great concern to those who think a healthy society is dependent upon a stable family life. They see many indications that the family is in decline, in such things as the acceptance of sex before marriage, the increased number of one-parent families, the current high divorce rate and what they see as a lack of discipline within the family. Some politicians blame social problems, such as drug taking and juvenile crime, on a disintegrating family life.

Nevertheless, the British live longer, marry later, have fewer children and are more likely to get divorced than ever before. Young people leave home earlier, though not necessarily to get married. More women now go out to work and more people, especially the old, live alone. The nuclear family (parents and perhaps two children) has largely replaced the extended family where several generations lived together.

Although patterns are changing, most people in Britain still get married and have children and stay together until the end of their lives. People are marrying later: the

average woman gets married at twenty-four to a man who is just over two years older (although it is estimated that 40 per cent of couples live together before getting married).

Significant family events such as weddings, birth and funerals are not automatically accompanied by large gatherings of people. It is still common to appoint people to certain roles on such occasions, such as 'best man' at a wedding, or godmother and godfather when a child is born. But for most people these appointments are of sentimental significance only. They do not imply lifelong responsibility. In fact, family gatherings of any kind beyond the household unit are rare. For most people they are confined to the Christmas period.

Mrs. Average now has her first child at the age of twenty-seven, but she will have only one or two children: only one mother in four has more. Nine out of ten married women will have children at some point in their lives. And despite the changes in working habits it is usually the woman who has overall responsibility for domestic life: the traditional division of family responsibilities still persists.

Britain has one of the highest divorce rates in Western Europe: approximately one in three marriages ends in divorce, half of them in the first ten years of marriage. As a result more people are getting remarried and there are now over a million single parents looking after 1.6 million children. There has also been a sharp rise in the rate of illegitimacy: in 1987 23 per cent of babies were born outside marriage. Therefore, the family has changed greatly in the last 20 or 30 years. Many of these changes are similar to changes taking place in other countries. However, these trends do not necessarily mean that the nuclear family is disappearing and experts say that the family is as strong as ever and it is still at the center of most people's lives.

Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 2, 3, 7.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) a British parent
 - 2) a Russian visitor
 - 3) a psychologist
 - 4) a divorced person
 - 5) a newly-married spouse.

Dialogue A

A: Good afternoon, is your wife in?

B: Not yet but she will be here in fifteen minutes. Come in and wait for her.

A: Thanks. Nice house.

B: Thank you. Oh, won't you sit down?

A: Thanks...Fine day, isn't it?

B: Oh, yes, very warm and sunny.

A: Oh, is it your family album?

B: Yes. We always keep it here. Would you like to have a look?

A: I'll be delighted. Who are these people?

B: Our parents. This man and woman are Jane's parents, my mother-in-law and my father-in-law. And here are my parents.

A: I see. Your mother is very young and beautiful in this picture. If I'm not mistaken you are the picture of her.

B: Right you are. And father? He is still a very handsome man, isn't he?

A: How old is he now?

B: Sixty seven, but he is still very handsome. And this is our son Martin. He is nineteen. He is a University student. He is going to be married in a year.

A: Good luck! What a lovely face? Who's this?

B: This is Jane's cousin, my sister-in-law. Her mother, Jane's aunt, is a famous actress, and her uncle is an artist, and a very good one. His son is also an artist.

A: Very interesting. And who are these elderly people?

B: The woman is my grandmother. She is very nice, kind and loving grandmother but sometimes she is very talkative. The man is my grandfather. He died five years ago.

A: I'm sorry. And your grandmother, where is she now?

B: With us, in London.

A: This very old photograph. Who's this funny little baby? A boy, isn't it?

B: Yes, and a very big boy now.

A: Oh! It's not you, is it?

B: It is. Oh, Jane is already here!

Tasks

1. Read the dialogue for detailed understanding and ask questions on the content.
2. Retell the dialogue, as if you were one of the participants.
3. Act out your own dialog dialogue "My family album" on the analogy.

Dialogue B

Jack: Hi! You're Tomas Brown, aren't you?

Tom: Bingo! And you?

Jack: I'm Jack, your new roommate.

Tom: Nice to meet you, Jack.

Jack: Nice to meet you, Tomas.

Tom: Call me Tom.

Jack: O.k. Where are you from, Tom?

Tom: London. And you?

Jack: Liverpool. No offense but you look so young! How old are you?

Tom: Twenty two. I was born on October 21, 1994.

Jack: You don't say so! This is my birthday too but I'm a year younger!

Tom: Today is October 10th. How about celebrating our birthdays together?

Jack: Sounds good. I planned to invite my close relatives.

Tom: Is your family large?

Jack: Neither big nor small. We are six altogether.

Tom: Any brothers, sisters?

Jack: Two brothers – John and Mikael – and a sister Liz.

Tom: How old are they?

Jack: My elder brother, John is 20. The younger one, Mikael is 14. Liz is nine.

Tom: What do they do?

Jack: John is at the university. He is doing Biology, Chemistry. He is going to become a doctor. Mikael is in high school. Liz goes to grammar school. She is fond of reading detective stories.

Tom: Who are you close to?

Jack: All the three but possibly closest to Liz. She always shares my sense of humour. Unfortunately I won't invite her.

Tom: Why not?

Jack: She is too young for such parties.

Tom: What do your parents do?

Jack: As for my father he is a civil servant and works in central London. Mom is a teacher and works in Croydon, a town on the outskirts of London.

Tom: Do you all live in Liverpool?

Jack: Yes, the whole family, except for my grandparents. I like my Granny Dotty very much. We are good friends. She loves adventures so much.

Tom: Are you related to Mrs. Rayburn?

Jack: She is my aunt. And who of your relative will come?

Tom: None. I'm a foster child. I was brought up in an orphanage.

Jack: Oh, I'm sorry.

Tom: No problem. We're going to have a lot of fun.

Tasks

1. Read the dialogue for detailed understanding and ask questions on the content.
2. Retell the dialogue, as if you were one of the participants.
3. Act out your own dialogue "Meeting my roommate" on the analogy.

Dialogue C

David: Oh, my God! You must be Sheila Connors, a movie star!

Sheila: Yes, it's me.

David: I'm David Gordon from "City Life". I'm writing an article about you. Can you answer a few personal questions?

Sheila: A few. And not too personal.

David: They say you are the only daughter in the family.

Sheila: Oh, they are mistaken. Our family is rather large. It consists of six members.

David: I'm sorry about your grandparents.

Sheila: My grandparents?

David: They say they died a week ago.

Sheila: No, they are alive! They are retired but still full of life and energy. Granny is busy as a bee, running the house, cooking dinner. She has a heart of gold.

David: They say your mother is a street vendor.

Sheila: A street vendor? Incredible! She is a journalist and she is always on business. She finds her job very interesting.

David: Oh, she is my colleague!

Sheila: She is. But she works for "Daily News".

David: You don't see each other often, do you?

Sheila: No. We miss each other badly when she is on business and I act in a film.

David: So, you hate your little stepbrother. He is very naughty.

Sheila: Of course not! He is everybody's pet. By the way, all kids are naughty, did you know?

David: No doubt. And please, a few words about your little daughter.

Sheila: My who? I have no kids of my own! Who's spreading all these rumors about me?

David: Your aunt Jane.

Sheila: I have no aunt!

David: You do. Oh, here she is! Hello, Jane.

Sheila: Mom?! What are you doing here?

Mother: Such a nuisance! Sheila, I can explain everything.

Tasks

1. Read the dialogue for detailed understanding and ask questions on the content.
2. Retell the dialogue as if you were one of the participants
3. Act out your own dialogue “Interviewing a famous person” on the analogy.

Vocabulary

- 1) anxiety – беспокойство, тревога, забота, to be anxious about smth – беспокоится о чем-либо
- 2) accurate – точный, правильный, тщательный
- 3) attitude – позиция, отношение, a friendly ~ towards smb – дружеское отношение к кому-либо
- 4) housing estate – жилой комплекс
- 5) pleasant outer suburb – приятный внешний пригород
- 6) fundamental social unit in every society – основная социальная единица (союз) в любом обществе
- 7) nuclear family – простая семья (двое родителей и дети)
- 8) extended family – сложная семья (несколько поколений живут вместе)
- 9) one-parent family – семья с одним родителем
- 10) generation – поколение
- 11) personal relationships – личные взаимоотношения
- 12) to share important decisions making – принимать важные решения вместе
- 13) to enjoy smth (to enjoy doing smth) – наслаждаться чем-либо
- 14) to attend school (courses, lectures) – посещать школу (курсы, лекции)
- 15) to have plenty of worries – иметь много проблем
- 16) to earn money working part - time (full time) – зарабатывать деньги, работая неполный (полный) рабочий день
- 17) shortsighted – близорукий
- 18) shy – скромный/стеснительный
- 19) sociable – общительный
- 20) to find clues for smb – находить подход к кому-либо

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- 21) retreat – убежище, приют
 - 22) to be easy to deal with – легко иметь дело с кем-либо
 - 23) to maintain close kindred ties – поддерживать тесные родственные связи
 - 24) to keep in touch with smb – поддерживать отношения, находиться в контакте с кем-либо
 - 25) to be fed up with smth – быть сытым по горло чем-либо
 - 26) to be happily married – счастливо жить в браке
 - 27) to be divorced / to get divorced – быть в разводе
 - 28) to be single – быть холостым
 - 29) household – семья, домочадцы, домашнее хозяйство
 - 30) wage-earner – кормилец (тот, кто обеспечивает семью)
 - 31) to take smth. for granted – принимать что-либо как должное
 - 32) to survive – пережить, остаться в живых, выдержать, survival – выживание
 - 33) impeccable family – безупречная семья
 - 34) amiable dispositions – дружелюбные отношения
 - 35) to have real responsibility for domestic life – нести ответственность за семейную жизнь
 - 36) permanent – постоянный, неизменный
 - 37) adoption – усыновление, принятие
 - 38) ancestor – предок, прародитель, ancestry – происхождение, родословная
 - 39) to be in decline – находиться в упадке, снижаться, ухудшаться
 - 40) to depend on/upon – зависеть от чего-либо
 - 41) lack of smth – недостаток чего-либо, to lack for smth – нуждаться в чем-либо
 - 42) current – текущий, современный, распространенный
 - 43) rate – степень, процент, доля, темп
 - 44) to blame – порицать, обвинять
 - 45) average – среднее число, средний, обычный, нормальный, on average – в среднем
 - 46) to persist in – упорно продолжать/настаивать на чем-либо
 - 47) to be on business – быть в командировке
 - 48) to be eager to do smth – сильно (страстно) желать сделать что-либо
 - 49) most willingly – с большим удовольствием
 - 50) advantage/disadvantage – преимущество/ недостаток
 - 51) to hire a babysitter – нанимать приходящую няню
 - 52) to obey – повиноваться; слушаться, obedient – послушный
 - 53) to be delighted – восхищаться; наслаждаться

- 54) to adore – обожать, поклоняться
 55) to set the rules – устанавливать правила
 56) to rely on smb – полагаться на кого-либо, доверять
 57) to hate smb – ненавидеть
 58) foster child – воспитанник
 59) to spread rumours about smb – распространять слухи, толки о ком-либо
 60) nuisance – досада, Such a nuisance! – Какая досада!

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

- 1) предоставлять консультации и материалы по безопасности жизнедеятельности; 2) жить в разных сообществах; 3) заботиться о пожилых людях; 4) пенсионный возраст; 5) зависеть от чего-либо; 6) здоровое общество; 7) пенсионеры; 8) употребление наркотиков, 9) детская преступность; 10) различные взгляды на семейную жизнь; 11) источник большинства наших проблем и беспокойств; 12) более того; 13) развивающиеся страны; 14) принимать во внимание; 15) более точная концепция; 16) личные взаимоотношения; 17) познакомить (представить кому-либо); 18) приятный внешний пригород; 19) безупречная семья с дружескими отношениями; 20) быть капризным; 21) возмутитель спокойствия; 22) убежище от любых проблем и несчастий; 23) до смерти устать от чего-либо; 24) повседневная жизнь; 25) близорукий; 26) в результате; 27) кажется смешным; 28) общая цель; 29) быть в состоянии что-либо сделать (удаваться); 30) глава семьи; 31) немного за пятьдесят; 32) воспитывать детей; 33) мечтать о чем-либо; 34) быть точной копией кого-либо; 35) семья – это крепость; 36) приблизительно; 37) повторно вступать в брак; 38) показатель; 39) родиться вне брака; 40) незаконнорожденность; 41) иметь сентиментальное значение; 42) похороны; 43) свадьба; 44) оценивать (подсчитывать приблизительно); 45) свидание (назначение).

Exercise 2. Give the Russian for:

- 1) on the one hand/on the other hand; 2) I fully agree with you; 3) marriage bond; 4) to be related to; 5) to run the house; 6) to be fond of; 7) to be proud of; 8) to be interested in smth; 9) to help willingly about the house; 10) to dream of becoming a professional musician; 11) to be born; 12) to take care of smb; 13) to be in a good

mood; 14) to have a heart of gold; 15) to have great hopes of smb; 16) to be handy with smb; 17) to have a family of one's own; 18) to let smb down; 19) if you don't mind; 20) on the whole; 21) as a matter of fact; 22) to take children to a day-care center; 23) to waste time; 24) to be more exact; 25) a sharp rise in the rate of illegitimacy; 26) to take separate vacations; 27) to be deeply attached to smb; 28) permanent address; 29) newly-weds; 30) foster child; 31) senior/ junior child; 32) to look after; 33) to consist of; 34) to be pleasant to deal with; 35) to be good at; 36) to be of military age; 37) to be of the same age; 38) more than ten years older than; 39) carry one's age well; 40) have roots at (be/come from); 41) have a good command of the language; 42) illegal marriage; 43) share smb's point of view; 44) a love match; 45) to have a son (daughter) by former (present) marriage; 46) position of a secretary; 47) to miss smb; 48) to have got shortcomings; 49) a good ear for music; 50) to make peace.

Exercise 3. *Answer the questions to the texts:*

Part I

1. What is family for different people?
2. What is the definition of family?
3. What is the purpose of family?
4. What is the difference between a nuclear and an extended family?
5. What is a typical family in industrialized countries?
6. What kind of family are the Taylors and why?
7. Where do the Tailors live?
8. How old are Bill and Carol? How long have they been married? Who is the head of their family? Which fact proves it?
9. What is Bill's educational background?
10. What was Bill's dream when he was a child?
11. What is Bill? What do his responsibilities include?
12. Did Carol go to university? What is her educational background and working experience?
13. Do all British married women stay at home with kids? Why is that?
14. How did Carol take her marriage?
15. How many children does a typical British family have? What are British visitors surprised at in Russia?
16. What do parents want their children to be?
17. How can you characterize the Tailors and their relations?

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18. Sarah has no health problems, doesn't she? Is she a talented girl? Has she already chosen her future occupation?
 19. What kind of a boy is Peter? Does he enjoy his studies? What do parents think about it?
 20. What is Kate's character? What is the family's attitude to her?
 21. Was it too hard for Bill and Carol to communicate with their kids? Why?
 22. What is family for Taylor's children?
 23. Are young families in Britain totally dependent on their parents? How do they communicate with their relatives?
 24. Do grannies live with their children and grandchildren? Why? What is the retirement age in the UK? Do all people quit their jobs after it?

Part 2

1. What is the definition of family?
2. Are there any signs of crisis of traditional British family? What problems does it arise? Are there the same signs in Russia? Can you give any examples?
3. Nowadays the British live less, marry earlier and have more children, don't they?
4. What is the average age for people to get married in Britain? What about Russia?
5. More and more British people get together for family events, don't they?
6. Are appointments like "best man", godmother and godfather as important as they used to be in past?
7. What is the average age for a British woman to have the first child? Do most
8. British women have many children? What about Russia?
9. What is the divorce rate in Britain? Is it the lowest in Western Europe? What about Russia?
10. What are the consequences of divorce?
11. Do the changes mentioned in the text mean that the nuclear family is disappearing?

Exercise 4. *Ask questions to match the following answers. Think of all possible variants:*

1. A: ...?

B: Yes, I do. I can't live without love and support of my family.

2. A: ...?

B: My family is a castle – a shelter from all troubles and misfortunes.

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3. A: ...?
B: No. I think extended families are much wider spread in our country.
4. A...?
B: Sarah is 12, Pete is 10, and Kate is 7.
5. A...?
B: He is a specialist in noise stress.
6. A: ...?
B: She is both. But most men think that beautiful women are stupid.
7. A: ...?
B: Yes, they do. And they often don't think about their children when they part.
8. A:...?
B: Sarah. She learnt to play it when she was six.
9. A:...?
B: On her own. She is very active at her late seventies.
10. A:...?
B: In a week. We're so happy to become husband and wife.

Exercise 5. *Insert prepositions where necessary:*

1. The family unit in Britain is ... crisis.
2. A healthy society is dependent ... a stable family life.
3. Carol didn't go ... university but studied ... two years ... a teaching training college.
4. Carol took her marriage ... granted.
5. The Taylors want to bring ... their children to be healthy, hard-working, sociable and good ... sport and other things.
6. Sarah inherited ... her father's musical gifts and played ... the flute.
7. One needs... a proper income to bring up a family.
8. Peter attends courses ... engineering and technical studies ... the Local College.
9. A family is a shelter ... troubles and misfortunes.
10. Children will leave home, marry and set ... their own household.
11. The retirement age ... most jobs ... this country is 60 ... women and 65 ... men.
12. ... practice many people work ... they are 65-70.
13. Mrs. Average now has her first child ... the age ... twenty-seven.
14. Britain has one ... the highest divorce rates ... Western Europe.
15. There has been a sharp rise ... the rate of illegitimacy.
16. It is usually the woman who has responsibility ... domestic life.
17. I'll introduce you ... my family.

18. The family is a group ... people related ... blood or law, living together or associating ... one another ... a common purpose.

Exercise 6. *Paraphrase the sentences using the active vocabulary:*

1. There are different opinions about family life.
2. They make significant solutions together.
3. They have a lot of troubles with their kids.
4. Family for me is a shelter from all problems.
5. I'm tired of school work and exams.
6. In our family grown-up children are closely connected with their parents.
7. Who makes money in your family?
8. He has a loving wife and he loves her.
9. There are friendly relations in their family.
10. They stopped being husband and wife.
11. Tom is not married.
12. Carol was satisfied with her marriage.
13. We don't have enough understanding in our family.
14. They are an ideal family.
15. Is family a constant group of people?
16. I think, we should employ a nanny for our little daughter.
17. I'll join you with great pleasure.
18. He always has an individual way with every member of his family.
19. I trust my mother and father in such difficult questions.
20. What do you know about modern tendencies in family life?
21. Usually both parent are responsible for the household.
22. Do you know anything about your forefathers?
23. This kid never does what his parents tell him.
24. I terribly dislike such an attitude.
25. Is the economy of our country worse than it used to be?

Exercise 7. *Find the opposite:*

1. I enjoy my daily work.
2. Bill Taylor doesn't like his job.
3. Peter has a permanent job in the shop in the area.
4. The Taylors are problem family with bad relations.
5. She is married.

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6. These family members do not communicate with each other.
 7. Sarah is very sociable.
 8. Sarah has very good eyesight.
 9. Do you know anything about our old traditions?
 10. I don't want to do this job.
 11. They got married two years ago.
 12. She has too much sugar.
 13. They don't trust each other.
 14. What are the drawbacks of this project.
 15. I hate this singer.
 16. They praise him for spoiled relations with his parents.
 17. Carol didn't agree with her marriage.
 18. They don't have problems with their children.

Exercise 8. *Insert the words from the vocabulary:*

1. I don't know my parents. I'm a
2. She is ..., so she wears glasses.
3. Did she protest against that marriage? – No, she
4. What can you say about your ...? Well, my grand-grandparents come from Spain.
5. Are there any serious problems in your family? – Not actually. We have ...
6. All their relatives died and so they were brought up in an
7. Are there any drawbacks in your family? – No. We are an
8. Is it difficult for you to deal with people? – Absolutely not. I always ... everybody.
9. Was it difficult to bring up your kids? – Yes, it was. We had ... over them.
10. We can be called ... because my wife, our kids and I live with our parent and their sister in one big house.
11. If both parents work they ... for their small kids.
12. Do they rent an apartment? – No, they live in a big
13. Did they forget about their parents when they moved to a different country? – No, they didn't. They still ...
14. Family is a ... from all troubles and misfortunes.
15. This married couple is infertile but they want to have a child. That's why they started collecting all necessary document for
16. Don't ... me! It's not my fault.
17. Do you enjoy your routine work? – No, I don't. I am ... it.
18. They say she has a baby. – That's not true! Who ... about her?

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19. John is sick. – Such a ...! I wanted to go to the movies with him.
 20. Who is the ... in your family? – My husband. And I stay home with kids.
 21. It is an interesting task. I will do it
 22. There is a lack of discipline in your family. I think, children must ... their parents.
 23. There are different kinds of families but ... remains the fundamental unit of society.

Exercise 9. *Translate into English:*

1. Сколько лет вашей племяннице? – Ей пятнадцать лет. Она добрая, веселая, талантливая и воспитанная девочка.
2. Вполне естественно, что родители гордятся своей дочерью и возлагают большие надежды на нее.
3. Без сомнения, Кэрол – талантливый педагог и дети обожают ее. Ей нетрудно находить подход к непослушным детям.
4. Кроме того, с ней легко общаться.
5. Мы склонны считать, что Кэрол посвятила большую часть времени своим детям и семье. Поэтому дети семьи Тэйлоров жили комфортно.
6. Что касается детей, они охотно помогали матери по дому.
7. Петр делал все возможное, чтобы совмещать работу на неполный рабочий день и учебу на инженерно-технических курсах.
8. В результате ему удалось сдать экзамены успешно.
9. Нет ничего удивительного в том, что Билл всегда мечтал быть музыкантом.
10. Сара гордится тем, что родилась и выросла в благополучной семье, где все члены дружелюбно относились друг к другу.
11. Их бабушка и дедушка не такие молодые, как вы думаете. Им только, что исполнилось 60, но они все еще полны жизненных сил и энергии.
12. Бабуля обожает приключения. У нее есть чувство юмора. Мы с ней легко ладим.
13. Что касается дедушки, то он увлекается охотой и рыбалкой. Поэтому пожилые люди живут отдельно от детей и у них свои интересы.
14. Откровенно говоря, количество семей с одним родителем увеличивается как в Британии, так и в других странах.
15. Интересно отметить, что в Западной Европе Британия имеет очень высокую степень развода.
16. Молодые люди сегодня очень рано покидают родительский дом, хотя у них нет необходимости вступать в брак.

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17. В действительности традиционное распределение обязанностей между мужем и женой все еще существует.
 18. Говорят, что обычная (nuclear) семья в Британии является нормой и включает в себя два родителя и двух или трех детей.
 19. Более точная концепция о семейной жизни должна принимать во внимание различные формы (типы) семей, которые существовали или существуют во всем мире.
 20. Хотелось бы заметить, что члены одной семьи, живущие в разных местах, часто общаются друг с другом, используя современные средства связи.

Communicative Exercises

Exercise 1. *Use the following proverbs in situations of your own (Give Russian equivalents if possible):*

1. Like parents, like children.
2. A good example is the best sermon.
3. Every mother thinks her own gosling a swan.
4. A misery father makes a prodigal son.
5. As the tree, so the fruit.
6. Happy is he that is happy in his children.
7. Life is not all cakes and ale (Life is not a bed of roses)
8. Too many cooks spoil the broth.
9. East or West, home is best.
10. Every bird likes its own nest best.
11. There are no place like home.
12. One man no man.
13. A family is a castle.

Exercise 2. *Complete the following sentences:*

1. The advantage of having an extended family is...
2. The worst thing about being a parent is...
3. The best thing about having a nuclear family is...
4. The disadvantage of being an only child is...
5. The worst thing about living near your parents is...
6. The problem with being the oldest child is...
7. The best thing about having a supportive family is...

Exercise 3. *Agree or disagree developing the following sentences into monologues of 5-7 sentences:*

Agreement:

I think so – Думаю, что так.

Yes, that's/it's true – Да, это правда.

You are right/ Right you are – Вы правы.

Quite correct – Совершенно верно.

You said the right thing – Вы правильно сказали.

That's just what I was going to say - Это как раз то, что я собирался сказать.

No doubt whatever/ Beyond all doubt – Вне всякого сомнения.

Looks like that/ I suppose so – Похоже, что именно так.

Exactly / Precisely so /That's it. – Точно.

I fully/quite agree with you – Я полностью с вами согласен.

Disagreement:

I can't say I agree with you / I can't agree with you – Не могу сказать, что согласен с вами / Не могу с вами согласиться.

Nothing of the kind – Ничего подобного!

On the contrary – Наоборот!

Just the other way round – Как раз наоборот.

You are mistaken, I'm afraid – Боюсь, вы ошибаетесь.

That's where you're wrong, I am afraid – Вот в этом вы как раз и не правы.

I don't think so. – Я так не думаю.

I'm of a different opinion – Я придерживаюсь иного мнения.

It is partially so. – Это верно лишь отчасти.

1. It is wrong for men and women to live together before marriage.
2. Civil marriage has already become a normal thing.
3. It's easier to be a father than a mother.
4. A woman's place is in the home.
5. People should have more than one child.
6. Married couples who don't have children are selfish.
7. Parents should never punish their children physically.
8. Loving children will never send their elderly parents to a retirement home.

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9. Children should live with their parents until they get married.
 10. If a couple gets divorced, it's better for children to live with their mother.
 11. It's not good for a wife to earn more than her husband.
 12. It's bad for children if their parents have different races or religions.
 13. It's better if adopted children don't know who their biological parents are.
 14. Sometimes it's good for married couples to take separate vacations.
 15. People who love each other should never be away from each other.
 16. Generation gap is areal problem of our society.
 17. If parents and their married children live in different communities, they don't keep in touch.
 18. In in many families husband and wife usually share important decisions making.
 19. The only purpose of a normal family is to provide a shelter and food.

Exercise 4. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Origin, ancestry, place you come from, family structure and occupation.
2. The role of family in our life.
3. Family structure at home and abroad: age to get married, number of children, extensive and nuclear families.
4. Family problems.

UNIT 2. WORKING DAY AND LEISURE

Part 1

The Taylors' daily routine and leisure time

Family routine is established similar in the most families in the world. The same thing is with the Taylors' family. As you remember, Bill and Carol have three children. When they were small, the parents had to get up even at night. So they were both early-risers. They took turns in getting up at night to look after babies and towards the end of the day they felt exhausted and desperately needed sleep. Bill has to wake up early for his work (at 6 a.m.). He enjoys his work that includes having appointments with clients and working out technical problems of reducing noise in factories and workshops. In his leisure time he plays the cello regularly in a local amateur orchestra. As for Carol, she was looking after the children almost the whole day and she was always in a rush and so she is now. She is worried about her children's illnesses, about getting the housework done: scrubbing out the sink, scooping the rubbish into the bucket and carrying it to the dustbin; about finding time to shop and about whether her relationship with her husband is suffering from all these other worries.

When the children grew up, Carol returned to her work. Conditions at schools in Britain and Russia vary enormously: the toilets are much cleaner, fit for human beings; a clean wash-basin with running hot and cold water; a mirror, enough toilet paper, towel or paper towels. But the atmosphere at school in Britain and Russia is almost the same (schoolchildren everywhere are alike). Sometimes it can lead you to a nervous breakdown.

The duties about the house are distributed between the children. They tidy the rooms, wash up, wipe the dust, clean the floor and carpets, get the things into order, water the flowers, go for a walk with their dog and empty the bin. Senior children help their mother to cook meals and baby-sit for junior ones.

Sarah, Peter and Kate attend local school, leaving home at about 8.15 in the morning and returning at about 4 p.m. Sarah and Kate do very good at school, just the other way round with Peter. He tends not to like his studies. He comes home, rushes through the last of his homework. He often says that he is fed up with exams and schoolwork and wants to get a job as soon as possible. He is earning a little now on a newspaper round delivering newspapers, magazines and other correspondence to the houses on his route. Sometimes he helps his neighbors to build something (for example, a garage) or goes swimming at the local pool.

Sara plays the flute at the school orchestra. When a baby, Kate was restless. She never seemed to sleep, particularly at night and Carol often found herself in tears, especially when Sarah and Peter kept telling her that they didn't like the new baby. But soon Kate learned to sleep. Kate grew up to be very clever at her lessons but difficult at school, because she was bullied by other children and sometimes she herself hit them. The parents spent many hours talking to Kate's teachers. They wanted to protect her from the cruel behavior of other children, but also to condemn her own violent behavior. Kate had a lot of friends and brought them all home from school or spent the day exploring some notorious spots of London with them. Very often she went on long walks with her boy friends to discos and got back very late. Now she is 16 and she takes part in social activities: joins demonstrations against nuclear weapons and against destroying the Amazon rainforests and argues a lot with her dad about politics.

In their free time the family watches TV, reads newspapers, goes on a picnic, and sometimes goes to opera and ballet, which are almost exclusively the pleasure of the educated middle-classes. Bill and Carol decorate their home, make furniture, fit in shelves, cupboards. Not long ago Bill turned the roofspace into a room. Carol, like many women, is more concentrated on needlework: sewing curtains, cushion covers, clothes or knitting. On holidays the family travels a lot.

Tasks

1. Read the text for detailed understanding. Translate the 5th paragraph of the text.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) Bill Taylor;
 - 2) Carol Taylor;
 - 3) Sarah;
 - 4) Peter;
 - 5) Kate.

Dialogue

Steve: Hello, Bob. Let's go and play chess.

Bob: Sorry, Steve, I can't. I'm washing up, today is my turn.

Steve: Do you mean you and your wife take turns in performing home duties?

Bob: Oh, yes. My wife feels exhausted and she desperately needs sleep. She was working all the day yesterday.

Steve: As for me, I'm free from family routine. I never tidy the rooms, wash up, clean the floor or carpets, cook or scrub out the sink. My wife does all these things.

Bob: Is she a full-time housewife?

Steve: No, she has a permanent job. She is a shop assistant at the department store.

Bob: Poor thing. And you don't help her, do you?

Steve: Yes, I do. I throw away the garbage, walk with our dog and sometimes get the laundry. You see, the duties are strictly distributed between us.

Bob: But don't you think that your wife needs more rest?

Steve: No, when you are gentler with them they become lazy.

Bob: Well, I guess our opinions on this point vary enormously. But you know there's a proverb: «Don't poke your nose into somebody's affairs».

Steve: That's all right. Come to dine with us tomorrow.

Bob: Thanks, with pleasure.

Steve: So long then.

Bob: See you tomorrow.

Tasks

1. Read the dialog for detailed understanding
2. Retell the dialog as if you were one of the participants/their wives.
3. Act out your own dialog "Talking about home duties" on the analogy.

Vocabulary

- 1) family routine – ежедневные домашние заботы
- 2) establish (to be established) – устанавливать (быть установленным)
- 3) similar – одинаковый (Syn. – the same)
- 4) an early-riser – «ранняя пташка»
- 5) to take turns in doing smth – делать что-либо по очереди
- 6) to feel exhausted (to be squeezed as an orange) – чувствовать себя истощенным (быть выжатым как лимон)
- 7) to include (to contain, to consist of) – включать в себя (содержать, состоять из)
- 8) to make (to have) an appointment with – назначать встречу (встречаться)
- 9) to work out – разрабатывать
- 10) to reduce – уменьшать (снижать)
- 11) a workshop – семинар/практическое занятие/мастер-класс/симпозиум
- 12) leisure time (free time, spare time) – досуг (свободное время)

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- 13) to play the cello (the violin, the flute) – играть на виолончели (скрипке, флейте); to play basketball, football etc. – играть в баскетбол, футбол ...)
- 14) local – местный
- 15) amateur – любительский (Ant. – professional – профессиональный)
- 16) to be in a rush (Syn. – to be in a hurry, to hurry) – спешить. Hurry up! – поторопись
- 17) to get smth done – сделать что-либо
- 18) to scrub out the sink – чистить раковину на кухне
- 19) to scoop the rubbish into the bucket – собирать мусор в ведро
- 20) a dustbin – (мусорный контейнер)
- 21) to shop (to go shopping) – делать покупки
- 22) relationship – взаимоотношения
- 23) to suffer from – страдать от
- 24) to grow up – расти
- 25) conditions – условия
- 26) to vary enormously – сильно различаться
- 27) to fit for (to fit smb, to fit in smth) – подходить для (подходить по фигуре (об одежде), вмещать, встраивать)
- 28) a wash-basin – раковина в ванной
- 29) nervous break-down (to break down) – нервный срыв (расстраиваться)
- 30) to distribute the duties (to be distributed) – распределять обязанности (распределяться)
- 31) to tidy the rooms – прибирать в комнатах
- 32) to wash up (to wash the dishes, to get the dishes, to do the dishes) – мыть посуду
- 33) to wipe the dust – вытирать пыль
- 34) to get the things into order – приводить вещи в порядок
- 35) to empty the bin (to throw away the garbage) – выносить мусор
- 36) senior (Ant. – junior) – старший (младший)
- 37) to attend – посещать
- 38) to do very good at school – хорошо учиться в школе
- 39) to tend to be (to do smth) – быть склонным к чему-либо (делать что-либо)
- 40) to rush through smth – бегло просматривать что-либо
- 41) to be fed up with (to be sick and tired of) smth – быть сытым по горло чем-либо (устать от чего-либо)
- 42) to deliver to – доставлять куда-либо
- 43) route – маршрут

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- 44) neighbour – сосед
 45) particularly – особенно
 46) to find oneself in tears – плакать
 47) to keep doing smth – продолжать делать что-либо
 48) to be bullied by – подвергаться нападению (to bully – задиаться)
 49) to hit smb – бить кого-либо
 50) to protect smb from the cruel behavior of smb – защищать кого-либо от грубого поведения кого-либо
 51) to condemn (to disapprove) – осуждать (Ant. – to approve – одобрять)
 52) violent behaviour – резкое поведение
 53) to explore notorious spots – исследовать места, пользующиеся дурной славой (notorious – известный с плохой стороны)
 54) nuclear weapons – ядерное оружие
 55) to destroy rainforests – уничтожать тропические леса
 56) to argue with smb – спорить с кем-либо
 57) exclusively – исключительно
 58) to turn into – превращать в
 59) needle work – шитье
 60) to sew – шить
 61) cushions – подушки
 62) to knit – вязать

Conversational formulas

1. Don't poke your nose into other people's affairs! – Не суй свой нос в чужие дела!
2. Mind your own business! /It's none of my (your etc) business – Не лезь не в свое дело! / Это не мое (твое и т.д.) дело
3. Be concerned in the privacy of your own apartment! – Занимайся своим делом!
4. I don't care. – Мне все равно. Who cares! – Какая разница!
5. Just the other way round (around). – Совсем наоборот.
6. On the contrary... – напротив ...
7. To make a long story short... – короче говоря ...
8. It's a different story. – Это совсем другое дело.

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

1) каждодневные домашние заботы; 2) ранняя пташка; 3) делать что-либо по очереди; 4) чувствовать себя истощенным; 5) сильно нуждаться во сне; 6) чистить раковину; 7) сильно различаться; 8) быть сытым по горло; 9) осуждать жестокое поведение; 10) быть сконцентрированным на шитье.

Exercise 2. Give the Russian for:

1) to be squeezed as an orange; 2) to work out; 3) to get the housework done; 4) to scoop the rubbish; 5) dustbin; 6) to rush through the homework; 7) to find oneself in tears; 8) to keep telling; 9) to be bullied by other children; 10) notorious spots

Exercise 3. Make up sentences, matching the columns:

1. They	to vary enormously	in an amateur orchestra
2. Bill and Carol	to be distributed	at the school orchestra
3. Living conditions	to feel exhausted	at school
4. The duties	to be fed up with	towards the end of the day
5. Sarah and Kate	to take turns	between the children
6. Peter	to play the flute	in Britain and Russia
7. Bill	to spend many hours	about politics
8. Sarah	to argue a lot	In getting up at night
9. Kate	to do very good	Talking to Kate's teachers
10. The parents	to play the cello	Exams and schoolwork
11. Kate and her friends	to baby-sit	Always in a rush
12. Senior children	to travel a lot	Notorious spots of London
13. Carol	to explore	For junior ones
14. The family	to be	On holidays

Exercise 4. Answer the questions to the text:

1. Is daily routine different in the majority of families?
2. Only Carol had to get up at night to look after the children, didn't she?
3. What were Bill's responsibilities about his job?
4. When did Carol return to work?
5. The children do not do any duties about the house, do they?

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6. Does Sarah play the flute or the cello?
 7. Who had discipline problems at school?
 8. Who enjoys needle work in the family?

Exercise 5. *Ask questions to match the following answers. Think of all possible variants:*

1. A: ...?
B: No, I don't. On weekends at 8 a.m. – an hour later.
2. A: ...?
B: No, she is not. She wakes up quite late.
3. A: ...?
B: All the home duties. He's a home-maker and I work the whole week.
4. A: ...?
B: No they aren't. Everybody does something about the house when they have time.
5. A: ...?
B: These conditions are the same.
6. A: ...?
B: No, he is fed up with all this.
7. A: ...?
B: She did. She was very aggressive to other schoolchildren.
8. A: ...?
B: No. He enjoys doing laundry more.
9. A: ...?
B: Very late. She was at the demonstration against the war in Iraq.
10. A: ...?
B: He was. And the parents condemned his violent behavior.

Exercise 6. *Insert prepositions where necessary:*

1. We take turns ... washing up.
2. My friend plays ... the piano very well.
3. The mother is looking ... her children almost the whole day.
4. They desperately needed ... sleep.
5. The boss is worried ... his business.
6. I am suffering ... terrible headache.

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7. Carol returned ... her work.
 8. The apartment doesn't fit ... human beings.
 9. The atmosphere ... my workplace is very pressing.
 10. They didn't like to tidy ... the rooms.
 11. Who baby-sits ... your brother?
 12. My neighbour does very well ... the University, just the other way round ... me.
 13. Just a minute, I am rushing ... my homework.
 14. Jack was fed ... his wife.
 15. The postman delivers newspapers ... houses.
 16. The parents protected their daughter ... the cruel behavior ... her schoolmates.
 17. Why were they exploring notorious spots ... New York?
 18. The father fitted ... two new shelves yesterday.
 19. Very soon the baby turned ... a lovely little girl.
 20. I like to swim ... the local pool.

Exercise 7. *Paraphrase the following sentences:*

1. The work about the house is established in the same way in many countries.
2. They changed each other in washing up.
3. Towards the end of the day I am squeezed as an orange.
4. I need sleep very much.
5. He went to buy some things.
6. Do you enjoy sewing?
7. They feel bad because of the flue.
8. Their characters differ greatly.
9. Children perform different duties.
10. Older children help the younger ones.
11. Did you empty the bin?
12. Which school do they go to?
13. How do you spend your free time?
14. He quickly looks through the newspaper in the morning.
15. I am sick and tired of you.
16. The person next door didn't hear anything.
17. She cries very often.
18. He continued arguing with his parents.
19. She was attacked by other children at school.
20. I disapprove your behavior.

21. She was always in a hurry.

Exercise 8. *Find the opposites:*

1. She often laughed.
2. They get up very late.
3. The living conditions in Britain and Russia are very similar.
4. I play in a professional football team.
5. They were very bad pupils.
6. Your creative work is over.
7. I like my lessons and exams.
8. He did his homework very carefully.
9. Other children did not hurt her.
10. He approved her violent behavior.
11. She is very gentle to her children.
12. Why are you so slow!
13. He was very brave.
14. They missed all workshops.
15. She always agrees with her parents.

Exercise 9. *Insert the words from the vocabulary:*

1. There is a large desert in Africa because in past people
2. My granny ... a beautiful sweater for my previous birthday.
3. Can you ...? – No, I can't. I buy all my clothes and linen in a department store.
4. Go to places that are safe and don't ... of our city.
5. The furniture is dirty. ..., please.
6. You'd better not discuss this matter by phone. ... with the manager.
7. The wall is empty. I think it would be nice to ... some shelves.
8. What is he doing in the kitchen? – He It is terribly dirty.
9. What is she going to do with the broom? – She is going to
10. Can ordinary people buy such a thing? – No, it is ... for the rich.
11. What happened? – Somebody ... me on the head when I was going home.
12. I want to take a nap. Are there any ...?
13. Don't be so aggressive. People condemn
14. In spite of all failures you must ... crying.

Exercise 10. *Translate into English:*

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1. Я сыт по горло своими повседневными заботами.
 2. Они не встают рано.
 3. Как вы обычно устанавливаете новые правила?
 4. Вы убирали в комнате по очереди?
 5. К концу дня они не чувствуют себя истощенными.
 6. Сейчас он разрабатывает новую компьютерную программу.
 7. Когда Вы назначили встречу с клиентом?
 8. В прошлом году он играл на скрипке в местном любительском оркестре.
 9. Прости, я очень спешу.
 10. Она очень нуждается во сне.
 11. Что ты делал вчера в 11? — Я делал покупки.
 12. Она страдает от головной боли, не так ли?
 13. Она почистила раковину, собрала мусор в ведро и вынесла его в мусорный контейнер.
 14. Мэри, ты убираешь в комнате или читаешь?
 15. Ты нянчился со своей сестрой, когда она была маленькой?
 16. Он имел склонность много есть.
 17. Я не люблю мороженое, особенно в холодную погоду.
 18. Кэрол часто плачет.
 19. Она продолжала спорить.
 20. Я осуждаю ваше резкое поведение.
 21. Он редко защищал ее от грубого поведения других детей.
 22. Члены организации «Гринпис» протестуют против уничтожения тропических лесов.
 23. Родители превращают его в эгоиста.
 24. Иногда она шьет занавески или вяжет.

Part 2

British leisure

How do British people spend their time when they are not actually working? Leisure time of British people isn't very much organised. They might for instance watch TV. Television is the most popular entertainment in many countries. Statistics says that we spend an average of 25 hours a week watching it or at least keeping it switched on. Theatre, opera and ballet, sorry to say, are almost exclusively the pleasures of the educated middle class. The author of the book «Understanding Britain» Caren Hewitt is convinced that people who are deprived of the great works of

art suffer a diminishment of spirit no matter whether they are intellectuals, blue-collar or white collar and so forth.

Private leisure is characterised by the national enthusiasm for gardening. About 44% of the population claim to spend time gardening. In fact they don't need to grow vegetables, but home grown fruit and vegetables taste much better than those in shops, which have been grown commercially. They also grow flowers and have a passion for lawns of grass, which stay green throughout the year.

The other popular home-based activity is «D-I-Y» or «Do-It-Yourself». It means improvement of one's home by decorating, making furniture, fitting in shelves, cupboards, etc. There are excellent stores (such as hardware stores), which supply the materials and tools, and books with detailed advice are everywhere on sale. Women more concentrate on needlework – sewing curtains and cushions as well as clothes. About half the women in the country spend time on needlework or knitting.

It is extremely difficult to decide how important books are for in the lives of the British citizens. There are well-stocked shops and a good public library service. Books are available, brightly coloured, cheerfully designed – and expensive. However there is an unquestionable loss when the attractions of television and videos have reduced the enthusiasm for reading, which is for many people just glancing at a newspaper. And no wonder! TV dramas and documentaries, cultural and scientific programmes and coverage of the world's news are excellent in general, by world standards. And of course, there is a lighter entertainment – games, family comedies, celebrity shows, soap operas and so on.

Music is another way of spending time. People listen to pop and rock music on the radio, on records and tapes, at home and in public places. Music magazines persuade teenagers to buy new and new records with the only purpose to make money. That is why cultivating an individual taste becomes very difficult, and cultivating a serious musical taste is extremely difficult. People often keep on spending money to catch up with what is popular. Some people are interested in music making and might play in amateur or professional orchestras or sing in choirs.

Some words should be said about holidays. Summer holidays is the time to spend as a couple or a family. It may just be like visiting friends, or hiring a caravan on the seashore, or camping. You can walk, explore mountains and streams, and take picnics on boating expeditions on lakes, and visit castles, caves and historic sites.

This is the way the majority spends their time. Of course, there are minorities. They may join various clubs, or just relax each evening in pubs drinking, or do

something else. People are free in their choice as they should be. It may be good or bad, but the reality is like this and you know, there are people and people.

Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 2-3, 5.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) a Russian person;
 - 2) a British person.

Dialogue A. Going out

Mark: Hello, Julia. Would you like to go to the movies tonight?

Julia: Why not. And what's on?

Mark: A historical film «The First Knight». They say the film is worth seeing. It's praised to the sky by critics. The publicity is really good.

Julia: How wonderful! Is it a screen version of a novel? I enjoy screen versions of historical novels.

Mark: Unfortunately not. But the playwright did a very good job. The cast is brilliant: Sean O'Connery, Richard Gere and Julia Ormond are starring.

Julia: Oh, they are my favourite actors! And who is the producer?

Mark: What a shame! I'm not sure.

Julia: Never mind. Let's go and book tickets.

Mark: Yes, we should do it in advance for the film has been on for a fortnight already, but each time the house is sold out.

Julia: Oh, Mark, I'm so anxious to see this film.

Mark: No doubt, you'll be carried away by it, if you enjoy historical films.

Task

Read the dialogue for detailed understanding.

Retell the dialogue, as if you were one of the participants.

Act out your own dialogue "Going to the movies" on the analogy.

Dialogue B. Invitation for barbecuing

John: Hello, Steve, hello, Margo. How are you today?

Margo: Hi, John. We are fine as usual.

John: Planning anything special this weekend?

Margo: Actually not.

John: What would you say to barbecuing together?

Steve: It's so nice of you to invite us. We've never barbecued; it'll be so exciting!

John: Are your children going to join us?

Margo: I wish they could, but they are still camping in Michigan.

Steve: You know, there are good camping sites there. And quite civilised: showers, toilets and even a shop are available.

John: Oh, yes. They have a lot of summer activity in Michigan. Many people take in sun and swim there.

Margo: Certainly, it will do our children a lot of good.

Steve: What are we to take with us?

John: Nothing special. Just a couple of blankets and towels and tea or coffee in order not to be thirsty. Annie and I will take care of all the rest.

Steve: What time are we starting?

John: About 10 a. m. on Sunday. Is it all right with you?

Margo: It's fine.

John: Then we'll come to pick you up at 10. You're sure to have a lot of fun. Everything is so tasty when you're out of town.

Steve: Thanks again. We appreciate it so much.

John: My pleasure.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were one of the participants.
3. Act out your own dialog "Going out of town" on the analogy.

Vocabulary

- 1) leisure – свободное время
- 2) to convince smb of smth (Syn. to persuade, to assure, to be convinced) – убедить (убедиться, быть убежденным)
- 3) to deprive smb of smth (to be deprived of smth) – лишить (быть лишенным)
- 4) to suffer diminishment of spirit — страдать от плохого настроения
- 5) blue-collar (white-collar) – «синие воротнички», (люди, занятые физическим трудом), «белые воротнички», (люди, занятые умственным трудом)
- 6) to claim – заявлять

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- 7) a taste – вкус
 - 8) to have a passion for – иметь страсть к чему-либо
 - 9) hardware stores – магазины, продающие строительные и другие материалы
 - 10) «Do It Yourself» stores – магазины «Сделай сам»
 - 11) to supply (a supply of) – поставлять, снабжать (поступление)
 - 12) to be on (for) sale – быть в продаже
 - 13) a loss – ущерб
 - 14) an attraction (to attract, attractive) – привлекательность (привлекать, привлекательный)
 - 15) to reduce (Syn. decrease, Ant. increase) – снижать, уменьшать
 - 16) to glance at – взгляд на
 - 17) to hire – нанимать
 - 18) to explore – обследовать
 - 19) a stream – поток, ручей
 - 20) a castle – замок
 - 21) a cave – пещера
 - 22) majority (Ant. minority) – большинство (ант. меньшинство)
 - 23) various (Syn. different) – различный, разный
 - 24) to relax – расслабляться, отдыхать
 - 25) a pub – «паб», кабачок, пивная
 - 26) a knight – рыцарь
 - 27) to be praised to the skies – быть расхваленным до небес, сверх меры
 - 28) publicity (Syn. advertising) – реклама
 - 29) a screen version – экранизация
 - 30) a playwright – сценарист
 - 31) a cast – труппа
 - 32) to star (n. – a star) (Syn. to play the leading role (part)) – играть главную роль, быть звездой (звезда)
 - 33) to book tickets in advance (beforehand, ahead of time) – покупать билеты заранее
 - 34) a fortnight – две недели
 - 35) The house is sold out – Все билеты проданы, аншлаги
 - 36) to be anxious to do smth / for smth (Syn. to be eager to do smth) – страстно желать что-либо сделать
 - 37) to be carried away by (Syn. to be swept away by) – быть захваченным, увлеченным

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- 38) to barbecue — выезжать «на шашлыки», барбекью
- 39) to camp (camping, camping sites) – останавливаться лагерем/ездить на отдых с палатками
- 40) to take in sun and swim (Syn. to lie in the sun (to get a tan) and bathe – загорать и купаться
- 41) to do smb a lot of good (Ant. to do smb harm (adj. – harmful) – приносит пользу (ант. приносить вред, вредоносный, вредный)
- 42) a blanket – одеяло
- 43) thirsty – испытывающий жажду
- 44) to pick smb up (Syn. to give smb a lift) – подвезти кого-либо
- 45) to switch on (Syn. to turn on, Ant. to switch (turn) off) – включить (ант. выключить)
- 46) multitasking (multitasker) – выполнение нескольких дел одновременно (человек, который может делать несколько дел сразу)
- 47) to be accustomed to smth / doing smth, to be used to smth / doing smth – привыкнуть что-либо делать
- 48) to be engaged in smth / doing smth (Syn. to indulge in smth / doing smth) – заниматься чем-либо

Conversational formulas

1. There are people and people / There are tastes and tastes / Tastes differ. — О вкусах не спорят. На вкус и цвет товарища нет.
2. What a shame! - Какой стыд!
3. What a pity — Как жаль!
4. I appreciate it. – Я благодарен, ценю это.
5. My pleasure – мне приятно было это сделать (ответ на выражение благодарности)
6. It was nothing — не за что (ответ на выражение благодарности)
7. You're welcome – Пожалуйста!
8. Not at all!

Reading comprehension and vocabulary exercises

Exercise 1. Find the English for:

- 1) не очень хорошо организован; 2) самое популярное развлечение; 3) в среднем 25 часов в неделю у телевизора; 4) или, по крайней мере, держим его

включенным; 5) неважно, кто он, интеллеktуал или «синий воротничек»; 6) овощи и фрукты, выращенные в домашних условиях; 7) около половины женщин страны; 8) очень трудно решить; 9) доступны и красиво оформлены; 10) бесспорная потеря; 11) способ проводить время; 12) с одной только целью – сделать деньги; 13) люди часто тратят деньги на то, что популярно; 14) любительские и профессиональные оркестры; 15) что-то вроде посещения друзей; 16) реальность такова.

Exercise 2. *Find the Russian for:*

1) statistics says; 2) are almost exclusively the pleasures of educated middle class; 3) people who are deprived of the great works of art; 4) about 44 % of the population claim to spend their time; 5) which have been grown commercially; 6) spend time on needlework or knitting; 7) well-stocked shops; 8) cheerfully designed; 9) there is an unquestionable loss; 10) coverage of the world's news; 11) cultivating serious musical taste; 12) to catch up with what is popular; 13) hiring a caravan on the seashore; 14) take picnics on boating expeditions on lakes.

Exercise 3. *Answer the questions to the text:*

1. Is leisure time of British people very much organized?
2. What is the most popular entertainment in Great Britain and other countries of the world?
3. Are theatre, opera and ballet available for all people?
4. What is the British national enthusiasm?
5. Why do British people grow vegetables and fruit?
6. What do British people have passion for?
7. What does "do-it-yourself" activity mean?
8. What are women's activities in Great Britain?
9. Is music a perfect activity to spend one's free time?
10. What music do people listen to?
11. Is it difficult to cultivate individual taste in music and why?
12. Do people always spend their money to buy what they like?
13. Concerning one's leisure time summer is a boring season, isn't it?
14. Are people free in their choice?

Exercise 4. *Ask questions to match the following answers. Think of all possible variants:*

1. A: ...?
B: Unfortunately they don't. These are the pleasures of educated middle class.
2. A: ...?
B: I'd rather go to the movies.
3. A: ...?
B: Yes, I think so. It happens because they are deprived of great works of art.
4. A: ...?
B: I think, national enthusiasm for gardening.
5. A: ...?
B: No, we needn't but they are much better than ones grown commercially.
6. A: ...?
B: It's a home based activity which includes making furniture and so on.
7. A: ...?
B: Mostly women. They enjoy needle work very much.
8. A: ...?
B: Hard to say. I think it's happening because of TV and videos.
9. A: ...?
B: Scientific programs mostly.
10. A: ...?
B: My father does. But mother is a professional musician.
11. A: ...?
B: Not only. We enjoy visiting historic sites as well.
12. A: ...?
B: No. This is an entertainment for minorities.
13. A: ...?
B: Yes, he is. Like most modern kids he does several things at one time.

Exercise 5. *Paraphrase using the active vocabulary:*

1. How do you spend your free time? 2. I can't convince her to go on a picnic with us.
3. She enjoys reading. 4. There were different works of art presented there. 5. We employ 15 people. 6. They're still studying the cave. 7. Who's playing a leading part in this film? 8. We needn't book tickets in advance. 9. They wanted to drink very much. 10. Will you give me a lift? My car is being repaired. 11. He is engaged in sports. 12. She is not used to getting up early.

Exercise 6. *Find the opposites:*

1. People are in good mood because of it. 2. We have the opportunity to see the great works of art. 3. The number of people who read much is increasing. 4. Ever morning she carefully looks at newspapers. 5. These are pleasures for majority. 6. Every Saturday they work hard in night clubs. 7. I don't want to see this movie. 8. He was bored by the book. 9. It'll do you a lot of good. 10. I'm tired! Turn the TV off.

Exercise 7. *Insert prepositions where necessary:*

1. The reality of our time is that leisure time ... of the people is not very much organized.
2. It is an open secret that television is the most popular entertainment ... many countries.
3. People spend an average ... 25 hours ... a week watching it or, ... least, keeping it switched
4. Theatre, opera and ballet are the pleasures ... the rich.
5. Psychologists are convinced ... that people, who are deprived ... the great works 6... art, suffer ... a diminishment ... spirit.
7. About 44% ... the population ... Great Britain claim to spend time ... gardening.
8. Englishmen have a passion ... lawns ... grass.
9. Women concentrate ... needlework.
10. Books are very important ... the lives ... people ... many countries.
11. Attractions ... television have reduced the enthusiasm ... reading.
12. ... many people reading is like just glancing ... a newspaper.
13. In general, TV programmes are excellent ... world standards.
14. Music is an excellent way ... spending time.
15. People listen ... different music, according ... their tastes.
16. We can listen ... the music ... radio, ... records, ... tapes, ... home and ... public places.
17. People often keep ... spending money to catch what is popular.
18. If you are a good musician, you can play ... a professional orchestra.
19. People are free ... their choice.

Exercise 9. *Insert the words from the vocabulary:*

1. He dropped in at a ... to have a pint of beer.
2. She is always busy having almost no

3. Look at this ...! It was built by a very famous architect.
4. I'm May I have a glass of water?
5. This movie is a ... of a very famous novel.
6. I've been busy the whole week. Now I want to
7. People who work at factories and plants are called
8. Are there any good actors playing in this movie? – Sure. The whole ... is excellent.
9. They go to the seaside every summer in order to
10. Is one week enough for your? – Not, actually. It will take me a ... to get this work done.
11. My car is broken. – Don't worry! I'll ... on my way to work.
12. I want to buy the latest of Steven King's book. – Unfortunately it is not ... yet.
13. Did the critics like the new movie? – Even more than that. They
14. We're going to go camping. – It will be rather cold. Take a couple of ... with you.
15. You must see this movies! Your favourite actress ... there.
16. There are too many tourists this summer. We must ... more people to serve them.
17. What does she do? – She ... selling clothes.
18. Do all British people go to the theater? -- Actually not. Many of the British ... this pleasure.
19. How can I ... him? He doesn't want to listen to any of my arguments.
20. I ... to go to Greece. I've been dreaming about it all my life.

Exercise 10. *Translate into English:*

1. Они убедили меня пойти на экранизацию романа «Война и мир».
2. Мне просто необходимо упорядочить свой досуг.
3. В детстве Том был лишен красивых игрушек.
4. Моя страсть – коллекционирование марок. К сожалению, сейчас очень трудно приобрести хорошие марки, потому что они не всегда в продаже.
5. По статистике каждый второй подросток страдает от от плохого настроения.
6. Вы были у Браунов? – Да. На их дом приятно посмотреть! Везде газоны с травой и цветы. – Вы правы. У них страсть к садоводству.
7. Зачем вы выращиваете овощи, ведь их можно купить в любом магазине? – Да, но домашние овощи вкуснее, чем те, которые выращены из коммерческих соображений.
8. У меня есть отличный набор инструментов для изготовления мебели. Давай займемся улучшением нашего дома.
9. Большинство людей проводит свой досуг, сидя у телевизора.

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10. В наше время музыкальные компании убеждают людей покупать новые записи.
 11. Сейчас появилось очень много детских книг. Все они ярко раскрашены и, к сожалению, дороги.
 12. Привлекательность телевидения бесспорна. Телевизионные культурные, научные программы, документальные фильмы познавательны и соответствуют мировым стандартам.
 13. Ты свободен в своем выборе и можешь хоть каждый вечер отдыхать в клубах, попивая пиво и так далее, но каждое утро ровно в восемь ты должен быть в офисе.
 14. Ты знаешь, о вкусах не спорят. Я, например, предпочитаю театр опере и балету, но, к сожалению, сейчас для меня это недоступно. Театр, опера и балет – в основном удовольствие для богачей.
 15. За завтраком я привык бегло просматривать финансовые газеты. Я банкир, и это правило уменьшает риск потерять деньги.
 16. Необходимо сказать несколько слов о вреде телевидения. По статистике, каждый человек проводит около 25 часов в неделю у телевизора или, по крайней мере, держит его включенным. Это плохо влияет на зрение.
 17. В Москве очень много любительских и профессиональных оркестров.
 18. Я провела две недели в Британии. Мне очень понравилось посещать старинные замки и пещеры.
 19. К сожалению меньшинство проводят свободное время посещая театры, оперу, балет.
 20. Если погода будет хорошей, мы выедем на шашлыки или поедем отдыхать с палатками. Весь день мы будем загорать и купаться.

Communicative Exercises to Part 1

Exercise 1. *Agree or disagree developing the following sentences into monologues of 5-7 sentences:*

1. It is much better for a person to get up early and go to bed early.
2. Women perform much more duties than men do.
3. There are some home duties that men should not do.
4. There are some home duties that women should not do.
5. Children should start performing home duties not earlier than from the age of twelve.

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6. It is absolutely necessary to distribute home duties very strictly.
 7. There should be no strict distribution of home duties. Family members should take turns in doing the housework.
 8. Senior children hate baby-sitting for junior ones.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Your home duties.
2. Home duties that you enjoy and the ones that you hate.
3. Home duties of men and women.
4. Differences of a daily routine of a British (American) person and a Russian one.

Exercise 3. *Speak on:*

1. Your daily routine.
2. Problems of distributing home duties between the members of the family.
3. Working day of a woman/man.
4. The ideal model of distributing and performing home duties in a family.

Communicative exercises to Part 2

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. Leisure time of British people is very much organized
2. Television is not very popular in England.
3. Private leisure is characterized by the national enthusiasm for gardening.
4. They need to grow vegetables because it's impossible to buy them.
5. "D-I-Y" activity is not very popular.
6. Television has reduced enthusiasm for reading.
7. Books are well-designed, brightly coloured and expensive.
8. Music magazines persuade teenagers to buy new and new records with the purpose to develop individual taste.
9. People buy records which they like.
10. People are free in their choice. It concerns their leisure time as well.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Favourite movies
2. Widespread and rare ways of spending leisure time.

3. Differences between Russian and British ways of spending free time.

Exercise 3. *Speak on:*

1. Leisure in Russia and Britain.
2. Television, movies, theater and books as popular entertainments.
3. Your favourite ways of spending free time.

UNIT 3. EDUCATION IN THE UK

Part 1

School education

British education is in a state of crisis. In the nineteen sixties there was the great educational debate about grammar-and-secondary-modern schools versus comprehensive schools. Today the issues are different. The following description is of the present system in England and Wales – arrangements in Scotland are not quite the same and there are variations in Northern Ireland. In all parts of the UK, although laws govern the ages at which our children must attend school (5-16), and the hours that they must work during the year, the organisation of education is the responsibility of each local authority.

The government passed laws to ensure that all children spent a high proportion of their time on a group of ‘core subjects’ – English, mathematics, science, and in the secondary schools, a foreign language. Problems arise when teachers or local authorities argue that other subjects should be given more time because they also are important. How do you squeeze into a timetable history and geography, other sciences (a choice of physics, biology, chemistry instead of a general science course), art, another foreign language, music, practical subjects like woodwork or needlework, may be Latin, even Greek, P.E. (physical education), religious studies, courses for personal development, economics, politics, commercial subjects? The local government argues for the variety but the central government is concerned that all children should have a proper basic education.

The vast majority of children, including those from professional and business homes (about 93%), attend state schools. The other 7% attend private schools, sometimes called ‘independent’ schools. A minority of these private schools are boarding schools where children live as well as study. Less than 3% of children are boarders. Private schools are very expensive.

For the first two years of schooling children are expected to learn to read and write, to do simple sums, to learn basic practical and social skills, and find out about the world through stories, drama, music, crafts and through physical exercise. Children are more encouraged to do and make things themselves than in the kindergarten. For children up to 12 class teacher is still the central figure teaching many basic lessons. But increasingly there is more emphasis on subjects with subject teachers.

Classrooms are often informal in arrangement. In the course of studying a practical topic children move fairly freely and do not sit in rows listening to a teacher

in front of the blackboard. Thus children can follow their own inclinations. Clever children flourish in either type of class, and slow children will find both difficult, though they will probably enjoy the more active informal teaching. Formal teaching gives solidly based skills, informal teaching encourages to ask questions and understand relationships.

At about 11 or 12 children move to the 'big' school, usually a comprehensive school accepting all the children from three or four neighbouring junior schools. Vast majority of secondary schools are comprehensive (i.e. accept children of all abilities). A few authorities practice rigid streaming sending clever children to one school and slow to another. With rigid streaming children who are at the bottom will always be at the bottom. That is why rigid streaming is considered reactionary and unfair to children who are denied opportunities for educational advancement. The most common solution is to organise children into both classes of mixed abilities and groups of similar abilities.

At 16 every pupil has to take a national examination (in 'core' subjects plus three or four or five subjects chosen from the list), called GCSE (General Certificate of Secondary Education). Options are not free choice because of timetables and demands for coherent education. Academic pupils can choose mostly academic subjects; others can concentrate on practical and technical subjects.

The examinations involve written (and sometimes practical) papers, sometimes two papers in each subject. Exams are usually marked, out of 100, and then converted into grades – may be five or seven or eight grades.

At the end of the year in which he or she reaches 16, a British pupil can leave school and go on to further training for employment. Pupils who want to enter the University can stay at school (17-18) and take a variety of further courses. The most important is the 'A-level' which is usually intensively studied in three subjects.

'A-levels' are also marked nationally (and there is no personal appeal against the grades). Grades are crucial, because the university and politechnic places are awarded on the basis of A-level grades. Bad A-levels can change your life!

Such system is convenient for the universities, but is it fair on the pupils to be forced to specialise so soon? Some people want a broader education; others support the present 'deep' education.

Tasks

1. Read the text for detailed understanding. Translate the 2nd and the 6th paragraphs the text.

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2. Give the summary of the text;
 3. Retell the text as if you were:
 - 1) a rigid streaming supporter;
 - 2) a supporter of classes with mixed abilities;
 - 3) a parent;
 - 4) a federal authority;
 - 5) a local authority.

Part 2

University education

All British universities and polytechnics are state institutions. Entry is by academic merit, and those who win places get their fees paid and are also paid a grant (stipend). Students enter university at 18 or 19. Most of them complete their degrees in three years, a few in four years. A degree is awarded on the basis of examination, and sometimes a course work. Afterwards a minority competes for places to do graduate research work; the rest go out into the world to look for jobs. Polytechnics also provide degree courses; and those who do not reach university or polytechnic, there are all sorts of lower courses and qualifications by studying part-time at local colleges.

One of the major debates at university level is about assessment, which requires university lecturers to reconsider what is actually taught. British education has traditionally been directed towards academically clever children. Emphasis has therefore been made on memory, on clear expression of arguments, on intelligent selecting of evidence and reaching conclusions – not just a memory test, but a test of knowledge and rational judgment. The same process happens in universities, where a degree used to be awarded on the basis of many examination papers taken at the end of the course.

Since the seventies, step by step, teachers have been introducing ‘continuous assessment’ on the basis of course work – that is the work which a student does during a course. Most of this will be written, but some will be oral. In many universities students follow a syllabus in which course work is marked as well as exam papers. The question is whether degree courses should depend wholly upon examinations or weekly or fortnightly essays should also be taken into account. If yes, there is much more opportunity for selecting ‘optional short courses’ which together make up a degree.

Some university lecturers are delighted at the freedom to build ‘mixed’ courses, while others worry that students will have no coherent body of knowledge but just a mixture of bits and pieces for their degree.

Students learn quickly which lecturers are generous with their marks, which ones are harsh; and not surprisingly they join the courses where they can expect to get good marks even if they prefer the other topics or teachers. Results are crucial! Such a situation tempts teachers into academic corruption. It can be avoided if anonymous examination papers are marked. However, many university lecturers and school teachers feel that continuous assessment and assessment of course work are fairer ways of judging a student than end-of-year exams.

Russian students are fluent at talking because the emphasis is made on oral work. Oral examination and oral tests are unknown in British universities, so while making an oral response many English adults hesitate and stumble.

Teachers often try to distinguish between ‘effort’ and ‘achievement’. There are ways to reward hard working but not successful students and challenge the bone-idle boy or girl who can get good marks without effort.

Tasks

1. Read the text for detailed understanding. Translate the following passages of the text: 1, 4-5.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) a British university teacher;
 - 2) a Russian university teacher;
 - 3) a Russian student;
 - 4) a British student.

Dialogue A

Mary: Today is a very special workshop. There is no text to read or listen to, no exercises to do. You may ask me all sorts of questions, if you have any.

Student A: Do English students take examinations every term?

Mary: No, they don't. They do exams — they are called «finals» in their last term at the University.

Student B: Only once? Then they can enjoy life in the first years.

Mary: They have a lot of work to do. They attend lectures, seminars and tutorials and write essays. Technical students do a lot of work in the lab. And then they take class exams every year about May, but these are not public exams.

Student A: We do class exams every other week. That is not difficult.

Student C: What is a tutorial?

Mary: In a tutorial a teacher discusses individual work with a student. The teacher is called a tutor. He reports to the Head of the Department, so the professor knows everything about the students.

Student B: What do they do in a seminar?

Mary: Discuss things.

Student A: Do all students live in the halls of residence?

Mary: Most first year students do. Others rent a flat or a bedsitter in town.

Student C: Where do married students live?

Mary: Married students? They do not normally marry while at the University. They wait till they get a job and can support a family.

Student C: Do English students receive grants?

Mary: It depends on their parents' income.

Student A: Are there any clubs?

Mary: A lot of them. The Students' Union organises social, sporting and cultural activities.

Student B: What is the latest dance in England now?

Mary: I'm afraid I don't know.

Student C: What do you think of the «Police»?

Mary: Do you mean demonstrations and all that?

Student C: No, I mean the pop group.

Mary: Ah, that «Police» group. Personally I don't like them. But I have a suggestion. What about having a party - a music party in the English club. We may listen to my tapes or your records and have a nice talk.

Students: That's a great idea. When?

Tasks

1. Read the dialogue for detailed understanding.
2. Retell the dialogue, as if you were one of the participants.
3. Act out your own dialogue "Discussing University studies" on the analogy.

Dialogue B

Henry Robinson is twenty-two and he is in his final year at Cambridge. Liz Robinson is twenty and is at a redbrick university in a northern industrial city. Patricia, who is nineteen, has just started at one of the new universities.

Pat: We live in halls of residence around the main university building. We are a real community. We've got comfortable common rooms and bars. We arrange dances and parties. We've got clubs, theatre groups, choirs and so on. And we've got an orchestra. I play the drums in it.

Liz: We've got bars and common rooms and clubs too. But I hate to live in the sort of closed community you live in, Pat. Two other girls and I rent a house in the middle of the city, about ten minutes walk from the university. The district is poor and the house is falling to pieces.

Henry: I couldn't work in a place like yours.

Pat: Nor could I.

Liz: You're a couple of snobs. We live among real people, who treat us as a real people. We prefer to be independent. It's nice to belong to the city and to do things outside the university.

Henry: What sort of things do you do outside the university?

Liz: Well, there's a group of us who go and help in a home for handicapped children. And I sing in the city Bach choir. We get on well with the local people — not like Henry and the people in Cambridge.

Henry: Oh, most of us get on very well with the local people. Cambridge isn't a big place.

Liz: So you're sorry you chose Cambridge?

Henry: No, I'm reading chemistry and Cambridge is one of the best universities for any science subject. Besides, Cambridge, like Oxford, has got a special atmosphere.

Pat: I chose my university because of its progressive ideas on education and its broader and more varied courses. Many of the new universities are experimenting with new subjects. And besides I am fond of this «seminar» system which is common in the new universities. It works, because we get on well with the professors and lecturers. Some of them aren't much older than we; and they don't mind at all, if we disagree with them.

Liz: You're lucky. We have classes, but we hardly ever ask questions or discuss anything. The profs don't seem to be able to do anything but lecture. Besides, the course itself is out of date. It hasn't changed for twenty years.

Henry: Just so the professors and lecturers are more interested in their own research than in helping students in their studies. However, we attend lectures given by some of the most brilliant scholars in the country. I go to classes as well as to lectures, but most important person in my academic life is my tutor. I enjoy my weekly tutorials.

Tasks

1. Read the dialogue for detailed understanding.
2. Retell the dialogue, as if you are one of the participants.
3. Act out your own dialogues: a) "Living conditions at the University, b) "My extracurricular activities".

Vocabulary

- 1) a nursery (primary, secondary, grammar, technical, secondary modern, comprehensive, boarding) school – младшая школа/детсад (начальная, средняя, средняя классическая, техническая, средняя современная, школа для детей с разными способностями, школа-интернат)
- 2) attend, ~ school/classes – ходить в школу/посещать учебное заведение, посещать/ходить на занятия
- 3) authority/authorities – власть/сила, власти/представители власти
- 4) to pass laws – принимать законы
- 5) compulsory – обязательный
- 6) core subjects – основные/базовые предметы
- 7) to be concerned with – быть озабоченным/обеспокоенным чем-либо
- 8) to squeeze into – с трудом вместить/ "втиснуть"
- 9) proper/appropriate – соответствующий
- 10) vast – обширный
- 11) public/private – государственный (общественный)/частный
- 12) to encourage – поощрять/способствовать
- 13) to arrange, arrangement – организовывать, организация/расстановка
- 14) inclination – склонность
- 15) rigid streaming – жесткое разделение (напр. по способностям)
- 16) fair, unfair, reactionary – честный/честно, нечестный/нечестно, реакционный
- 17) to deny – отрицать/отвергать

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- 18) advancement – прогресс/успех/развитие
 - 19) abilities, similar ~, mixed ~ – способности, одинаковые ~, смешанные ~
 - 20) coherent – связанный
 - 21) further – дальнейший
 - 22) appeal against smth. – выступать против чего-либо
 - 23) level – уровень
 - 24) grade – класс (напр. первый класс средней школы и т.п.)
 - 25) crucial – важный/жизненно необходимый
 - 26) to go on for higher education – продолжать образование до получения высшего
 - 27) institutions – учреждения
 - 28) academic merit – академические заслуги/итоговые оценки в школьном аттестате
 - 29) fee – плата
 - 30) grant, stipend – грант, стипендия
 - 31) research – исследование
 - 32) part-time – на неполный рабочий день
 - 33) course work/paper – курсовая работа
 - 34) various courses – различные курсы
 - 35) assess, assessment – оценка, оценивание
 - 36) evidence – доказательство/свидетельство/признак
 - 37) curriculum/syllabus – учебная программа
 - 38) tempt into corruption – склонять к коррупции/способствовать возникновению коррупции
 - 39) to respond, response – отвечать, ответ
 - 40) fluent – быстрый/беглый (о речи)
 - 41) to hesitate – сомневаться
 - 42) to stumble – запинаться/спотыкаться
 - 43) the source of funding – источник финансирования
 - 44) free (~of charge) – бесплатный
 - 45) to go on for higher education – продолжать образование до получения высшего
 - 46) to enter the university, university enterant, entry – поступать в университет, абитуриент, поступление
 - 47) to graduate from – закончить
 - 48) to apply to the university – подать заявления для поступления в университет

- 49) to obtain a degree – приобретать степень
 50) Bachelor of Arts (Science, Law) – бакалавр искусств (наук, юриспруденции)
 51) to leave much to be desired – оставляет желать лучшего
 52) to compete for – соревноваться
 53) option, optional subject — выбор, предмет по выбору
 54) lecture, seminar, workshop, tutorial – лекция, семинар, мастер-класс/семинар, индивидуальное занятие/консультация
 55) term – семестр/условие (напр. контракта)
 56) halls of residence – студенческое общежитие
 57) bedsitter – койка-место
 58) to read chemistry, biology etc – изучать химию, биологию

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

Part 1

1) состояние кризиса; 2) школа с классами, где учатся дети разных способностей; 3) принять закон об образовании; 4) обеспечить изучение детьми основных предметов; 5) курс естествознания; 6) соответствующее базовое образование; 7) школы, где дети живут и учатся; 8) выполнять простые арифметические действия; 9) неформальная обстановка; 10) передвигаться относительно свободно, а не сидеть за партами; 11) следовать своим наклонностям; 12) слабые дети; 13) младшие школы, расположенные по соседству друг от друга; 14) принимать детей разных способностей; 15) практиковать строгое разделение детей по способностям; 16) отказывать в возможности улучшения своего образования; 17) классы/группы детей с разными/одинаковыми способностями; 18) национальный экзамен; 19) предметы по выбору; 20) целостное образование; 21) комплексные знания; 22) переводить в оценки; 23) подавать апелляцию на оценку; 24) разностороннее образование; 25) узкая специализация;

Part 2

1) государственные учреждения; 2) выпускная работа исследовательского характера; 3) предлагать курсы для получения степени; 4) курсы повышения квалификации; 5) очно, заочно; 6) оценивание в течение всего периода

обучения; 7) учебная программа; 8) принимать во внимание; 9) быть щедрым/строгим в оценивании; 10) делать упор на устный/письменный ответ

Exercise 2. *Give the Russian for:*

Part 1

1) laws govern the school age and working hours; 2) local/federal authorities; 3) to squeeze smth. into a timetable; 4) the government is concerned about; 5) the vast majority; 6) children are expected to learn; 7) basic practical and social skills; 8) children are more encouraged; 9) subject teachers; 10) clever children flourish in either type of class; 11) those who are at the bottom will always be at the bottom; 12) to consider rigid streaming reactionary and unfair; 13) the most common solution; 14) academic pupils/subjects; 15) examinations involve written paper; 16) to go on for further training for employment; 17) A-level is intensively studied in three subjects; 18) university places are awarded on the basis of A-level grades; 19) it is unfair to pupils to be forced to specialize soon;

Part 2

1) entry is by academic merit; 2) those who win places get their fees paid and are paid a grant; 3) to complete a degree; 4) to award a degree on the basis of; 5) to compete for places to do graduate research work; 6) lower courses; 7) clear expression of arguments, intelligent selecting of evidence and reaching conclusions, and rational judgment; 8) 'optional short courses; 9) mixture of bits and pieces for the degree; 10) academic corruption; 11) anonymous examination papers; 12) to be fluent/ to hesitate and stumble; 13) to distinguish between effort and achievement; 14) to challenge the bone-idle boy or girl

Exercise 3. *Answer the questions to the texts:*

Part 1.

1. Who shares the responsibility about education in Britain?
2. What are 'core' subjects?
3. What problem with the timetable can occur and why?
4. How are schools divided according to the source of funding?
5. What is the atmosphere in a primary school?
6. What are the opinions about rigid streaming?
7. What can you say about exams?

8. How important are A-levels?

Part 2.

1. How do students enter the university?
2. How is degree awarded?
3. What kinds of assessment exist in British universities?
4. What is the disadvantage of 'mixed' courses?
5. Why is it important to distinguish between achievement and effort?

Exercise 4. *Ask questions to match the following answers. Think of all possible variants:*

Part 1

1. A: ...?
B: It's a school where children are not divided according to their abilities.
2. A: ...?
B: No. I support proper basic education.
3. A: ...?
B: In Britain these are English, Maths, science and a foreign language.
4. A: ...?
B: Independent schools.
5. A: ...?
B: They live and study there.
6. A: ...?
B: No. At this period children study with subject teachers.
7. A: ...?
B: We move freely during classes.
8. A: ...?
B: Because we consider asking questions and understanding relationships more important.
9. A: ...?
B: Yes I am. I think clever and slow children must be separated.
10. A: ...?
B: In Britain it happens when they are 16. This exam is rather difficult.
11. A: ...?
B: No. Some of them enter the University.

12. A: ...?

B: Out of hundred. And then converted into grades.

13. A: ...?

B: Very. Because university and polytechnic places are awarded on their basis.

Part 2

1. A: ...?

B: You do it only by academic merit.

2. A: ...?

B: In three or sometimes four years.

3. A: ...?

B: Only a minority. Others look for jobs.

4. A: ...?

B: On the basis of continuous assessment usually.

5. A: ...?

B: Oral mostly.

4. A: ...?

B: No. We always follow the syllabus.

5. A: ...?

B: Not all of them, of course. There are many optional ones too.

6. A:

B: No. Sometimes she is quite harsh with her marks.

7. A: ...?

B: I'm against this idea. I prefer to have coherent body of knowledge.

8. A: ...?

B: It happens because more emphasis is made on written work.

Exercise 5. *Insert prepositions where necessary:*

Part 1

1. Children start school ... the age of 5-6.

2. Organization ... education ... Britain is the responsibility ... local authorities.

3. They spend large proportion ... time ... such subjects as Maths and Sciences.

4. How can we squeeze another foreign language ... our timetable?

5. We argue ... proper basic education.

6. Every day schoolchildren find ... something new.

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7. We make more emphasis ... speaking rather than reading and writing.
 8. Russian classrooms are very formal ... arrangement.
 9. In our educational institutions students spend most of their time at a class sitting ... rows.
 10. We accept children only ... neighboring junior schools.
 11. We do not send slow children ... another school.
 12. Rigid streaming give no chance ... children ... the bottom.
 13. It is unfair ... my child. It gives no opportunity ... educational advancement.
 14. Tomorrow we are having an exam ... Biology.
 15. We wrote papers ... those subjects.
 16. Oral responses are marked ... five.
 17. How can I convert it ... grades?
 18. ... the end of the year he will go ... employment.
 19. This summer I am trying to enter ... the University.
 20. Is there any chance for appeal ... my examination mark?
 21. University places are awarded ... the basis of entrance examinations.

Part 2

1. Entry is ... academic merit.
2. I entered the University ... seventeen.
3. Who is going to compete ... places to do graduate research work?
4. In a year I will go ... the world to look ... a job.
5. He received qualification ... studying part-time ... different courses.
6. What is assessment like ... university level?
7. Are students suppose to follow ... a syllabus?
8. Which marks should we take ... account?
9. Many students are delighted ... the opportunity of optional subjects.
10. Students need coherent body ... knowledge ... their degree.
11. This teacher is not generous ... marks.
12. Such measures can tempt them ... academic corruption.

Exercise 6. *Paraphrase the sentences using the active vocabulary:*

1. What do you think about strict devision of children according to their abilities.
2. They have changed the system of marking.
3. This student speaks English quickly.
4. These subjects are not obligatory.

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5. Most students in Russia receive stipend.
 6. Which subjects are included into the curriculum?
 7. Smart children do good at any school.
 8. Children are inspired to creative work.
 9. They will learn main practical skills.
 10. Was she going to continue her education?
 11. It isn't a usual decision of discipline problems.
 12. We try to differentiate between effort and achievement.
 13. There are many clever students in every country.
 14. The course of studies consists of a certain number of subjects.
 15. The task won't be difficult.
 16. We have paid attention to marks for your essays and compositions.
 17. Is the professor strict with his marks?
 18. We want to have systematic knowledge.
 19. Our teacher practice assessment during each semester.
 20. They do not have opportunities for further education.
 21. Can it be one of the basic subjects?

Exercise 7. *Find the opposites:*

1. The student was fluent during his report.
2. They have mostly written exams.
3. He goes to a class with rigid streaming.
4. She has just entered the University.
5. It is an easy sentence for translation.
6. Last year it became a public institution.
7. Why are they so generous with marks?
8. Students acquire bits and pieces from different spheres of knowledge.
9. I am interested in getting 'deep' education.
10. The local authorities don't worry about educational problems.
11. Children from poor families are given the opportunity for educational advancement.
12. He was deprived of a scientific degree.

Exercise 8. *Insert the words from the vocabulary of the Unit:*

1. Is education in the UK expensive? – Yes, it is. The ... is rather large.
2. I'm against Children should not be divided according to their abilities.

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3. At the University you should get a ... body of knowledge but not bits and pieces of information.
 4. There are too many subjects in the curriculum. How can we ... one more?
 5. Why are you ...? Are you not sure of what you're saying?
 6. There are some obligatory subjects and some ... ones.
 7. Students on campus live in
 8. After finishing school he ... the university.
 9. I'm a university student, so I can work only
 10. What are the criteria for ...? – Level A presupposes that the whole work is done correctly, Level B demands eighty percent and so on.
 11. People enter the university It means that the higher are the results of your entrance exams – the better.
 12. The ... is difficult: many complicated subjects are included into it.
 13. Is the quality of their education good? – No. It
 14. The academic year is divided into two
 15. She ... of Bachelor of Arts last year.
 16. This question requires a detailed

Exercise 9. *Translate into English:*

1. Почему правительство не обеспокоено кризисом в сфере образования?
2. Сейчас я стараюсь получить целостную систему знаний, а не знания отрывочного характера, достаточные для приобретения степени.
3. Когда дети из бедных семей были лишены возможности улучшить свое образование?
4. Вчера на экзамене она говорила быстро, а не сомневалась и запинаясь.
5. У вас в университете большинство экзаменов устные или письменные?
6. Поступление студентов в университет зависит от их оценок по академическим предметам.
7. Когда вам присвоили степень бакалавра?
8. Министерство образования поддерживает строгое разделение по способностям или школу, где учатся дети разных способностей?
9. Что вы включили в учебную программу помимо основных предметов?
10. Он не раздает оценки направо и налево, наоборот, он слишком строг.
11. В этом университете преподаватели не делают разницы между стараниями и достижениями студентов.
12. Много лет назад мы не поощряли детское творчество.

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13. Письменные работы оцениваются по стобалльной системе, количество баллов переводится в уровни.
 14. Мы подали апелляцию на оценку, но безрезультатно.
 15. Весь прошлый год они задавали сообразительным детям трудные вопросы.
 16. Он все еще выполнял выпускную работу исследовательского характера.
 17. Ты получил разностороннее или «узкое» образование?
 18. Почему дети все еще выполняют простейшие арифметические действия?
 19. Когда они заканчивали университет, образование было бесплатным.
 20. Мы увидели, что дети передвигались по классу относительно свободно и следовали своим наклонностям.
 21. У меня нет желания втискивать этот предмет в расписание.
 22. В детском саду мы уделяем больше внимания развитию практических навыков и навыков общения.

Communicative Exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. It is difficult to determine the amount of core subject at school.
2. In private and public schools the quality of education is the same.
3. All classrooms should be informal in arrangement.
4. Slow children should be given a priority in schools with mixed abilities.
5. Rigid streaming is unfair discrimination.
6. Examinations in form of testing is much more effective.
7. It is bad to specialize early at school.
8. There are many problems connected with assessment at schools and universities.
9. The emphasis should be made on oral work.
10. Living in the dorm has bad influence on the result of your study.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Modern tendencies in British education.
2. Modern tendencies in Russian education.
3. your experience of entering the university.
4. Your studies at the university.
5. Students' living conditions and their influence on their studies.

Exercise 3. *Speak on:*

1. Difference between British (American, Canadian...) system of education and the system of education in Russia.
2. Advantages and disadvantages of modern tendencies in Russian education.
3. Your University.

UNIT 4. MEALS

Part 1

Food, drink and eating out

The English, though you will find them friendly, do not rush to invite people to their homes – a great pity, but a fact. However, a minority are extremely hospitable, and you may find yourself invited to someone's home for an evening, or at midday – or indeed, for afternoon tea.

Homes and individuals differ so much that it is impossible to generalize about what you will find. But there is an underlying 'pattern' to English hospitality which differs from the Russian 'pattern'. Let us suppose you have been invited out for the evening. You will be given a meal, but it will not be waiting for you as soon as you arrive. First there is a period of anticipation, when people sit around, talking, getting to know each other, sipping a preparatory drink. Assuming your hosts drink alcohol, you will be offered a drink. You may prefer a soft drink. You will eat nothing, except, possibly, a few tiny biscuits. Don't expect much to drink at this stage: you may be offered a second drink but very rarely more, and you will have to reconcile yourself to it. You may find yourself talking for half an hour or even an hour.

Meals will certainly have two courses, and if the occasion is fairly formal, quite probably three courses: a 'first course'/'starter' which will be light and probably cold, or a soup; a 'main course' which will be meat or fish and vegetables, unless your hosts are vegetarians, and a sweet course – a pudding or cheese or fruit. There will probably be bread around, but don't expect to eat half of the loaf.

Your hosts will have prepared and cooked meals and they will normally expect to serve it. If you are asked to 'help yourself', then do so, but very often the hostess will serve out food onto plates and pass it round. Traditionally, when everyone has finished the first helping, you will be asked if you would like a second one. This may mean waiting while someone else slowly empties his or her plate, but it is polite to wait rather than to serve yourself to a second helping. Your hosts' job is to make sure that everyone is served fairly. And don't heap potatoes or rice or whatever onto your neighbour's plate unless you are asked to. Most people in Britain make an effort to finish what they are given. Leaving food is considered wasteful. Food is precious. If you are not feeling hungry, ask for a small helping.

At the meal you will be offered either wine or beer, though you can of course stick to water. English drink is for the pleasure of tasting wine or beer with food over a long period. Your host will pour the wine or beer. Do not help yourself to wine or beer unless asked to do so. After the meal (and by all means offer to help clear up, but

accept your hosts' word if they say, 'No, thank you') you may move to another room, to drink coffee or tea and continue talking. You may (or may not) be offered another drink, perhaps more beer, or spirits or a sweet liqueur. Again, your hosts will pour this and you are not expected to finish the bottle.

Parties are different. Even at parties, however, unless they are very young, guests expect to drink quite a bit but not to get drunk. Spreading the drink out is part of the pattern. It is customary for friends going to a pub to buy drinks for each other. As a guest you will probably not be expected to buy drinks at all, but if you do want a second drink and no one seems to be offering, you should ask at least one other person from the group who has finished his or her drink, 'What would you like?' Solitary buying if you are with friends is unfriendly. The standard English pub drinks are beer or lager, and you can sip your beer over a long, long period. Spirits: whisky, brandy, 'gin and tonic' are expensive, so make sure your hosts have that kind of money. It is not fair to ask for expensive drinks from students or people who are hard up. Like young people all over the world, they have their own codes for being generous without getting into debt and you should respect those codes. Being short of money in a market economy is very serious because everything depends on money. On the other hand, middle-aged business or professional people will probably be happy to buy you a whiskey or a gin.

Tasks

1. Read the text for detailed understanding. Translate the following passages of the text: 2, 4-5.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) an English person;
 - 2) a Russian guest;
 - 3) an American who came to Britain.

Part 2

Food and drink in the US

What is 'American' food? The answer is that it is part Italian, part British, part German, part Mexican, part Chinese. When people from other countries came to live

in the US, they brought different cooking traditions. Some of them opened restaurants and food stores, and today Americans enjoy food from all over the world.

Over the years, some foreign dishes changed a little. ‘Tex-Mex’ food is popular in Texas and other states in the Southwest. But it is not quite the same as the Mexican food you will find in Mexico. Doughnuts were originally from Holland. But doughnuts with a hole in the middle are American. In 1847 a young boy complained to his mother that her doughnuts were never cooked in the middle. He cut out the centers and his mother cooked them – and they were delicious!

Maybe the US is most famous for ‘fast foods’. The first fast food restaurants served hamburgers, but now they serve other kinds of food as well. Many fast food restaurants have a drive-in section. Here you can order and pick up your food without even getting out of your car! Inside there is often a ‘salad bar’, where you can help yourself to as much salad as you want.

Americans eat out a lot, and when they go to a restaurant, they don’t expect to be hungry afterwards. Most restaurants will put a lot of food on your plate – sometimes it can be too much. But if you can’t finish it all, don’t worry: the waiter will bring you a ‘doggy bag’ and you can take it home with you.

Busy people don’t have a lot of time to cook at home, and so snack and convenience foods are becoming more popular. Most Americans now have a light breakfast instead of the traditional eggs, bacon, toast, hashbrown potatoes, orange juice, and coffee. But on weekends there is more time, and a large late breakfast or early lunch (‘brunch’) is often eaten with family or friends. And if guests come to lunch or dinner, the hosts will make something special. It might be Mexican enchiladas, Japanese sushi, or Italian lasagna – or it might be good old American steak.

Many people take a bottle of wine or some flowers when they are invited to dinner at someone’s home. At a ‘pot luck’ dinner, all guests bring something to eat. You should ask your hosts what kind of food they would like you to bring. Usually it is a salad, vegetable or a dessert. When you are invited to dinner, it is usual to arrive ten or fifteen minutes late. It gives the hosts time to finish their preparations.

Tasks

1. Read the text for detailed understanding. Translate the following passages of the text: 1-2, 4-5.
2. Give the summary of the text.
3. Retell the text as if you were:

-
- 1) an owner of the fast-food restaurant;
 - 2) a Russian student in America;
 - 3) a British student in America.

Dialog A

Anne is a schoolgirl; James is a schoolboy; Mr Jones is a businessman; and Miss Eccles is a cook.

Anne: I never want any breakfast. Just a cup of tea and a piece of toast...

James: I don't eat much either. Just some cornflakes, and an egg, and coffee, and toast and marmalade.

Anne: I call that a huge breakfast!

James: No, it isn't! Anyhow, I haven't time for any more during the week when I have to get to school.

Mr Jones: Well, what do you have at the weekend, James?

James: Oh, on Sundays it's different. I have orange juice, then porridge, with sugar and cream, and bacon and sausages — and scrambled eggs, of course — and coffee and toast and honey.

Anne: What do you have, Mr Jones?

Mr Jones: Oh! I never change, I always have the same; bacon and eggs. And coffee, of course.

Miss Eccles: But you don't have to cook it yourself, do you?

Mr Jones: Well, no. My wife cooks the breakfast. She cooks the most perfect bacon and eggs in the world! I can smell them cooking, while I'm shaving. I just couldn't start the day in any other way!

Miss Eccles: You're lucky. I have to cook other people's breakfasts. I never eat any myself. Just half a grapefruit and a cup of tea for me.

Anne: You're like me. I can't think how people eat those great huge meals at eight o'clock in the morning!

Mr Jones: You see, James, women always want to keep fit. They're afraid of getting fat...

Miss Eccles: There's just one thing: sometimes, when I'm on holiday, I have a special treat...

Mr Jones: And what's that?

Miss Eccles: A lovely, fat, juicy kipper!

James: Oh, I'd forgotten about kippers! They're the best of all!

Tasks:

1. Read the dialog for detailed understanding.
2. Retell the dialog, as if you are one of the participants.
3. Act out your own dialog on the analogy.

Dialog B

Ann and Fred are newly-weds, Jane, a group mate of theirs, comes on a visit to them.

Ann: Good morning, Jane. Come in, please.

Jane: I hope Fred is at home?

Ann: Yes, he is. So nice of you to have come. We are about to have dinner. Will you dine with us?

Jane: With great pleasure.

Ann: That's fine. I'm off to lay the table. Excuse me, please.

Jane: By all means.

(At table)

Jane : It's good to be in a company like this, I admit.

Ann: Let me help you to some salad, Jane.

Jane: Please, do. It looks so inviting. That's quite enough, thank you.

Ann: Some soup, Jane?

Jane: Why, yes. I think I could manage a plateful.

Ann: How do you find the salad?

Jane: Awfully nice. I have never tasted such a lovely salad; will you tell me how you make it?

Ann: I'm glad you've enjoyed it and it's very nice of you to say so. It is quite easy to make. I'll write down the ingredients and the directions for mixing.

Jane: Thank you very much. Don't you think it's lovely, Fred?

Fred: Yes, it is, indeed. Kindly pass me the salt, Ann, will you?

Ann: Here you are. Some more bread, Fred?

Fred: Yes, please. What comes next, Annie?

Ann: Chops with roast potatoes and vegetables.

Fred: And what follows that?

Ann: Wouldn't you like to make a guess?

Fred: Ice-cream, I suppose.

Ann: There you are wrong, Fred, it's coffee.

Jane: Coffee? It's just to my taste.

Ann: I am happy that I've suited your taste, Jane. Do you take milk in your coffee?

Jane: Yes, I like it milky.

Fred: Well, Jane, what about fruit?

Jane: I'd be delighted.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog, as if you are one of the participants.
3. Act out your own dialog on the analogy.

Dialog C

Mrs Smith: Hello, Mrs Brown! How nice of you to drop in! I'm so glad to see you.

Mrs Brown: Hi, Mrs Smith! How are you?

Mrs Smith: Fine! Jane and I are just having a cup of tea. Do join us!

Mrs Brown: With great pleasure! I've been doing some shopping, and I am a bit thirsty. I'd enjoy a cup with you.

Mrs Smith: Jane, lay the table for Mrs Brown and bring some fresh buns and rolls from the pantry. I haven't any cake to offer you today, Mrs Brown, but I can treat you to a wide choice of jams, I've made this year.

Mrs Brown: Sounds absolutely fantastic! I'm especially fond of strawberry and black currant.

Mrs Smith: Me too. Jane prefers cherry. And we always have several jars of raspberry jam in the house in case of colds.

Mrs Brown: It's surely a good remedy.

Mrs Smith: Strong or weak tea, Mrs Brown?

Mrs Brown: Weak, please. What tasty buns you're having here! Are they from the baker's?

Mrs Smith: Jane did the baking today. She likes cooking a lot.

Mrs Brown: Would you mind telling me the recipe?

Mrs Smith: Most willingly. All you need is a few cups of flour, some shortening (fat), a little yeast, four egg-yolks, a glass of milk and sugar. You knead the dough stiff, and then cut it up into tiny buns. When the dough has risen, you bake the buns in a hot oven for 20-25minutes.

Mrs Brown: Oh, it's rather quick and not much trouble. Served with tea, they are delicious.

Mrs Smith: Help yourself to some more, Mrs Brown.

Mrs Brown: They're just wonderful with strawberry jam.

Mrs Smith: Have another, my dear! And won't you have another cup of tea?

Mrs Brown: Thank you.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog, as if you are one of the participants.
3. Act out your own dialog on the analogy.

Vocabulary

1. Food and drink

- 1) hospitable – гостеприимный
- 2) to invite – приглашать
- 3) anticipation – ожидание
- 4) wasteful – расточительный
- 5) precious – драгоценный
- 6) food – пища, съестные припасы
- 7) ham – ветчина
- 8) meat – мясо
- 9) egg – яйцо
- 10) scrambled eggs – яичница
- 11) honey – мёд
- 12) porridge – овсяная каша
- 13) cornflakes – кукурузные хлопья
- 14) buttered toast – подрумяненный хлеб с маслом
- 15) potatoes – картофель
- 16) sausage – колбаса
- 17) vegetables – овощи
- 18) juice, juicy – сок, сочный
- 19) cream – сливки
- 20) pastry – печенье, выпечка
- 21) tinned fish – рыбные консервы
- 22) kipper – копченая рыба
- 23) fat, shortening – жир, добавляемый в тесто для рассыпчатости

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- 24) buns, rolls – булочки
 - 25) strawberry – клубника
 - 26) black currant – черная смородина
 - 27) raspberry jam – малиновое варенье
 - 28) strong tea – крепкий чай
 - 29) weak tea – слабый чай
 - 30) yeast – дрожжи
 - 31) soft drinks – прохладительные напитки
 - 32) spirits – спиртные напитки
 - 33) strong drinks – крепкие напитки

2. Meals

- 1) meal – пища, прием пищи
- 2) to sip a drink – потягивать (медленно пить) напиток
- 3) to eat out – обедать (ужинать) в ресторане (кафе,...)
- 4) tiny – крошечный
- 5) “first course”/”starter” – первое блюдо
- 6) “main course” – главное блюдо
- 7) “sweet course”/dessert – десерт
- 8) to heap – много накладывать
- 9) to feel hungry – быть голодным
- 10) to stick to – придерживаться чего-либо
- 11) to offer – предлагать
- 12) to spread the drink out – разносить/раздавать напитки
- 13) snack – легкая закуска (to have a snack – перекусить)
- 14) “pot luck” dinner – обед «в складчину» (когда все гости приносят салаты и/или сладкие блюда)
- 15) to clear up – убирать со стола
- 16) to lay the table – накрывать на стол
- 17) to serve the dishes – подавать блюда
- 18) tasty, delicious – вкусный
- 19) to cook – готовить
- 20) to dine – обедать
- 21) to get fat – полнеть
- 22) to treat smb to smth – угощать кого-либо чем-либо
- 23) to taste – пробовать

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- 24) white coffee, black coffee – кофе с молоком, черный кофе
 25) to be thirsty – испытывать жажду
 26) a good remedy – хорошее средство
 27) to do the baking – печь
 28) dough – тесто (достаточно круто замешанное), to knead the stiff – круто замесить тесто, batter – жидкое тесто (для блинов, оладьев и некоторых видов тортов)
 29) pantry – кладовая
 30) hot oven – горячая духовка
 31) reasonable price – приемлемая цена
 32) to grate – натереть на терке, grater – терка
 33) to mince – молоть, mincer – мясорубка
 34) to chop – крошить/резать кусочками или кубиками
 35) to slice – нарезать тонкими ломтиками

Conversational formulas:

- Help yourself to – угощайтесь
 It looks so inviting – выглядит так аппетитно
 I could manage a plateful – я бы съел целую тарелку
 It's just to my taste – это мне по вкусу
 Pass me... – передайте...

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

- 1) быть очень гостеприимным; 2) обедать в ресторане; 3) быть приглашенным на обед; 4) подать первое блюдо; 5) накладывать рис на тарелку; 6) разносить прохладительные напитки; 7) предложить дорогие спиртные напитки; 8) предпочитать пищу быстрого приготовления; 9) перекусить в кафе; 10) придерживаться диеты; 11) полнеть; 12) угодить вкусу сестры; 13) заказать кофе с молоком; 14) зайти куда-либо; 15) широкий выбор блюд; 16) мороженое на десерт; 17) угостить подружку печеньем; 18) убирать со стола; 19) готовить вкусные блюда; 20. накрывать на стол.

Exercise 2. Give the Russian for:

1) a period of anticipation; 2) to sip a preparatory drink; 3) to prefer soft drinks; 4) to serve yourself to a second helping; 5.) to be considered wasteful; 6) solitary buying of drinks; 7) to spread brandy out; 8) to have a drive-in section; 9) snack and convenience foods; 10) “pot luck” dinner; 11) a huge breakfast; 12) I am off to lay the table; 13) it looks so inviting; 14) I could manage a plateful; 15) it’s just to my taste; 16) he is especially fond of strawberry; 17) to bring different cooking traditions; 18) to order delicious dishes.

Exercise 3. *Answer the questions to the texts:*

Part 2

1. Do the English often receive guests?
2. Are the patterns of English and Russian hospitality the same?
3. What is anticipation period? Do they drink much alcohol during this period?
4. How many courses do usually meals have? What are they?
5. Are there any traditions to serve a guest during a meal?
6. What are the patterns concerning food?
7. What drinks do they serve at the meal? What are the patterns concerning drinks?
8. What should you do when you finish eating by all means?
9. What are drinking patterns at parties?
10. What actions are considered unfriendly and unfair?
11. What are the standard English pub drinks?

Part 2

1. What cooking traditions are there in the US?
2. What is the story of American doughnuts?
3. What is the US most famous for? How are these restaurants arranged?
4. Do Americans eat out a lot or rather have meals at home? Do they put little food on your plate in cafes and restaurants?
5. What can visitors ask for if they haven't finished their food?
6. Do busy people cook a lot at home?
7. Are there any changes in breakfast traditions?
8. Are an everyday meal and a meal on weekends different?
9. What is a “pot luck” dinner?

Exercise 4. *Ask questions to match the following answers. Think of all possible variants:*

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1. A: ...?
B: Yes, I'd like a grilled cheese sandwich and a small salad, please.
 2. A: ...?
B: If the hosts are vegetarians the "main course" will be vegetables.
 3. A: ...?
B: No. You will eat nothing, except, possibly, a few tiny biscuits.
 4. A: ...?
B: Usually the hosts' job is to make sure that everyone is served fairly.
 5. A: ...?
B: After meal we may drink some coffee or tea and continue talking.
 6. A: ...?
B: Yes. When people from other countries came to live in the US, they brought different cooking traditions.
 7. A: ...?
B: Pepsi, please.
 8. A: ...?
B: We have ice cream and pie for desert.
 9. A: ...?
B: That sounds good. I'll have a cup of the soup, please.
 10. A: ...?
B: There you can order and pick your food without getting out of your car.

Exercise 5. *Insert prepositions where necessary:*

1. ... dessert they took strawberry ice-cream.
2. In a cafe my boyfriend treated me...an ice-cream.
3. He helped himself... a large piece of apple-pie.
4. ...breakfast I prefer...buttered toasts and white coffee.
5. Yesterday my sister was invited... her girl-friend's home for an evening.
6. As far as I know Americans are famous... fast foods and they also eat... a lot.
7. The guests are coming soon. Will you help me to lay... the table?
8. Drop... ... the baker's and buy some bread.
9. These delicious biscuits are just... my taste.
10. I'm fond ... iced orange juice.
11. Sometimes when I'm ... holiday I have a special treat.
12. Will she dine ... us? No, she is always ... a diet, 'cause she's afraid ... getting fat.

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13. Will you pass a half ... grapefruit and a cup ... tea ... Mr. John?
 14. It's the perfect bacon ... the world!
 15. Will you pass ... me the salt, please!
 16. Next will be chops ... roast potatoes and vegetables.
 17. Coffee ... milk? It's just ... my taste.
 18. I am having a cup ... tea. Do join ... me.
 19. Liz, will you bring some fresh bagels ... pantry?
 20. My granny's made a wide variety ... jams this year, ...example raspberry jam ... case ... cold.

Exercise 6. *Paraphrase the sentences using the active vocabulary:*

1. Let's take a pudding and ice-cream for a sweet course.
2. My sister is keeping to a diet now. That's why she eats no cakes, chocolate, ice-cream.
3. Americans prefer having a meal at restaurants and in cafes.
4. There's always a wide choice of very tasty dishes on the menu at this restaurant.
5. I'm so hungry. Let's drop in the cafe and have a bite.
6. Tom and Nick are going to the canteen to have dinner.
7. Who's turn to take away the dirty dishes today?
8. When my friends and I come to the restaurant we choose the dishes that we like.
9. It's my mother's birthday today. I must help her prepare the table for supper.
10. You'd better drink your beer in small mouthfuls.
11. For dinner her Granny usually prepares the first and the main course.

Exercise 7. *Find the opposites:*

1. Nobody values food.
2. Help yourself to the apple-pie. – No, thank you. I feel contented.
3. This mushroom soup is tasteless.
4. At the meal you will be offered a strong drink.
5. My daughter always helps me to lay the table.
6. Most Americans have a huge breakfast on week-days.
7. I don't like this pudding.
8. You are getting thinner every minute.
9. As for me I prefer weak tea.
10. I don't want to drink anything.
11. The best thing about bagels is that they are huge.

Exercise 8. *Insert the words from the vocabulary of the Unit:*

1. The Russians are very They like to have people over and treat them with tasty dishes.
2. Whiskey, please! – Sorry, we don't serve ... here.
3. After the dinner we helped the hostess
4. I'm Can I have a glass of water?
5. Have you ... the meat for making veal cutlets?
6. Yesterday we were invited to ... dinner. All the guests including us brought some salads and deserts.
7. I'm not so hungry. Don't ... rice onto my plate, please!
8. ... the potatoes very thin and put them on a frying pan.
9. Don't leave food on your plate! Food is
10. We should quickly ... the table. Our guests will arrive in ten minutes.
11. If you eat so much pastry you'll
12. No substantial meal, please! I just want to
13. What are we having for the ... today? – Meat and potatoes.
14. Have you enjoyed the salad? – Yes, it's
15. Every dinner begins with an ... period.
16. We always ... steak with vegetables.
17. You should drink ... if you need a lot of vitamins.
18. You'd better ... your beer instead of drinking it quickly.
19. If you want white coffee put ... into it.
20. Do you feel contented? – Not actually. These biscuits were so
21. Dough rises if you put enough ... in it.
22. They invited us for lunch and ... us with lots of tasty things.
23. Salad is a typical ... at every substantial meal.
24. They have their own bee-garden. Their ... is very tasty.

Exercise 9. *Translate into English:*

1. Миссис Браун предложила своей подруге чашечку кофе с молоком.
2. Ты предпочитаешь крепкий чай?
3. Догадайтесь, что у нас сегодня на десерт? – Что-нибудь вкусное? – Именно, мороженое с вишневым вареньем и шоколадными крошками.
4. Вы уже пробовали салат из фруктов? Он очень вкусный.

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5. Что ты любишь на завтрак? – Я предпочитаю начинать день с йогурта и фруктов.
 6. Сейчас время обеда. Хорошо бы перекусить.
 7. Ты любишь готовить? – По правде говоря, нет. Я люблю покупать готовые к употреблению продукты, которые достаточно просто подогреть в микроволновке.
 8. Что ты будешь на обед? – Я бы съел пару отбивных или котлет.
 9. Ну вот мы в столовой. Что ты будешь? – Дай посмотреть. Суп, ростбиф, салат и фрукты на десерт.
 10. Как хорошо, мисс Браун, что вы зашли. Я так рада вас видеть. Мы с Джейн как раз собирались выпить по чашечке чая. Вы к нам присоединитесь?
 11. Она сказала, что до того, как вышла замуж, она никогда не готовила так часто.
 12. Перед тем, как поставить булочки в духовку, Джейн подождала, пока они поднялись.
 13. Бабушка сказала, что может угостить нас черносмородиновым вареньем,
 14. которое она сделала прошлым летом.
 15. К полуночи все гости разошлись, и хозяйка убрала со стола.
 16. Когда мы пришли в кафетерий, все булочки с изюмом были уже проданы.
 17. Когда я пригласил ее пообедать в кафе, она сказала, что только что перекусила.
 18. Он помолол мясо, покрошил капусту, натер морковь и тонко нарезал сыр.
 19. Я сейчас на диете и поэтому съем только немного вареного мяса и овощей.
 20. Ты уже приготовила тесто на блины? – Я не собираюсь сегодня печь блины. Я приготовила тесто на пельмени.
 21. Я так хочу пить! Сегодня очень жарко.
 22. Моя подруга – вегетарианка, и поэтому она обычно ест овощи, фрукты, молочные продукты и иногда рыбу.
 23. Не могли бы вы передать мне соль, пожалуйста?
 24. Угощайтесь сливовым пирогом и кофе.
 25. Как насчет обеда, мама? – Он готов, ты можешь накрывать на стол.

Communicative exercises

Exercise 1. *Read the jokes and comment on them:*

Husband (angrily): What? No dinner ready! That's the limit! I'm going to a restaurant.

Wife: Couldn't you wait a few minutes?

Husband: Will it be ready then?

Wife: No, but then I'll be ready to come with you.

2

Do you know the story of a man having breakfast in an English hotel? The waiter gave it to him and then looking out of the window, said to the man, "It looks like rain, Sir". "Yes", said the man as he took a spoonful of soup, "and it tastes like rain too".

3

Do you know the story of a man having breakfast in an English hotel? He took a drink from his cup and then said to the waiter.

"Waiter, is this tea or coffee?"

The waiter said, "Can't you tell the difference, Sir, by the taste?"

"No", the man said. "I can't". "Well", answered the waiter. "If you can't tell the difference, what does it matter which it is?"

Exercise 2. *Complete and reproduce the dialog:*

At the restaurant

B:...?

A: It's a surprise. Here we are! They serve fantastic dishes of European cuisine here.

B:...?

A: Don't worry, they are quite reasonable.

Receptionist: ...?

A: Yes. We have a table reserved for 2 persons.

Receptionist: ...

A: Thank you. So, how do you find the place?

B:

A: I'm glad you enjoyed it. Let's see the menu. So, what shall we have?

B:

A: Good choice. And I'll have a three-course dinner. I'm awfully hungry.

A: Waiter! Iced orange juice and a glass of mineral water, please.

Waiter: ...?

A: ...?

B: Sweet Vermouth with rocks and a twist, please.

Waiter: ...?

A: I'll have whiskey with soda. Would you like any starters?

B:

A: And I'll have cucumber salad. Would you like any soup?

B:

A: And I'll have mushroom soup. What are the specials tonight?

Waiter:

A: Sounds fantastic! So, what will you take?

B:

A: The same for me.

Exercise 3. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. There are no better cooks than women.
2. Anticipation period is boring.
3. Leaving food on your plate is wasteful.
4. If you're invited by a foreign friend to a bar don't be shy to order whatever drinks!
5. At dinner you should drink quickly. When your glass is empty you should help yourself to the drink.
6. Solitary buying of drinks is not a polite thing.
7. In Russian cafes and restaurants it is not normal to ask for a 'doggy bag'.
8. 'Pot-luck' dinner is becoming more widespread in Russia.
9. Every nation has its traditional food.
10. It is hard to name authentic American dish.
11. There are many dishes we can call genuine Russian.

Exercise 4. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Favorite recipes.
2. Diets.
3. Fast food.
4. Healthy food.

Exercise 5. *Speak on:*

1. Recipe of your favorite dish.
2. Your week-day menu.

-
3. Possibilities of eating out.
 4. Fast food and convenience food
 5. Healthy nutrition

UNIT 5. SHOPS AND SHOPPING

Shopping in London and in the US

One of the features of London is the number of big stores, most of which are to be found in or near the West End. These stores are a mixture of tradition and modernity. They developed in the nineteenth century; they maintain the dignity of that century, yet they are always ready to follow new trends. The big stores of London are vast buildings, many stores high, equipped with speedy lifts and escalators, with well-planned lighting and ventilation.

Departments are carefully named; for example, “Budget Dresses” are really cheap dresses, “Mother-to-be” or “Lady-in-Waiting”, “Mix-and-Match”, “Unisex” (new trends in fashion) and many others. In these departments you can buy ready-made clothes. If you can’t find clothes that are the right size, you can go to a tailor’s shop. Clothes made to measure, are called tailor-made clothes.

Another feature of London’s shopping life is the chain-stores, in which the goods are displayed on open counters. A wide variety of goods is offered: foodstuffs, household goods, clothing and stationery. These chain-stores have branches in most British towns of importance.

One very well-known firm of chemists has shops in many parts of London; here you may buy not only medicines but also cosmetics and toilet supplies.

Dairy firms have shops in various parts of London, too, and in these you may buy not only dairy produce but also groceries, soap and household articles.

Moreover there are a lot of supermarkets in London. These large stores are brightly lit and usually well laid out. The goods are tidily arranged on trays and long shelves on which the various prices are clearly marked. There is plenty of room for the customers to walk about. The shelves are well stocked with a very wide selection of attractively packed goods – everything from quick-frozen food to washing powder, from shoe polish to new-laid eggs, from tinned fish to toothpaste. These stores operate on the self-service system: you go in, pick up a basket, walk round the shop and choose what you want. At the exit there is a check-out point, a cash-desk where you pay for all your goods together. The cashier reckons up the bill on a cash register which automatically adds up the various items. In the meantime another shop assistant packs the goods into your shopping bag.

In America, just as in England, you see the same shops with the same boards and windows in every town and village. Shopping, however, happens to be an art of its own and you have to learn slowly where to buy various things. If you are hungry, you go to the chemist’s. A chemist’s shop is called a drug-store in the United States; it is a

national institution and a very good institution at that. In the larger drug-stores you are likely to get drugs, too, but their main business consists of selling, stationery, candy, toys, fountain pens, furniture and imitation jewelery. Every drug-store has a food counter with high stools in front of it and there they serve various juice, coffee, ice-cream, sandwiches, omelette and other egg dishes.

If you want cigarettes, you are expected to go to the grocer; if you want to have your shoes cleaned, go to the barber. Men in America like to go to the hardware store. But most shopping is done at the mall. They have stripped malls as well as enclosed malls. As a rule women prefer going to the mall and almost 60 per cent of everything is sold in malls. Sometimes women just walk through the mall and look at things. They call this window shopping.

Tasks

1. Read and translate the text.
2. Make up a summary of the text.
3. Retell the text as if you were:
 - 1) a Russian person;
 - 2) an American;
 - 3) an English man.

Dialog A. At the Footwear Department

Salesgirl: What can I do for you, madam?

Customer: I'd like a pair of strong walking shoes for everyday wear.

Salesgirl: What size do you take in shoes?

Customer: My size is 37.

Salesgirl: Will you try on these brown shoes?

Customer: Don't you think that the heels are a bit too high for everyday wear?

Salesgirl: Well, yes, but such heels are all the fashion now. But you can try on another pair. This is a pair of nice flat-heeled shoes. Do they pinch?

Customer: I like them much better than those ones. Will you give me a shoe for the left foot, please? It's a perfect fit. How much are they?

Salesgirl: 30 dollars. Shall I wrap them up for you?

Customer: Yes, please? Where is the cash desk?

Salesgirl: It's at the end of the department. Thank you.

Customer: Thank you. Good-bye.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were a customer.
3. Act out your own dialog on the analogy.

Dialog B. At the Ready-Made Clothes Department

Customer: I'd like a summer frock.

Salesgirl: Certainly. What is your size?

Customer: 46. I'm stock size.

Salesgirl: The dresses on that rail are all size 46. Look them through and you may find something to your taste.

Customer: I want to try on this cotton dress.

Salesgirl: Sure. Here you are. The fitting room is over there.

Customer: Thank you. (a couple of minutes later) Does it fit?

Salesgirl: Perfectly but I don't think the color really becomes you. It's too dark.

Customer: Have you got something a shade lighter?

Salesgirl: I'm afraid, we haven't. Would you mind trying this light-blue one on?

Customer: But it's artificial silk. It's too hot for summer wear.

Salesgirl: Will you drop in in a couple of days? We are expecting most of our summer stock at the end of the week.

Customer: Yes, of course. Thank you. Good-bye.

Salesgirl: Good-bye.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were a customer.
3. Act out your own dialog on the analogy.

Dialog C. Buying Food Stuffs

Mother: Ann, will you, please, do the shopping today? I'm very busy.

Ann: Of course, I shall. What am I to buy?

Mother: I want to make a festive dinner tomorrow. Your aunt Liza and her husband promised to come and see us on Saturday.

Ann: What are you going to cook? Shall we have something special?

Mother: For the first course I want to make chicken broth. Buy a chicken, but mind, it mustn't be very fat.

Ann: Must I buy anything else at the butcher's?

Mother: If they have lean mutton, buy 2 kilos, I'll make mutton chops for the second course.

Ann: Is that all?

Mother: I'm afraid we've run out of potatoes and tomatoes. Drop in at the greengrocer's and get two kilos of potatoes and one of tomatoes.

Ann: I believe, that is all now?

Mother: Not yet. Will you look in at the cake shop and buy a chocolate cake? Aunt Liza is very fond of it. That seems to be all. Here is the money.

Ann: Give me a shopping bag and I'll start.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were one of the participants.
3. Act out your own dialog on the analogy.

Dialog D. At the greengrocer's

Jane: Good morning. Have you got any nice pears?

Salesman: We have some, but they are not very good, I'm afraid.

Jane: Let me see what you've got. Oh, yes, they are very hard, aren't they, Natasha?

Natasha: Yes, they are. Haven't you got any better ones?

Salesman: Sorry, we have no other pears. Try some of these apples instead. Look, aren't they nice?

Jane: Let's take two pounds of the apples, Natasha, and some strawberries. Have you got any?

Salesman: Oh, yes, we have some very good ones.

Jane: How much are they?

Salesman: They are 40 pence a pound.

Jane: Well, one pound of these, please. Here's money.

Salesman: And here are your apples and your strawberries and here's your change. Thank you.

Natasha: Just a moment, Jane. Have they any sweets in the shop? Let's get some chocolates to take home.

Jane: They haven't got any chocolates here. They've only got fruit and vegetables. Let's go to the confectioner's. They have all sorts of sweets.

Natasha: O.K., let's go there.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were one of the participants.
3. Act out your own dialog on the analogy.

Vocabulary

- 1) a department store – универсальный магазин
- 2) the grocer's/grocery store – магазин «Бакалея»
- 3) the baker's/bakery – булочная
- 4) the butcher's/butchery store – мясной магазин
- 5) the greengrocer's/greengrocery – овощной магазин
- 6) the confectioner's/confectionery – кондитерский магазин (кулинария)
- 7) the outfitter's – магазин верхней одежды
- 8) the chain-store – один из филиалов, принадлежащих одной торгующей организации
- 9) hardware store – магазин инструментов (столярных и т.п.)
- 10) mall – торговый центр
- 11) stripped malls – торговый центр под открытым небом
- 12) enclosed malls – торговый центр в помещении
- 13) a ready-made clothes department – отдел готовой одежды
- 14) tailor-made clothes – одежда, сшитая на заказ
- 15) a shop-assistant – продавец (a salesman – продавец, a salesgirl – продавщица)
- 16) a counter – прилавок
- 17) a cashier – кассир
- 18) a cash desk – касса
- 19) a customer – покупатель
- 20) to give the bill – выдать счет
- 21) to reckon up – подсчитывать
- 22) a check – чек
- 23) change – сдача
- 24) to weigh on scales – взвешивать на весах

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- 25) goods – товар (packed goods – упакованный товар)
 26) household goods – хозяйственные товары
 27) toilet supplies – туалетные принадлежности
 28) to wrap up – завертывать
 29) a size – размер
 30) to wear (wore, worn) – носить, быть одетым
 31) to try smth on – примерять что-либо
 32) fashion – мода (trend in fashion – направление в моде)
 33) in fashion – в моде
 34) out of fashion – не в моде
 35) fashionable – модный
 36) old-fashioned – старомодный
 37) to fit – сидеть, годиться, быть впору, fitting room – примерочная
 38) to match – подходить по цвету, тону
 39) to suit – устраивать, подходить по цвету, идти (об одежде)
 40) to become smb., to be becoming – идти/быть к лицу (о цвете)
 41) to go with – гармонировать
 42) to look through – просматривать
 43) artificial – искусственный
 44) to drop in – заглянуть, заглядывать
 45) to run out of smth – истощить свой запас
 46) to have hardly any – почти не осталось
 47) to do the shopping, to go shopping – делать покупки
 48) to pinch – жать (об обуви), Syn. – to be tight (об одежде и обуви) – быть
 49) тесным/жать, Ant. – to be loose (об одежде и обуви) – быть
 50) свободным/большим по размеру

Topical Vocabulary

Departments: footwear, knitted goods, leather goods, textiles, “Mix-and-Match”, “Unisex”, cosmetics, stationery.

Kinds of clothes: a coat, a costume (for women), a shirt, tee-shirt/T-shirt, a blouse, a cardigan, a sweater, a skirt, a suit (for men), a pull-over, a dressing-gown, pajamas, a nightgown, frock, a jersey, shorts, trousers/pants, jeans, corduroy trousers (corduroys), breeches.

Parts of clothes: a collar, a sleeve, a belt, a pocket.

Articles of clothing: socks, stockings, a scarf, a muffler, a kerchief, gloves, mittens, a tie, a handkerchief, tights, underwear (undies).

Footwear: slippers, sandals, sport shoes, walking shoes, court shoes, running/jogging shoes, sneakers, rubber boots, training boots (trainers), winter boots.

Textiles: silk, cotton, velvet, woolen cloth, print; plain, flowered, striped, chequered, polka dot, lace and thread.

Jewelery: a ring, a bracelet, ear-rings, a chain, a brooch, a necklace.

Cereals: buckwheat, rice, semolina, wheat, millet, oatmeal (oatmeal porridge).

Meat: poultry, game, beef, veal, pork, mutton, chicken, goose, turkey, duck, tinned meat.

Fish: herring, sprats, smoked fish, tinned fish, pike, perch, salmon, Siberian salmon, sardine, sprat, sturgeon, trout, crab, lobster, shrimp (prawn), squid.

Dairy products: cream, sour cream, yogurt, cheese, cottage cheese, curd(s), .

Confectionery: sweets, candies, toffee/taffee, biscuits, cake, pie, chocolate, pastry, cookie.

Vegetables: green, onions, garlic, potato, tomato, cucumber, carrot, a turnip, a melon, a water-melon, cabbage, cauliflower, marrow/squash, eggplant/aubergine, beets/beetroot, radishes, peas/green peas, beans, soy beans, sunflower (sunflower oil), lettuce, parsley, celery, dill.

Fruit and berries: apple, pine-apple, pear, peach, apricot, lemon, orange, grapefruit, tangerine, banana, mango, grapes, plum, strawberry, raspberry, black current, blueberry, blackberry, cranberry, cloudberry, hips

Reading comprehension and vocabulary exercises

Exercise 1. Give the English for:

1) следовать новым направлениям; 2) одежда, сшитая на заказ; 3) широкое разнообразие товаров; 4) хозяйственные товары; 5) работать по системе самообслуживания; 6) платить в кассу; 7) давать чек и сдачу; 8) заворачивать товар; 9) класть в пакет (сумку); 10) делать покупки в магазине инструментов, в торговом центре; 11) чем я могу вам помочь; 12) для повседневной носки; 13) примерять туфли; 14) быть в моде; 15) эти туфли жмут; 16) найти что-либо по вкусу; 17) это платье мне идет?; 18) на тон светлее; 19) летний ассортимент; 20) готовить праздничный обед; 21) у нас закончилось масло; 22) сколько стоит килограмм яблок?; 23) вот ваша сдача.

Exercise 2. Give the Russian for:

1) a mixture of tradition and modernity; 2) vast buildings, many stores high; 3) departments are carefully named; 4) “Mix-and-Match”; 5) new trends in fashion; 6) to have branches in most British towns; 7) toilet supplies; 8) household articles; 9) to be well laid out; 10) to be tidily arranged on trays; 11) a very wide selection of attractively packed goods; 12) to be an art of its own; 13) to have a food counter; 14) to have one’s shoes cleaned; 15) window shopping; 16) a pair of strong walking shoes for everyday wear; 17) What size do you take in clothes...?; 18) flat-heeled/flat-heeled shoes; 19) this skirt is a perfect fit; 20) I’m a stock size; 21) quick-frozen food.

Exercise 3. *Answer the question to the text:*

1. What are big stores in London?
2. Where can you buy ready-made clothes?
3. What is called tailor-made clothes?
4. What is offered in the chain-stores?
5. Do supermarkets in London differ from Russian ones?
6. How do large stores operate?
7. Where do women in the US prefer to go shopping and why?
8. What is window shopping?
9. What is there in American drug-stores besides medications?

Exercise 4. *Match the words on the left and on the right to to act out dialogs:*

a kilo a bag a bottle a packet a box a dozen a tube a tin a cake a bar a loaf a bunch a pound a jar a roll	Of	milk sugar toothpaste matches bread sardines tea butter honey potatoes paper chocolate grapes eggs soap
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Model:**Customer:** A bottle of juice, please.**Shop assistant:** Anything else, sir/ma'am?**Customer:** No. That's all.**Shop assistant:** 2 pounds 50 cents./2 dollars 50 cents./2 Euros 50 cents.**Customer:** Here you are.**Shop assistant:** Here is the change and the receipt, sir/ma'am.**Exercise 5. a)** *Make up a situation of 5-7 sentences using the corresponding topical vocabulary:*

- 1) buying clothes;
- 2) buying footwear;
- 3) buying textiles for making clothes;
- 4) buying serials;
- 5) buying dairy goods;
- 6) buying fish;
- 7) buying meat;
- 8) buying confectionery goods;
- 9) buying vegetables;
- 10) buying fruit and berries.

b) Act out dialogs using the corresponding topical vocabulary and the appropriate conversational formulas from the list given bellow:

Can I help you?; I'm looking for.../I'd like...; It's over there/It's to the right (left) from ..; Look at...; Just a moment; O.K. I'll take it; I'll wrap it up for you; Anything else, sir/ma'am?; Here you are; Here is the receipt/your change

- 1) buying clothes (between customer and shop assistant);
- 2) buying footwear (between customer and shop assistant);
- 3) buying jewelery (between customer and shop assistant);
- 4) buying textiles for making clothes (between customer and shop assistant);
- 5) discussing the shopping list of food items for festive dinner.

Exercise 6. *Ask questions to match the following answers. Think of all possible variants.*

1. A: ...
B: Here you are. That's 10.50. Anything else?
2. A: ...
B: Those are seventy pence a pound and these are sixty pence.
3. A: ...
B: I would recommend you this one. This brand is sold better than that.
4. A: ...
B: That's wonderful! We have just run out of carrots and potatoes.
5. A: ...
B: I bought this sweater at the Seventh Avenue Store.
6. A: ...
B: It's on the fifth floor, to the left of the escalator.
7. A: ...
B: It costs 70 dollars.
8. A: ...
B: Yes, there is the food section on the second floor.
9. A: ...
B: I'm afraid these gloves won't go well with this hat.
10. A: ...
B. Cut 3 meters, please. I'd like to sew a cardigan.

Exercise 7. *Insert prepositions where necessary:*

1. What size do you take ... shoes?
2. What size ... collars do you wear?
3. I should like a pair ... black laced boots.
4. Let me try this cardigan....
5. Give me another one, ... a size bigger.
6. You may pay ... the goods ... the cash-desk.
7. A wide variety ... food products that save preparation time is available ... supermarkets.
8. We've run ... salt. Let's drop ... the grocer's and buy some.
9. Supermarkets usually operate ... the self-service system.
10. This frock ... artificial silk is too hot ... summer wear.

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11. Will you wrap ... the pull-over, please?
 12. Most shopping in the US is done ... the mall.
 13. The main business of American drug-stores consists ... selling stationery, candy, toys, furniture.
 14. The gloves don't go ... my shoes.
 15. I want white shoes to match ... my new bag.

Exercise 8. *Paraphrase the sentences:*

1. Strong shoes with high heels are popular this spring.
2. We are short of rice. Go to a food store and buy 2 kilos.
3. This brown skirt goes well with my jacket.
4. This black suit is of right size for my husband.
5. My mother prefers to buy food in a shop where there are no salesgirls or salesmen.
6. As a rule goods in shops are arranged on long tables or shelves.
7. A woman serving in the shop helped me greatly to choose a gift for my niece.
8. Could you roll this nightgown into paper?
9. Women in the US like to do shopping at large areas with many shops and restaurants in nearby buildings.
10. These flat-heeled shoes squeeze me tightly. Will you give me another pair of the same model, just a size bigger?
11. At the outfitter's Jane put practically all the fur coats on to see if they fit well.
12. Generally my roommates and I go to shops for buying food 2 times a week.

Exercise 9. *Find the opposites:*

1. To my thinking this hat is old-fashioned.
2. This summer frock is a bit loose on me.
3. My girl-friend prefers tailor-made clothes.
4. We are well stocked of different cereals.
5. In this shop there are shop-assistants to serve customers.
6. This dress is made of pure silk.
7. A little choice of foodstuffs is offered in the market.
8. These sandals pinch.
9. I want to buy shoes. Where is a customer?
10. She's always preferred enclosed malls.

Exercise 10. *Insert the words from the vocabulary of the Unit:*

1. The dress doesn't ... well. It is a bit too loose in the waist and tight round the hips.
2. This color doesn't ... you.
3. I want a gray jacket ... my skirt.
4. The gloves don't ... with my shoes.
5. Does the price ... you?
6. He went to the ... to buy some cereals.
7. Unfortunately, I'm not So I buy tailor-made clothes.
8. ... silk is too hot for summer wear.
9. These shoes I need the same color and style but a size larger.
10. I will ... this jacket ... to see how it fits.
11. This is a ... of Wal-Mart, which is famous all over the world.
12. People go to the ... to buy suits, costumes, pants and shirts, blouses and skirts.
13. I think, I'll take this blouse. – Very well, ma'am. I'll ... it ... for you.
14. The cashier ... the bill and told the whole sum I had to pay.
15. It is a bit loose. – Yes, it is. I'll bring another one a ... smaller.
16. In order to know the exact mass of something you should ... it
17. It's absolutely out of date. Buy something, which is ... now.
18. There are many ... lining up at the cash desk.

Exercise 11. *Translate into English:*

1. Она искала шляпу в тон своему светло-коричневому пальто.
2. Мне кажется, вам не идет этот цвет.
3. Жакет не очень хорошо сидит на тебе, он узок в плечах.
4. Ей очень идут шляпы с большими полями.
5. Такие костюмы сейчас в моде.
6. По дороге домой зайди в гастроном и купи килограмм сахара.
7. Ассортимент продуктов в этом супермаркете очень широкий.
8. Покрой этого платья ей очень идет.
9. Какого цвета шарф ты мне посоветуешь купить, чтобы он гармонировал с моим темно-синим пальто?
10. У меня мало времени на приготовление пищи, поэтому я часто покупаю мороженые полуфабрикаты и овощи.
11. Этот цвет мне идет, но это платье плохо сидит.
12. Меня не устраивает цена этих туфель.
13. Срок годности этого йогурта истекает через неделю.

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14. В нашем универмаге сейчас большая распродажа готовой одежды.
 15. Мне хотелось бы примерить вот эту шелковую блузку.
 16. Ей пришлось поменять туфли. Ведь те, которые она купила, жали ей.
 17. Я смогу приготовить праздничный обед, если ты зайдешь в мясной магазин и купишь килограмм мяса.
 18. Эти туфли уже не в моде. Неужели ты их еще носишь?
 19. К сожалению, эти джинсы мне велики. У вас есть такого же цвета, но на размер меньше?
 20. Я предпочитаю покупать продукты именно в этом магазине, потому что они всегда свежие и обслуживание на высоком уровне.
 21. Как мне пройти в кондитерский отдел? – Это на противоположной стороне торгового зала.
 22. До которого часа открыта аптека?
 23. Мне нужно сделать сегодня кое-какие покупки.

Communicative exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. Supermarket at home and abroad are rather different.
2. Unfortunately there are no real malls in Russia.
3. Shops with speedy lifts, well-planned lightning, ventilation are expensive.
4. Discount store are becoming more and more popular.
5. Long line is what I hate about shops that operate on a self-service system.
6. If there is a flaw in the item you bought you can return it to the shop and demand a refund or an adequate substitute.
7. Do not buy any goods after the expiration date.
8. Very often we have to make a choice between comfort and beauty of our clothes and footwear.
9. In general men don't like shopping.
10. There are some kinds of shops that men/women do not like.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Shopping list to prepare a big meal.
2. Choosing a gift.
3. Favorite places where you can buy food.

4. Favorite places where you can buy clothes.

Exercise 3. *Speak on:*

1. Buying food.
2. Buying clothes and footwear.
3. Shopping opportunities at home and abroad.

UNIT 6. GREAT BRITAIN**Part I****Pre-reading questions:**

1. What things do you associate with Britain? Why?
2. Is Britain a conservative country? In what way?
3. Can you describe an ordinary British person? What is his/ her appearance, character, behavior?
4. How many British traditions do you know? What are they?

Attitudes to nowadays Britain

The British tend to be attributed with certain characteristics, which are supposedly typical. However societies change over time while their reputations lag behind. Many things which are often regarded as typically British derived from books, songs or plays that were written a long time ago and are no longer representative of modern life. One example is that most tourist brochures claim that Britain is the land of traditions: the annual ceremony of the state opening of Parliament, for instance, carefully follows customs which are centuries old. Likewise, the changing of the guard outside Buckingham Palace never changes.

However, in their private daily life, the British as individuals are probably less inclined to follow tradition. There are very few ancient customs that are followed by the majority of families on special occasions. The country has fewer local parades or processions with genuine folk roots than most other countries have. The English language has fewer sayings or proverbs that are in common everyday use than many other languages do. The British are too individualistic for these things. In addition, it should be noted that they are the most enthusiastic in video-watching people in the world – the very opposite of a traditional pastime!

Another example is the stereotyped image of London ‘city gent’ includes the wearing of a bowler hat. In fact, this type of hat has not been commonly worn for a long time. Food and drink provide other examples. The traditional ‘British’ (or ‘English’) breakfast is a large ‘fry-up’ preceded by cereal with milk and followed by toast, butter and marmalade, all washed down with lots of tea. In fact, only about 10 % of the people in Britain actually have this sort of breakfast. Two-thirds have cut out the fry-up and just have the cereal, tea and toast. The rest have even less. What the vast majority of British people have in the mornings is therefore much closer to what they call ‘continental’ breakfast. The image of the British as a nation of tea-drinkers is

another stereotype which is somewhat out of date. It is true that it is still prepared in a distinctive way (strong and with milk), but more coffee than tea is now bought in the country's shops.

Even when a British habit conforms to the stereotype, the wrong conclusions can be drawn from it. The supposed British love of queuing is an example. Yes, British people do form queues whenever they are waiting for something, but this does not mean that they enjoy it. In 1992, a survey found that the average wait to pay in a British supermarket was three minutes and twenty-three seconds. So, the British hate having to wait and have less patience than people in many other countries.

There is an opinion that Britain is a very conservative country. Mostly, it is true. The British have few living folk traditions and are too individualistic to have the same everyday habits as each other. However, this doesn't mean that they like change. They don't. They may not behave in traditional ways, but they like symbols of tradition and stability. They don't consider it especially smart to live in a new house and, in fact, there is prestige in living in an obviously old one. They have a general sentimental attachment to older, supposedly safer, times. Their Christmas cards usually depict scenes from past centuries; they like their pubs to look old.

The British can be particularly and stubbornly conservative about anything which is perceived as a token of Britishness. In these matters, their conservatism can combine with their individualism; they are rather proud of being different. It is, for example, very difficult to imagine they will ever agree to change from driving on the left-hand side of the road to the right-hand side driving. Why should they change just to be like everyone else? Indeed, as far as they are concerned, not being like everyone else is a good reason not to change.

Development of European Union level which might cause a change in some everyday aspects of British life are usually greeted with suspicion and hostility. System of measurement is an example. The British government has been trying for years and years to promote the metric system and to get British people to use the same scales that are used nearly everywhere else in the world. But it has only limited success. British manufactures are obliged to give the weight of their tins and packets in kilos and grams. But everybody in Britain still shops in pounds and ounces. The weather forecasters on the TV use the Celsius scale of temperature. But nearly everybody still thinks in Fahrenheit.

The tourist view of Britain involves lots of formal ceremonies. Some people have drawn the conclusion from this that the British are rather formal in their general behavior. This is not true. There is a difference between observing formalities and

being formal in everyday life. Attitudes towards clothes are a good indication of this difference. It all depends whether the person plays a public role or a private role. A male bank employee, for example, is expected to wear a suit with a tie, even if he cannot afford a very smart one. So are politicians. On the other hand, when people don't play a public role – when they are just themselves – there seem to be no rules at all. The British are probably more tolerant to 'strange' clothing than other people: you may find the same bank employee on his lunch break in hot weather, walking through the street with his tie round his waist and his collar unbuttoned. He is no longer 'at work' and for his employers to criticize him for his appearance would be seen as a gross breach of privacy. Generally the British are comparatively uninterested in clothes. They spend a lower proportion of their income on clothing than other Europeans. Many people buy second-hand clothes and are not at all embarrassed to admit this. If you are somewhere in a Mediterranean holiday area it is usually possible to identify British tourist – he or she is the one who looks so badly dressed.

The difference between formalities and formality is the key to what people from other countries sometimes experience as coldness among the British. The key is this: being friendly in Britain often involves showing that you are not bothering with the formalities. This means not addressing someone by his or her title, not dressing smartly when entertaining guests, not shaking hands when meeting and not saying 'please' when making a request. When they avoid doing these things with you, the British are not being unfriendly or disrespectful, they are implying that you are in the category 'friend', and so all the rules can be ignored. To address someone by his or her title or to say 'please' is to observe formalities and therefore to put a distance between the people involved.

It is probably true that the British, especially the English, are more reserved than the people of other countries. They find it comparatively difficult to indicate friendship by open displays or affection. It is not the conventional to kiss when meeting a friend. Instead, friendship is symbolized by behaving as casually as possible. If you are in the British person's house, and you are told to help yourself to something, your host is not being rude – he or she is showing that you are completely accepted and just like 'one of the family'. In the last decades of the 20th century, the general amount on informality has been increasing. Buffet-type meals, at which people do not sit down at a table to eat, are a common form of hospitality. At the same time, the traditional reserve has also been breaking down. More groups in society now kiss when meeting each other (but still never man and man!).

Tasks

1. Read the text for detailed understanding. Translate the 8th paragraph of the text.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) Young citizen of Britain;
 - 2) Conservative citizen of Britain;
 - 3) Foreign tourist.

Part 2**Pre-reading questions:**

1. What names of Britain do you know?
2. What nationalities inhabit Great Britain?
3. What is the geographical position of Britain?
4. What is the UK made of?
5. What is the climate of GB?
6. What type of government does it have?
7. What are the major political parties in GB?
8. Is it an industrial country? What does it produce?
9. What do British people prefer to do in their spare time?
10. What sports do British people like to play most of all?
11. What is the most popular hobby in the UK?

Peculiarities of British life*Political life and law*

Britain is almost alone among modern states in that it doesn't have 'a constitution' at all. Of course, there are rules, regulations, principles and procedures for the running of the country – all the things that political scientists and legal experts study and which are known collectively as 'a constitution'. But there isn't any single document which can be applied to as the highest law of the land and the final arbiter of any matter of dispute. Nobody can refer to 'article 6' or 'the first amendment' or anything like that, because nothing like that exists. Instead, the principles and procedures by which the country is governed and people's rights are derived come from a number of different sources. They have been built up over the centuries. Some of them are written down in laws agreed by Parliament, some of them have been spoken and then written down (judgments made in a court) and some have never been

written down at all: there is no written law in Britain that says anything about who can be the Prime Minister or what the powers of him/ her are.

Britain is one of the very few European countries whose citizens don't have identity cards. Moreover they aren't obliged to carry any identification with them. You don't even have to have your driving license with you in your car. If the police ask to see it, you have 24 hours to take it to them. There is no national service (military or otherwise); people aren't obliged to vote at elections if they can't be bothered; people don't have to register their change of address with any government authority when they move house. On the other hand, Britain is the only country in Europe without a Freedom of Information Act. There is no law which obliges a government authority to show you what information it has collected about you.

The monarchy

Britain is a constitutional monarchy, but what is the real role of monarchy nowadays? There are three widespread opinions. First, it is the personal embodiment of the government of the country: people can be as critical as they like about the real government, and can argue that it should be thrown out, without being accused of being unpatriotic. Because of the clear separation between the symbol of government and the actual government, changing the government doesn't threaten the stability of the country as a whole. Second, it is argued that monarch could act as a final check on a government that was becoming dictatorial. If the government ever managed to pass a bill through Parliament which was obviously terribly bad and very unpopular, the monarch could refuse the royal assent and the bill would not become law. Similarly, it is possible that if a Prime Minister who had been defeated at a general election were to ask immediately for another dissolution of Parliament, the monarch could refuse the request and dismiss the Prime Minister. Third, the monarch has a very particular role to play. By being a figurehead and representing the country, Queen Elisabeth II can perform the ceremonial duties which heads of state often have to spend their time on. This way, the real government has more time to get on with the actual job of running the country.

The economy

The economic system in Britain is a mixture of private and public enterprise. From 1945 until 1980 the general trend was for the state to have more and more control. Various industries became nationalized, especially those concerned with the production of energy. So too did the various forms of transport and communication

services. From 1980 the trend changed. A major part of the philosophy of the government was to let 'market forces' rule and to turn state-owned companies into companies owned by individuals. As a result, nowadays private enterprises prevail public ones, so there are more shareholders in the country than members of unions.

There is a statement: "The one thing the English will never forgive the Germans for is working too hard." Of course, it's not literally true, but it reflects a certain lack of enthusiasm for work in general. Perhaps it is the reason why the working day, in comparison with most countries, starts rather late (usually at 8 o'clock for manual workers and around 9 for non-manual ones). However measured by the number of hours worked in a week, the British reputation for not working hard enough appears to be false. The normal lunch break is an hour or less, and most people continue working until 5 or later. Many people often work several hours overtime a week. Moreover the normal retiring age for most people is 65 (60 for some, including a greater proportion for women).

There exists an interesting irony with regard to the two sexes. The decline of heavy industry means fewer jobs in stereotypical 'men's work', while the rise in service occupations means an increase of stereotypical 'women's work'. In 1970 around 65% of all those in work in Britain were men. In 1993 men made up only 51% of the workforce. When the law against sex discrimination in employment was passed in 1975, it was intended to protect women. However, in 1994 nearly half of the complaints came from men. That year there were two-and-a-half times as many unemployed men as there were unemployed women. Many men looked for employment as nurses, child carers, shop assistants and secretaries.

Although it's illegal for women to be paid less than men for the same job, the average full-time male employee earns about 50% more than the average female worker.

People and nature

Most of the British live in towns and cities. But they have an idealized vision of the countryside. To the British, the countryside has almost none negative associations which it has in some countries, such as poor facilities, lack of educational opportunities, unemployment and poverty. To them, the countryside means peace and quiet, beauty, good health and no crime. Most of them would live in a country village if they thought that they could find a way of earning of living there. Ideally, this village would consist of thatched cottages built around an area of grass known as a 'village green'. Nearby, there would be a pond with ducks on it. Nowadays such

village is not so common, but it is stereotypical picture that is well-known to the British. Even if they cannot get into the countryside, many British people still spend a lot of their time with ‘nature’. They grow plants. Gardening is one of the most popular hobbies in the country. Even those unlikely people who do not have a garden can participate. Each local authority owns several areas of land which it rents very cheaply to these people in small parcels. On these ‘allotments’, people grow mainly vegetables.

As for the love of animals, it is said that the British often treat their animals as if they were people. Moreover they have a sentimental attitude to any animals. Nearly half of the households in Britain keep at least one domestic pet. The status of pets is taken seriously. It is, for example, illegal to run over a dog in your car and then keep on driving. You have to stop and inform the owner. If their pets die many British people are prepared to pay quite large sums of money to give their pets a decent burial. So, there are some official animal graveyards in Britain. But the love of animals goes beyond sentimental attachment to domestic pets. Wildlife programs are by far the most popular kind of television documentary. Millions of families have ‘bird-tables’ in their gardens. These are raised platforms on which birds can feed, safe from local cats, during the winter months. There is even a special hospital which treats injured wild animals. Perhaps this overall concern for animals is part of the British love of nature.

Tasks

1. Read the text for detailed understanding. Translate the 8th paragraph of the text.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) Ordinary citizen of Britain;
 - 2) British politician;
 - 3) British historian;
 - 4) Representative of the government;
 - 5) Economist.

Vocabulary

Part 1

- 1) to be attributed with – характеризоваться, определяться
- 2) to lag behind – отставать, запаздывать

-
- 3) to regard as – считать
 - 4) to derive smth. from smth. -- получать/извлекать что-либо от/из чего-либо, to derive profit – извлекать прибыль, to be derived from – происходить;
 - 5) annual – ежегодный, ~ceremony – ежегодная церемония
 - 6) likewise – также, более того, подобно
 - 7) to be inclined to – быть расположенным к
 - 8) to follow – следовать, идти за, придерживаться
 - 9) the majority – большинство, Ant. – minority – меньшинство
 - 10) genuine – истинный, подлинный, настоящий
 - 11) to be individualistic for – иметь индивидуальное отношение (подход) к
 - 12) pastime – времяпрепровождение
 - 13) bowler hat – шляпа-котелок
 - 14) to be preceded by – предшествовать, идти перед
 - 15) to wash down – запивать
 - 16) to cut out – исключать
 - 17) to be out of date – устареть
 - 18) to draw the conclusion from – сделать вывод из
 - 19) to conform to/with – согласоваться/соответствовать/подчиняться
 - 20) a queue – очередь, Am. – line, to queue up – стоять в ~, Am. – to line up
 - 21) patience/tolerance – терпимость/терпеливость, patient/tolerant – терпимый
 - 22) to have an attachment to – иметь привязанность к
 - 23) to depict – изображать, Syn. – to portray
 - 24) stubborn – упрямый, неподатливый, упорный
 - 25) token – признак/знак/символ
 - 26) suspicious – подозрительный, suspicion – подозрение
 - 27) hostility – враждебность, hostile – враждебный
 - 28) system of measurement – система измерения
 - 29) to promote – выдвигать/продвигать/повышать в чине, promotion – продвижение по службе, to get a promotion – получить повышение
 - 30) attitudes towards – отношение к ...
 - 31) afford – позволять (по средствам)
 - 32) a good indication – хороший знак
 - 33) to criticize smb for – критиковать кого-то за ...
 - 34) income – доход(ы), to spend ~ on – тратить доход(ы) на ...
 - 35) to be embarrassed – быть смущенным, приведенным в замешательство
 - 36) to shake hands – пожимать руку

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- 37) to make a request – просить
 - 38) to put a distance between smb – устанавливать дистанцию
 - 39) reserved – сдержанный, необщительный
 - 40) affection – привязанность, любовь
 - 41) conventional – обычный, общепринятый
 - 42) casual – случайный/нерегулярный/неформальный, to wear ~ clothes – носить/одеваться в повседневную одежду, casually – неформально
 - 43) to break down – разваливаться, рассыпаться

Part 2

- 1) regulations – предписание, правило, устав
- 2) to apply to smth./smb. – обратиться/прибегнуть, to apply smth. – применять/использовать
- 3) to refer to – сослаться/прибегнуть
- 4) to derive smth. from smth./doing smth. – устанавливать/выводить/извлекать
- 5) dispute – диспут/дебаты/полемика/спор, to dispute – спорить
- 6) amendment – поправка
- 7) identity card – удостоверение личности, identification – документ (любой), удостоверяющий личность/опознавание/отождествление
- 8) to be obliged to do smth., to be obliged to smb. – быть обязанным делать что-либо, быть обязанным кому-либо
- 9) driving license – водительское удостоверение
- 10) to bother smb. – беспокоить/надоедать, to be bothered – беспокоиться/утруждать себя
- 11) to vote at elections – голосовать на выборах; vote – (избирательный) голос, voter – избиратель
- 12) to move house – переезжать
- 13) to be accused of – быть обвиненным
- 14) to argue with smb. – спорить, to argue – аргументировать/утверждать/настаивать
- 15) to throw smth. out – выбрасывать, избавляться
- 16) to threaten – угрожать
- 17) dictatorial – диктаторский, властный
- 18) to pass a bill – принять законопроект
- 19) royal assent – королевская санкция/одобрение
- 20) to defeat – наносить поражение, to be defeated – потерпеть поражение

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- 21) to dismiss – распускать, увольнять
 22) figurehead – первое лицо
 23) dissolution – расторжение, отмена, роспуск
 24) enterprise – предприятие, entrepreneur – предприниматель
 25) to prevail – преобладать/доминировать
 26) discrimination – дискриминация/неодинаковое/неравное отношение, discriminate – относиться по-разному/пристрастно
 27) shareholder/stockholder – акционер
 28) manual – физический, ~worker – работник физического труда, ~ labor – физический труд, Ant. – sophisticated/intellectual labor – интеллектуальный труд
 29) to work overtime – работать сверхурочно
 30) retiring age – пенсионный возраст
 31) decline – падение, to decline – падать
 32) to complain – жаловаться/подавать жалобу, complaint – жалоба
 33) employee – работник, employer – работодатель
 34) legal – законный, illegal – незаконный
 35) to make up – составлять
 36) to intend to – намереваться, иметь в виду
 37) child carer – няня
 38) thatched cottage – коттедж с соломенной крышей
 39) unlikely – здесь: редкий
 40) allotment – надел, Syn. – parcel
 41) household – семья, домашнее хозяйство
 42) to run over a dog – задавить собаку
 43) to go beyond – повышать что-то, выходить за пределы
 44) to give smb a decent burial – похоронить должным образом
 45) by far – намного
 46) overall concern – всеобщая забота/глобальная проблема

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

Part 1

- 1) не являться отражением современной жизни; 2) по особым случаям; 3) кроме того; 4) традиционное времяпровождение; 5) запить большим количеством чая;

6) готовить что-либо особым способом; 7) считать что-либо особенно модным; 8) характерная черта/признак Британии; 9) правостороннее движение; 10) иметь ограниченный успех; 11) играть общественную роль; 12) зона отдыха в средиземном море; 13) быть плохо одетым; 14) «британская холодность»; 15) обращаться к кому-то по званию

Part 2

1) управлять страной; 2) юрист; 3) быть принятым парламентом; 4) воплощение правительства в лице одного человека; 5) не дать королевской санкции; 6) отклонить просьбу 7) служба связи/услуги связи; 8) частных предприятий больше, чем государственных; 9) недостаток энтузиазма; 10) на самом деле неверна; 11) перерыв на обед; 12) тяжелая/легкая промышленность; 13) увеличение количества рабочих мест в сфере услуг; 14) в два с половиной раза; 15) среднестатистический мужчина, работающий на полную ставку; 10) идеализированное представление; 11) слабо развитая сфера услуг; 12) домашнее животное; 13) относиться к животным как к людям; 14) лечить раненых диких животных.

Exercise 2. Give the Russian for:

Part 1

1) private life; 2) 'city gent'; 3) 'fry-up'; 4) a nation of tea-drinkers; 5) they don't consider it especially smart; 6) an employee is expected to wear a suit; 7) in these matters; 8) European Union; 9) observing formalities and being formal; 10) a gross breach of privacy; 11) you are not bothering with formalities; 12) to indicate friendship by open displays of affection; 13) by behaving as casually as possible; 14) buffet-type meal

Part 2

1) for the running of the country; 2) there isn't any single document; 3) the highest law of the land; 4) the final arbiter in any matter or dispute; 5) what the powers of him/her are; 6) to carry any identification with them; 7) widespread opinion; 8) people can argue that it can be thrown out; 9) national service; 10) to act as a final check on a government; 11) to perform ceremonial duties; 12) to get on with the actual job of running the country; 13) general trend; 14) to let 'market forces' rule; 12) the law against sex discrimination in employment; 13) lack of educational opportunities;

14) to find a way of earning of living; 15) those unlikely people who do not have a garden; 16) official animal grave yard; 17) wildlife programs; 18) 'bird-table'; 19) safe from local cats; 20) general behavior; 21) Freedom of Information Act; 22) to threaten the stability of the country.

Exercise 3. *Answer the questions:*

Part 1

1. Where are British typical features usually derived from? Do they correspond with British modern reality?
2. Which traditional ceremonies are mentioned in tourist brochures?
3. Do the British follow tradition in their daily life? What facts prove it?
4. Are there any changes in the English language? How are they explained?
5. What are the British the most enthusiastic about? Is it the same with other people in the world?
6. What is the stereotyped image of London 'city gent'? Is it true to fact?
7. What is the idea of traditional English breakfast? What do many people have instead?
8. What is the situation with queues in Britain? What is British people's attitude to queuing up?
9. Do the British have many living folk traditions? Are their habits the same? Why?
10. Do the British prefer living in new houses? Do they prefer modern-looking pubs?
11. What do their Christmas cards depict? How can all these facts be explained?
12. How are changes in everyday aspects of life greeted by the British?
13. What system of measurement do most British people prefer to use in their daily life?
14. What is the difference between observing formalities and being formal in everyday life?
15. Do the British always dress officially? What is considered a gross breach of privacy?
16. Do the British care very much about clothes? Which facts prove it? How can you recognize a British tourist?
17. What is considered as coldness among the British by people from other countries? . What do these signs really mean?
18. What signs show that the British are more reserved than other people? What is their friendship really symbolized by?
19. What are modern changes of British patterns of behavior?

Part 2

1. What is constitution for countries that have it?
2. Does Britain have a written constitution? What do they have instead? Where are all these things derived from?
3. Identity card is an obligatory document in Britain, isn't it? Are the British obliged to carry any identification with them?
4. Are the British obliged to have a driving license with them in the car? What do they have to do if the police ask them to see it?
5. What are other things that the British aren't obliged to do?
6. Does Britain have a Freedom of Information Act?
7. What is the first opinion about the monarchy of the UK? What can people do in this connection? Why is it possible? Does changing of the government threaten the stability of the country?
8. When can the monarch refuse the royal assent? What is its consequence? When can the monarch dismiss the Prime Minister?
9. What is the third opinion of the monarch? What does it allow the real government to do?
10. What is the general characteristic of British economy? What was its general trend from 1945 until 1980?
11. How did the economic trend change after 1980? What is the result of that change?
12. When does the working day in Britain start? Is it the same as in other countries? How long is British lunch break? When do they usually finish work? Is it true that they never work extra hours? What is their retirement age? Judging by these facts can you say that the British reputation for not working hard is true?
13. Are there any changes as far as stereotypical man's and women's work is concerned?
14. What was done to protect women against sex discrimination? When was it done? Who did most complaints about sex discrimination come from in 1994?
15. Are there more unemployed women than men? Which untypical jobs did men start to look for?
16. What vision of the countryside do the British have? What does it mean?
17. What are negative associations of the countryside characteristic of some other countries?
18. What is the ideal description of a British village?
19. What do the British do if they cannot live in the countryside?

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20. What attitudes do the British have for their animals? What is their status?
 21. What is considered illegal in terms of pets?
 22. What do many British people do for their dead pets?
 23. How do the British care about wild animals?

Exercise 4. *Paraphrase the sentences using the active vocabulary:*

Part 1

1. Many tourist brochures stick to stereotypes while describing life in the UK.
2. Is it considered a symbol of Britishness?
3. It's a party for friends where everybody behaves informally.
4. There are many people waiting for their turn at the ticket counter.
5. He never says 'please' when he asks for something.
6. The kiss is the way of showing your love to someone.
7. Video-watching habit is the very opposite of a traditional leisure activity in Britain.
8. British postcards usually portray scenes from past centuries.
9. Most tourists come to enjoy this ceremony that takes place every year.
10. The British never demonstrate aggressiveness to foreigners.
11. These so called 'typical' features are taken from folk stories and songs.
12. It is a traditional way to entertain guests in Britain.
13. The greatest part of students of our university attend extras after their classes.
14. The British are patient to the way other people dress.
15. The British tend to be ascribed with certain characteristics, which are supposedly typical.
16. He wasn't confused when his friends learned that he buys second-hand clothes.
17. All his dreams crashed when he understood the situation.
18. Several contract terms were excluded.
19. I have no money to buy this beautiful ring.
20. She is impossible to persuade.
21. They have a lot of doubt about that person.
22. Many foreigners are ready to think that Britain is a land of traditions.
23. It is true that the English are more restrained than the people of other European countries.

Part 2

1. It is a global worry of our society.

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2. In Middle Ages not all British families had their own pieces land.
 3. The Parliament introduced several corrections into the Constitution.
 4. As all the members of Steward family worked, they decided to hire a baby-sitter for their one-year-old daughter.
 5. They always work extra hours.
 6. Get rid of this stuff!
 7. He is the most important person in the government.
 8. He wanted to leave the country.
 9. Such specialization requires a lot of physical labor.
 10. How many business people created this company?
 11. The Bill needs the monarch's approval.
 12. The student quoted that famous writer several times.
 13. Do blue collar jobs dominate white collar ones?
 14. I don't think I must do that.
 15. The law against sex inequality in employment was passed in 1975 in Britain.
 16. Over a seven-year period the number of marriages has decreased by forty percent.
 17. They referred to some special methods of analyzing the economic situation in European Union.
 18. Their actions are against the law.
 19. We insist that these signs are not characteristic of British society.
 20. Mr. Smith was charged with several crimes.
 21. The chief of the company fired Mr. Brown for being inefficient and unpunctual.
 22. Do not disturb the manager. He is very busy.
 23. Last year they changed their place of residence.

Exercise 5. *Find the opposites:*

Part 1

1. Different changes in everyday aspects of British life are greeted with trust and peace.
2. Should I be dressed officially for this cheese-and-wine party?
3. They are progressing in hi-tech field.
4. Those are not originally British traditions.
5. The minority of Mary's friends trust her and share all their problems and secrets with her.
6. He was very proud of that fact.

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7. We treat other religions with irritation.
 8. He's got a lot of debts recently.
 9. She is a very obedient person.
 10. There is nobody at the cash-desk.
 11. A lot of new employers were hired to the factory last month.
 12. The British don't care about animals.
 13. I refuse to follow your rules.
 14. They are very sociable and open-hearted.
 15. Nobody demonstrates their hatred on public.
 16. It's unusual among young ladies in our country to kiss when meeting each other.
 17. Bowler hat is fashionable in the UK.
 18. Many British people included 'fry up' in their breakfast.

Part 2

1. While tidying the room she collected and kept a lot of old newspapers and magazines.
2. Let's see how many people are involved in manual labor jobs.
3. It's not my duty to do it.
4. The amount of genuine folk traditions increased.
5. They decided to stay.
6. This decision is against our legislation.
7. Governments of certain countries behave in a democratic way.
8. The company hired many workers.
9. We won the battle.
10. He is the least important person in the government.
11. Everybody is talking about equal attitude to people in employment.
12. She is always satisfied with everything.
13. He works less than necessary.

Exercise 6. *Insert words from the vocabulary:*

Part 1

1. Greeting each other Japanese businessmen bow to each other, but Europeans
2. What do the British traditionally have for breakfast? – ... British breakfast is a packeted cereal or a bowl of cornflakes with tea or coffee.
3. British people are considered ... because they don't express their feelings on public.

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4. It is not love but You've just got used to this person.
 5. Such ... as gardening, woodwork, music and toy making are considered to be traditional in UK.
 6. How do I know that I'll win the elections? – Your high rating is a ... of your popularity.
 7. I've bought an art calendar which ... some ancient legend.
 8. Their ...income is roughly thirty thousands pounds.
 9. There were some ... circumstances about his death. We still don't know all the details.
 10. His monthly ...was over three hundred pounds.
 11. The meeting was held to ... better understanding between the two countries.
 12. You should ... this dish. It's not good for your health.
 13. It took her a vast amount of ... not to shout at him.
 14. This word is ...and isn't used in English nowadays.
 15. They can't ... to rent this flat because its price is very high.
 16. I felt really ...when they asked me about my age.
 17. He has been ill for a month, so he ... the group now.
 18. She has a strong ... to her grandparents. She visits them every day and helps them a lot.
 19. I made repeated ... for money from my father but he refused to help.
 20. Such a change would not ... to the present wishes of the great majority of people.
 21. What came after the children's dinner? – It was ... by party games.
 22. A ... is a round, hard, black headgear with a narrow curved brim, worn especially by some British businessmen.
 23. Having analyzed the economic situation I ... that it's time for drastic actions.
 24. International ... is not accepted by many Britons and they still use pounds and ounces.

Part 2

1. Every year they ... a lot of profit selling CDs.
2. Let me give it to you in ... of my goodwill.
3. Is it really what you want to do? – Yes. I ... to move house.
4. It is not just a problem of your region. It's an ... of our society.
5. Did the Constitution change? – Yes it did. There was a number of ... concerning people's rights.
6. He made a ... about discrimination in employment.

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7. There is a lack of ... labor in that country. That's why they can't produce hi-tech goods.
 8. Get out of the car, please. I want to see your
 9. Don't ... the President with these minor things. He needs to concentrate on more important issues.
 10. As the Minister of Foreign Affairs you ... to know what happens in the world.
 11. I ... that these measures should be taken urgently.
 12. Are there any enemies who ...?
 13. After the election they counted all the ... and announced the results.
 14. It is ... to officially discriminate people in employment.
 15. What is the ... in your country? – 55 for women and 60 for men.
 16. In Russia President is the ... of the country.
 17. Will the monarch sign the Bill? – No. Such a dictatorial law will never get ...
 18. Domestic pets must be given a ... when they die.
 19. This employee is very industrious. He ... almost every day.
 20. He ... of many economic crimes but it was hard to prove all of them.

Exercise 7. *Insert prepositions where necessary:*

1. British conservatism can combine ... their individualism.
2. British people are rather proud ... being different.
3. It would be better for you to wash this medicine down ... lots of water.
4. British Christmas cards usually depict scenes ... past centuries; they like their pubs to look old.
5. British people are not obliged to vote ... elections if they can't be bothered.
6. The law against sex discrimination ... employment wasn't passed in our country, that's why there exist a lot of manifestations of this phenomenon in our daily life.
7. It's illegal in the UK to run over a dog in your car and then keep ... driving.
8. Even if they can't get ... countryside, the British people still spend a lot of their free time with 'nature'.
9. The statement given in the text reflects a certain lack of enthusiasm ... work in general.
10. He spends the biggest part of his salary ... gambling every month.
11. His educators always criticize him ... ill discipline and laziness.
12. There isn't any single document in Britain which can be applied ... as the highest law of the land.
13. Russian government always passes laws ... Duma.

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14. In order to earn more money, many Russian people work several hours overtime ... a week.
 15. Different changes in everyday aspects of life in Britain are usually greeted by its citizens ... hostility.
 16. The British are rather tolerant ... 'strange' clothing than other Europeans, moreover they are comparatively uninterested ... clothes in general.

Exercise 8. *Translate into English:*

1. Он больше не является акционером нашей компании.
2. Первое лицо государства не носит повседневную одежду на официальных церемониях.
3. Средний пенсионный возраст в России – 60 лет.
4. Её обвинили в плохом отношении к домашним животным.
5. В следующем году они намереваются переехать в сельскую местность.
6. Боюсь, что эта система измерения уже устарела.
7. Он достаточно необщительный человек, поэтому свое свободное время проводит дома за чтением газет.
8. Этот закон был принят парламентом, но не получил королевского одобрения.
9. Количество проголосовавших на прошедших выборах составило 60 % населения страны.
10. В прошлую пятницу все работники предприятия были уволены в связи с его закрытием.
11. Большинство британцев терпимо относятся к иммигрантам.
12. Ежегодная церемония вручения премии «Оскар» состоится в апреле этого года.
13. Шляпа-котелок уже давно вышла из моды.
14. Если вы собрались переезжать, избавьтесь от ненужных вещей и мебели.
15. Мы намереваемся нанять няню нашему годовалому ребенку.
16. В этом ресторане вы можете попробовать блюда настоящей японской кухни.
17. Более того, вы должны исключить кофе из своего рациона.
18. Она не испытывала к нему ни привязанности, ни любви.
19. Они поздоровались и пожали друг другу руку.
20. Он очень упрям и не желает соответствовать требованиям компании.
21. Как обычно изображаются британцы?
22. Они не могут позволить себе купить такой большой дом.

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23. Весь прошлый год предприниматели извлекали прибыль из международной торговли.
 24. Она полностью соответствует современным представлениям об успешном руководителе компании.
 25. Не угрожайте политику, который потерпел поражение.
 26. Этот регион отстает в области высоких технологий, однако губернатор не расположен говорить всем об этом.
 27. Пожимать руку – это признак вежливости.
 28. Не критикуйте всех за все, а изложите свою просьбу в письменном виде.
 29. Мы сделали вывод, что ни британцы, ни русские не любят стоять в очереди.
 30. Некоторые люди относятся к переменам с подозрительностью и враждебностью и никогда не проявляют терпеливости.
 31. В конституцию была внесена поправка о роспуске парламента.
 32. Если вы хотите получить постоянную работу в США, вам нужно показать удостоверение личности, водительские права либо любой документ, удостоверяющий личность.
 33. Почему в Британии частные предприятия преобладают над государственными?
 34. Машина переехала собаку, и хозяева похоронили своего любимца должным образом.
 35. Падение экономики – глобальная проблема нашего общества.
 36. Многие британцы занимаются садоводством на своих земельных участках, которые они арендуют у правительства.
 37. Дискриминация по половому признаку при приеме на работу – обычное дело в некоторых странах.
 38. Недавно ее повесили.

Communicative Exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. There are some things that can be considered as a token of Britishness.
2. All people are very conservative in food.
3. It is no good to give up national traditions.
4. Many people greet changes with suspicion and hostility.
5. Most people observe formalities but are informal in everyday life.

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6. Criticizing people for casual clothes when they are not at work is a gross breach of privacy.
 7. There is nothing embarrassing to buy clothes in second-hand.
 8. The absence of constitution is very harmful for Britain.
 9. Everybody is obliged to carry identification cards and driving licenses with them.
 10. It is not correct to say that the monarch in Britain has no power.
 11. There are a lot of people who work overtime in many countries.
 12. Discrimination in employment is a widespread phenomenon.
 13. In many countries countryside is characterized by poor facilities, unemployment, poverty and the general lack of opportunities.
 14. Both British and Russian people have a real passion for gardening.
 15. Some people treat their domestic pets better than their neighbors.

Exercise 2. *Act out dialogs discussing:*

1. Stereotypes.
2. Countryside and gardening.
3. Love towards animals.
4. Political systems and problems.
5. Economic systems and problems.

Exercise 3. *Speak on:*

1. True and false stereotypes in Britain.
2. True and false stereotypes in Russia.
3. Differences and similarities in British and Russian political system.
4. Differences and similarities in British and Russian economies.
5. Attitude to traditions and ceremonies in Britain and Russia.
6. The possibility of having a figurehead in our country that could perform the functions of a monarch.

UNIT 7. USA**Pre-reading questions**

1. Which continent does the US occupy? Are there any American lands located distantly from where most of the US territories are? What are these lands?
2. Which countries does the US border?
3. Describe land and water resources of the US.
4. What can you say about climate variations in the US?
5. Who was the first American president? What are the most famous presidents?
6. What are they famous for? Who is the current president?
7. How many states are there in the US? What are the states you have most frequently heard of? What are the cities you have most frequently heard of?

The United States of America**Part 1. Government**

In 1776, the thirteen weak British colonies came together, stood up, and told that from now on they would be free and independent states. The British were neither impressed nor amused, and a bitter seven-year Revolutionary war followed. A new republic was founded, turning into reality the dreams and ideals of a few political philosophers. The former colonies, now “the United States of America,” first operated under an agreement called the articles of Confederation (1781). This loose agreement was not working well. The central, federal government was too weak, with too few powers for defense, trade and taxation. In 1787, delegates from the states met in Philadelphia and wrote a completely new document, the Constitution, which after much argument, debate, and compromise was finished in the same year and officially adopted in 1789.

The Constitution sets three separate branches, each one having powers (“checks and balances”) over the others. The ultimate power under the Constitution is not given to the President (the executive branch), or to the Congress (the legislative branch), or to the Supreme Court (the judicial branch).

The Constitution has been repeatedly amended to meet the changing needs of the nation. The first ten Constitutional Amendments are known as the Bill of Rights (1791). They are considered to be the fundamental rights of any American. Among these rights are the freedom of religion, speeches, and the press, the right of peaceful assembly, and the right to petition the government to correct wrongs. Other rights guarded the citizens against unreasonable searches, arrests, and seizures of property,

and established a system of justice guaranteeing orderly legal procedures. All these are seen as the natural “inalienable” rights of every American.

American governmental system comprises federal, state, county, and local levels. One of the basic principles at all levels of American government is “one person, one vote.”

Congress is made up of the Senate and the House of Representatives. There are 100 Senators, two from each state. One third of the Senators are elected every two years for six-year terms of office. The House has 435 members elected every two years for two-year terms. They represent the population of “congressional districts” into which each state is divided. The number of representatives from each state is based upon its population. For instance, California with the largest population has 52 Representatives while Delaware has only one.

The President of the US is elected directly by voters (as Senators and Representatives) every four years to a four-year term of office with no more than two full terms allowed. In any case, the President’s policies (proposals and programs, treaties, declaring war etc) must be approved by the House of Representatives and the Senate before they are up and running. In domestic as well as foreign affairs the President can seldom count upon the automatic support of Congress. Therefore he must be able to convince the Representatives and Senators of his point of view. He must bargain and compromise.

Within the executive branch, there are a number of executive departments (currently – of State, Treasury, Defense, Justice, Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, Education, and Veteran Affairs. The head of each department (called Secretary) is appointed by the President with the Senate’s approval. None of these Secretaries can be serving in Congress or in other part of the government. They are Presidential assistants and advisers – “the President’s Cabinet.”

There has always been a battle between federal and states’ rights because of traditional American distrust of a too powerful central government. The US Constitution limits the federal government to only very specific powers (e.g. the FBI is limited to handling very few federal crimes, for instance kidnapping). The federal government sets laws concerning working conditions, transportation, wages, and working hours, environmental protection laws and equal employment laws (which are among the strictest in the world!).

Each state has its own state police and its own criminal laws, marriage and divorce laws, driving laws and licenses, drinking laws and voting procedures. Each

city has its own police force. Neither the President nor the governor of the state has direct power over it. Other areas which are also concerns of cities, towns and villages are opening and closing hours for stores, street and road repairs, architectural laws, exercising censorship of books, newspapers, magazines and films, and other regulations. Most states and some cities have their own income taxes, laws on owning a gun, laws about drug use, capital punishment (36 states have death penalty while other 14 do not), abortion, and homosexuality.

Tasks

1. Read and translate the text;
2. Give the summary of the text;
3. Retell the text as if you were:
 - 1) a politician/representative;
 - 2) the President of the US;
 - 3) the Senator;
 - 4) a member of “the President’s Cabinet”;
 - 5) a mayor of an American city;
 - 6) historian.

Part 2. Economy

Today with only about 5 % of the world’s population and 6 percent of its land area, the US produces around 25 percent of the world’s industrial products, agricultural goods, and services retaining the largest share of the world market. Its gross national product (GNP) has more than tripled since the end of the Second World War. America remains the world leader in many areas, for instance, biochemical and genetic engineering, airspace research and development, communications, computer and information services, and similar high-technology (hi-tech) fields. In such areas American companies are faced with intense competition. Similarly, many countries now have their own silicon valleys, but the first and biggest computer research and production area is still Silicon Valley, near San Francisco, where some 4,000 hi-tech firms are located.

Having less than 2 percent of America’s total population involved the US is also the world’s leading agricultural nation. It is the biggest supplier of grains growing wheat, corn (maize), cotton, oats and sorghum. American farmers and ranchers account for 14 percent of the world dairy products, 17 % of meats, 27 % of vegetable fats and oils, and 53 % of soybeans.

America's economic vitality, spirit of enterprise and initiative, constant willingness to experiment and find new solutions to old problems have played an important role. American government has always encouraged citizens to vigorously pursue their economic interests.

More than half of all working Americans are in white-collar jobs. Over 15 million Americans own their own businesses and more than three times that number are part-owners of businesses and industries through stock. American blue-collar worker is among the highest paid in the world.

Tasks

1. Read and translate the text;
2. Give the summary of the text;
3. Retell the text as if you were:
 - 1) an ordinary citizen of the US;
 - 2) historian;
 - 3) a farmer;
 - 4) a businessman.

Part 3. American people

The United States has often been called "a nation of immigrants." First, the country was settled, built and developed by generations of immigrants and their children. Secondly, even today America continues to take in more immigrants than any other country in the world. It is not surprising, therefore, that the US is counted among the most heterogeneous societies in the world with many different cultural traditions, ethnic sympathies, national origins, racial groups, and religious affiliations. Nonetheless, it would be very misleading to view America as simply a collection of different immigration groups and ethnic or religious loyalties. In fact, 91.4 % of all Americans in 1990 were born in the US. Those tens of millions of Americans who proudly acknowledge their ethnic roots are still more American than they are Irish, Korean, Chinese, Puerto Ricans, Italians, Lebanese, or Filipino. What they have in common is more significant than what makes them, as Americans, different from one another.

The US is often called the "melting pot" because some of many nationalities and ethnic groups assimilated having largely lost or intentionally given up their many of those specific markers which would make them different from their neighbors. Other Americans maintained much of their ethnic identities. In this sense, US society has

been linked to a “salad bowl.” Perhaps a better metaphor for American society than either “the melting pot” or “the salad bowl” would be that of a “pizza”. The different ingredients are often apparent and give the whole its particular taste and flavor, yet all are fused together into something larger.

A majority of Americans are white and claim their European ancestry. Hispanics are the largest minority. They make up 21 % of the total population of 81 million people. Hispanics are followed by Blacks with 16 %. It is estimated that some 20 million people in the US may have some Indian blood. More than 8 million Americans chose to give their ancestry as “American Indian” in the 1990 Census. A little over 400,000 American Indians live on reservations but no Indian has to stay on a reservation. Since 1927, all American Indians have been citizens of the US.

Part of being an American is not being, and not wanting to be, typical. General statements about American lifestyles are frequently resented by Americans. Generalizations e.g. that Americans are incurable optimists are usually not welcomed, even if they are basically accurate. There are at least two generalizations that can be safely made. First, Americans tend to be trend setters in lifestyles. And, secondly, what is thought to be typically American today probably won't be so for a long.

Three American “national characteristics” which are most frequently mentioned are a friendliness to people, a strong sense of community and neighborliness, and a great informality.

Tasks

1. Read and translate the text;
2. Give the summary of the text;
3. Retell the text as if you were:
 - 1) ethnography researcher;
 - 2) a person, immigrated to the US two years ago;
 - 3) young American;
 - 4) American citizen who has European ancestry;
 - 5) Hispanic;
 - 6) Afro-American.

Vocabulary

Part 1

- 1) weak – (Ant. – strong) слабый

-
- 2) agreement – (to operate under ~, loose ~) договоренность, соглашение
 - 3) to defend – защищать, defense – защита;
 - 4) to tax – облагать налогом, taxes (n) - налоги, taxation - налогообложение
 - 5) former – (Ant. – latter) бывший
 - 6) to adopt (a document/the Constitution) – принять (документ, конституцию)
 - 7) branch – ветвь, legislative ~ – законодательная, executive~ – исполнительная, judicial ~ – судебная;
 - 8) “checks and balances” – система сдерживания и противовесов
 - 9) ultimate – максимальный/последний/конечный
 - 10) supreme – верховный, ~ Court, ~ Law
 - 11) to amend – вносить поправку, amendment – поправка
 - 12) to guard against smb./smth – защищать от, оберегать от
 - 13) unreasonable searches – незаконный обыск
 - 14) to seize, seizures of property – опись имущества
 - 15) to establish a system of smth./rules and regulations etc. – установить систему правил, положений и т.д.
 - 16) inalienable – неотъемлемый
 - 17) to comprise – составлять, включать в себя
 - 18) county – округ
 - 19) vote (v, n) – голосовать/голос , voter – избиратель
 - 20) term – срок/условие (напр. контракта)
 - 21) instance, for instance – например
 - 22) to propose – предлагать, proposal – предложение
 - 23) treaty – соглашение, договор
 - 24) to approve – (approval) одобрять
 - 25) to be up and running – продолжать работать/функционировать
 - 26) affairs – дела, domestic~ – внутренние дела, foreign~ – международные отношения
 - 27) to convince – (Syn. – to assure, to persuade) убеждать/уверять
 - 28) to bargain – (bargain (n)) заключить сделку/договориться/торговаться
 - 29) to appoint – (appointment) назначать
 - 30) to trust – (trust (n), distrust, trustful, trustworthy) доверять
 - 31) to kidnap – (kidnapping) похищать
 - 32) to handle a problem/a crime/ a case – рассматривать проблему и т. д.
 - 33) to exercise censorship – применять цензуру
 - 34) income tax – подоходный налог

35) capital punishment = death penalty – смертная казнь

Part 2

- 1) to retain – вмещать, держать
- 2) a share of market – доля рынка
- 3) gross national product (GNP) – валовой национальный продукт, gross domestic product – валовой внутренний продукт (GDP)
- 4) to compete – (competition, competitor, competitive) конкурировать
- 5) to face smth. – (to be faced with smth) сталкиваться с чем-то
- 6) to supply – (supply (n), supplier) снабжать
- 7) to account for – нести ответственность/отвечать/принимать во внимание/приходиться на долю/объяснять
- 8) to pursue – преследовать (цель)/искать/добиваться
- 9) vital – важный, насущный, необходимый, Syn. – crucial, vitality – живучесть
- 10) enterprise – предприятие, entrepreneur – предприниматель
- 11) stocks – акции, Syn. – shares, stockholder/shareholder – акционер/держатель акций, stock – запас/фонд, share – доля

Part 3

- 1) heterogeneous – (Ant. – homogeneous) многонациональный
- 2) affiliation – принадлежность
- 3) misleading – вводящий в заблуждение
- 4) loyalty (loyalties) – верность, преданность, лояльность
- 5) to acknowledge – допускать, признавать, подтверждать
- 6) root – корень, roots – происхождение (корни)
- 7) common – общий, to have smth. in common with smb./smth. – иметь что-либо общее с кем-либо/чем-либо
- 8) significant – значительный, важный, существенный
- 9) to assimilate – сравнивать, уподоблять
- 10) intention – (intentional / unintentional, intentionally / unintentionally) стремление, цель, намерение
- 11) to give up – (Syn. – abandon) отказаться, отменить
- 12) apparent – несомненный, видимый
- 13) to fuse – (fusion) объединять(ся)
- 14) majority – (Ant. – minority) большинство
- 15) ancestry – происхождение, ancestor – предок

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- 16) census – перепись, ~Bureau
 17) to resent – негодовать, возмущаться, обижаться
 18) to cure – (Syn. – treat, cure/treatment (n)) излечивать, incurable -- неизлечимый
 19) to be welcomed – быть желанным, долгожданным
 20) trend – общее направление, тенденция.

Reading Comprehension and Vocabulary Exercises

Exercise 1. *Give the Russian for the following:*

Part 1

1) turning into reality the dreams and ideas; 2) the articles of Confederation; 3) after much argument, debate, and compromise; 4) ultimate power; 5) has been repeatedly amended; 6) the Bill of Rights; 7) to meet the changing needs; 8) fundamental rights; 9) freedom of religion, speeches, press, and peaceful assembly; 10) natural, “inalienable” rights; 11) the House of Representatives; 12) for six-year terms of office; 13) to declare war; 14) department of State, Treasury, Defense, Justice, Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, Education, and Veteran Affairs; 15) street and road repairs; 16) driving laws and licenses; 17) drinking laws; 18) laws on owning a gun

Part 2

1) has more than tripled; 2) genetic engineering; 3) airspace research and development; 4) computer and information services; 5) to be faced with intense competition; 6) hi-tech fields; 7) Silicon Valley; 8) farmers account for 14 % of; 9) spirit of enterprise; 10) to vigorously pursue economic interests; 11) part-owner; 12) white-collar jobs; 13) blue-collar worker

Part 3

1) was settled, built and developed by generations of immigrants; 2) ethnic sympathies, national origins, racial groups, and religious affiliations; 3) it would be very misleading; 4) religious loyalties; 5) to proudly acknowledge ethnic roots; 6) to have something in common with smb.; 7) “melting pot”; 8) “salad bowl”; 9) are fused together into something larger; 10) Blacks, Hispanics; 11) general statements; 12) generalizations that can be safely made; 13) incurable optimists; 14) to be trend

setters in lifestyles; 15) a strong sense of community and neighborliness, and a great informality.

Exercise 2. *Give the English for the following:*

1) бывшие слабые колонии; 2) свободное и независимое государство; 3) направлять петицию правительству с требованием устранить ошибки; 4) система правосудия, гарантирующая должное соблюдение юридических процедур; 5) неотъемлемые права; 6) один человек – один голос; 7) избирательный участок при выборах членов конгресса; 8) избираться непосредственно теми, кто имеет право голоса; 9) министр иностранных дел, министр внутренних дел; 10) с одобрения Конгресса; 11) собрание акционеров; 12) совладелец; 13) считать кого-либо принадлежащим какой-либо группе; 14) в этом смысле; 15) быть по существу точным.

Exercise 3. *Answer the questions:*

Part 1

1. When and why did the seven-year Revolution start?
2. What was the result of it?
3. When was the American Constitution adopted?
4. What does the Constitution set?
5. What was the name of the first ten Constitutional Amendments? What are they considered to be?
6. What rights are mentioned in the Constitution?
7. What does American governmental system include?
8. What is Congress comprised of? How many members are there?
9. All all members of Congress elected using the same method?
10. How is the President of the US elected? How many full terms is the President allowed?
11. Is the President independent in the decisions? How does the President interact with Congress?
12. What are executive departments of the US.
13. What are the powers of the federal government?
14. What are the powers of the government of states?
15. Why is there a strict division of federal and state powers?

 Part 2

1. How large is the population of the US? How much land does the country occupy? What share of the world market does America retain?
2. In what industries does America take the leading position? Is it easy to be the world's leader in economy? Why?
3. What is Silicon Valley?
4. What facts show that the US is the world's leading agricultural nation?
5. What characteristics helped America become the leading nation?
6. What is the structure of jobs in the US? Are blue-collar workers among the lowest-paid in the world?

Part 3

1. Why is America called “a nation of immigrants”?
2. Has the US stopped taking immigrants recently?
3. Can the US be called a simple collection of different groups? Why?
4. Why is the US called the “melting pot”?
5. What is the reason for calling the US a “salad bowl”?
6. What is a better metaphor for American society and why?
7. What is American population structure according to their ancestry?
8. Do Americans like when other people generalize about them? Why?
9. What generalizations can be safely made about American people?
10. What three American “national characteristics” can you name?

Exercise 4. *Insert prepositions where necessary:*

1. Congress is made upthe Senate and the House of Representatives.
2. According to Russian Constitution the President is elected every four years four-year terms of office.
3. The number of representatives from each state is basedits population.
4. The executive managers are usually appointed.....the chief of the corporation.
5. He is limitedhandling this part of the department.
6. The governor of the state doesn't have any direct power ...police force.
7. Do you know Russian laws ...drug use?
8. Nowadays many Americans face... the problem of unemployment.
9. McDonald's company accounts.....45 per cent of all American fast food market.

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10. More than 10 per cent of all working Americans are ... heavy industry.
 11. The USA is a heterogeneous country and this fact makes it different...its neighbors.
 12. One personality trait which is common for almost all the Americans is friendliness... people.

Exercise 5. *Paraphrase the sentences using the active vocabulary:*

1. People in democratic countries have a certain number of freedoms that can not be taken away.
2. This problem is very important for our government.
3. American farmers produce more than 20 per cent of the world's agricultural goods.
4. What is the name of American ex- president?
5. Hi-tech and other fields are vital for the US economy.
6. American Congress includes such executive branches as the Senate and the House of Representatives.
7. Our company has already signed an agreement with the US airspace research and development center.
8. American government has come across the necessity of supporting farmers and ranchers.
9. That tendency was evident to everyone.
10. What are your roots?
11. This company continues functioning.
12. How big is the amount of money the government takes from people's wages or salaries?
13. How are these politicians going to manage the housing problem?
14. Have you heard of the President's goal to resign?
15. A lot of nations fuse within that country.
16. Whites are the main part of American population.
17. Does this country have death penalty?
18. They refused to continue debates connected with religious freedom in American society.
19. The shares of this company are growing.
20. The Parliament ratified the Bill a week ago.
21. Our organization protects domestic producers from piracy.
22. They protested against new job cuts.
23. They offered several corrections of the Constitution.

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24. America takes leading position in many fields of modern life, for example, in biochemical and genetic engineering.
 25. Business people will have a lot of profit next year.
 26. How does the end product look like?
 27. People come to America to look for their happiness.

Exercise 6. *Find opposite sentences:*

1. The company has stopped functioning again.
2. It's unnecessary to know the history of your native place.
3. A lot of nationalities are separated within the US.
4. Hispanics, Indians and Afro-Americans are the main majorities in the USA.
5. It is a correct idea of the structure of Russian government.
6. He dissuaded them from the necessity of doing this.
7. He started smoking several years ago.
8. The workers of this enterprise are happy when their salaries are delayed.
9. The law having been discussed was rejected by the government.
10. A new senator was fired yesterday morning.
11. His goal is unclear.
12. The territory of modern America presented the current colonies of Great Britain.
13. Do they have a restriction of religion in their country?
14. Do the ideas of these parties have anything different?
15. They've already faced a sluggish competition.

Exercise 7. *Insert words from the active vocabulary:*

1. It's impossible to ... this illness.
2. He works in Foreign ... Department.
3. What is your religious ...?
4. The President of the US is elected directly by ... every four years to a four-year ... of office.
5. They've made a ... on favorable terms.
6. What is your ...? – My grandparents come from Ireland.
7. The ... is responsible to make laws while the ... does everything to enforce them.
8. Mass media can not publish and say whatever they want because the government ... strictly.
9. The extreme penalty in this country is
10. American producers ... all the world with modern computers and their inputs.

11. He is a good citizen. He always demonstrates ... to the government.
12. Is anybody going to help me? – Yes, you can ... me.
13. While calculating ... you need to take all income of our citizens who work at home and abroad into account.
14. What goals do they ...?
15. Two terrorists ... a child and are demanding a million dollars.
16. Is your enterprise able to ... with these huge old companies?
17. Russian oil industry ... a rather large share of the world market.
18. ... is responsible for keeping data about all people living in the country.
19. If you want a discount you should
20. Instead of the ultimate power the three branches have ... over each other.

Exercise 8. *Translate the following sentences into English:*

1. На днях Конгресс внес поправку в закон об неотъемлемых правах граждан.
2. Соединенные штаты представляют собой многонациональное государство, состоящее большей частью из иммигрантов.
3. Сельское хозяйство – одна из наиболее развитых сфер экономики США. На её долю приходится около 25 % от всего производства страны.
4. Сегодня в их квартире были произведены незаконный обыск и опись всего имущества.
5. Последняя перепись населения показала, что в нашей стране имеется тенденция к урбанизации.
6. У вас есть какие-либо видимые причины к принятию таких мер?
7. Данный договор включает в себя несколько пунктов.
8. Менеджер был уволен из компании, так как преследовал только свои интересы.
9. Какую религию вы исповедуете? (Какова ваша религиозная принадлежность?)
10. История этого народа уходит корнями в далекое прошлое.
11. Первые 10 поправок Конституции США известны как Билль о Правах.
12. Снижение подоходного налога стало долгожданным событием для многих американцев.
13. Многие штаты Америки могут устанавливать свои законы, связанные с любыми сферами общественной жизни.
14. Расследование похищения людей является федеральным делом.
15. Многие люди с гордостью признают свои этнические корни.

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16. Подоходный налог никогда не берется с пенсионеров.
 17. Министр иностранных дел говорил, что наша страна сталкивается с новой проблемой.
 18. Может ли смертная казнь быть одобрена в демократическом обществе.
 19. У нас есть одна общая черта: мы оба пытаемся решать проблемы как можно быстрее.
 20. Вас здесь не ждут.

Communicative Exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. The division of powers into three branches is universal.
2. American people have a lot of rights and freedoms.
3. In democratic countries there are no unreasonable searches, arrests and seizures of property.
4. American states have much more power than Russian regions.
5. Two-Houses Parliament is characteristic both of the USA and Russia.
6. American and Russian presidents can count upon the automatic support of their parliaments.
7. The division of federal and local powers is very strict both in America and Russia.
8. The US is the leader of the world economy.
9. There are some typical features of American character that help survive intense competition.
10. Both the US and Russia are multinational countries.
11. Most people in the world proudly acknowledge their ethnic roots.
12. Minorities are discriminated neither in the US nor in Russia.
13. It's easy to make generalizations about any nation.
14. Many Russian people do not differentiate between nation and nationality.

Exercise 2. *Act out dialogs between an American and a Russian person discussing:*

1. American and Russian national characteristics.
2. Differences of the notions “nation” and “nationality”.
3. Federal and state/regional powers.
4. Political systems and problems.
5. Economic systems and problems.

Exercise 3. *Speak on:*

1. True and false characteristics of Russian and American people.
2. Nation and nationalities in Russia and America. What can a person mean saying 'I'm Russian'?
3. Differences and similarities in American and Russian political system.
4. Differences and similarities in American and Russian economies.
5. Attitude to traditions and ceremonies in the USA and Russia.

UNIT 8. TRANSPORTATION

Transportation in the US

Waterways

From the earliest days up until the railroad became dominant after the Civil War, travel by water was the favorite means of transportation for both passengers and freight. It is no accident that most of America's largest cities first grew around ocean harbors, along rivers, or later, by canals. "Downtown" once meant exactly that: down where the ground was the lowest, near the harbor docks or by the river where the first houses and buildings were constructed. The Americans had a great advantage when it came to boats and ships, whether for the inland waterways or the oceans. From 1820 until the Civil War, the United States was the leading maritime nation.

The greatest achievement of American merchant shipbuilding was the clipper. The first true clipper ships were built in the mid-1840s, these ships traveled very fast. The three decades before the Civil War saw the domination of merchant shipping by American clippers. But the era of the steamship soon put an end to this romantic period of fast and elegant wooden sailing ships. The first commercially successful steamboat in the world was Robert Fulton's *Clermont*, which appeared on the Hudson River in New York in 1807. Steamboats were an important means of transportation which helped to expand the frontier further and further west. Canals also did a great deal to open up the interior of America, to take settlers and immigrants to new areas, to carry their farm goods to city markets, to move freight at low cost, and to transport manufactured products and materials.

Railroads

As early as 1833, a railroad in South Carolina and Georgia was running trains over a route of more than 200 km, the longest in the world at that time. Because of greater speed and directness, the railroad was beginning to win out over the steamboat. Trains could go where boats and ships could not. This was especially important west of the Mississippi, where there were fewer large rivers. The government supported many railroads by giving them land for building tracks and lending them money at a low rate of interest. Millions of immigrants reached the new territories with the help of the railroads. Later, trains transported the goods they produced. Fresh meat, fruits, and vegetables could be transported more quickly. As a consequence, food became less expensive in the urban areas. The materials needed for constructing railroads stimulated the iron and steel industries.

While the early decades of the 20th century were the “golden age” of the railroads in America, their significance for passenger service has declined since then. In 1971, Congress created Amtrak, the National Railroad Passenger Corporation, to provide a balanced transportation system by developing and improving intercity rail passenger service. Compared with railroad passenger transport in Germany, France or Britain, however, Amtrak is of relatively little importance. The Amtrak system works best and most profitably in densely populated areas where distances are short and getting to and from airports is convenient and expensive. On the longer distances, Amtrak has a hard time competing with the airplane. Freight trains, by contrast, are still very important, especially for the transportation of ‘bulk goods’ such as coal or grain. And, after many problems in the 1980s, the largest railroads are now much more competitive. In fact, when measured by tons carried per mile, the railroads transport 37 percent of all American freight compared with about 27 percent for trucks (and 16 percent of freight on inland waterways). Trains are now both cheaper and more efficient than trucks.

The Car Culture

America B. C. (Before the Car) was a much different place than it was after all those Fords and Chevys became available to millions of Americans. Soon the average “man next door”, and his teenage son and daughter as well as his wife, could afford a car. Figures show that the United States has developed an enormous modern transportation system, an extensive network of roads and highways which enables Americans to travel freely and comfortably wherever they want without having to give up their independence, consult timetables, or wait for connections. For example, the American interstate highway system – the non-stop, interconnected “motorways” – stretches for over 72,000 km. In the U. S. there are more cars and trucks and buses per person than anywhere else.

One could easily reach the conclusion that America is one big parking lot, clogged by cars and trucks, stinking of exhaust, covered by concrete, and marred by service stations. Such images, however, are highly misleading. Urban areas in the United States, towns and cities, large and small, only take up less than 2 percent of the country’s total land area. It is sometimes forgotten that in the U. S. today – a country over 30 times the size of Italy and over 40 times that of the United Kingdom – one third of the land is still covered by forests.

Public, state-supported mass transportation systems – buses, commuter trains, streetcars, subways – only make sense in economic and practical terms for those parts

of the U. S. that are densely settled. For example, 53 percent of all New Yorkers use the mass transit, public transportation system. Cities such as Chicago, Boston, Washington D. C., Philadelphia, and San Francisco are also examples of cities where public transportation plays an important role. Experience has shown, however, that many people still prefer to go by car, and would continue to do so, even if public transportation were more readily available and less expensive.

The most extensive and one of the least expensive means of transportation in America is the bus. Both city traffic and intercity transportation are largely provided by bus companies, public and private. Intercity and suburban bus companies operate between some 15,000 cities, towns, and villages. America's intercity buses transport more than 350 million passengers every year, more than Amtrak and all airlines combined. This cheap way to cover long distances in the U. S. is used by many American and foreign travelers.

Americans started relatively early giving thought to the problems caused by cars. In the 1950s, some cities began to ban cars from their central shopping areas. So-called malls were built within cities, changing traffic-filled streets to areas reserved for pedestrians, landscaped with grass, flowers and trees. Many universities forbid students to have cars on campus, unless, of course, they are handicapped. Programs such as car-pooling or "share-the-ride" and "park-'n-ride" are also common approaches.

In most U. S. states the national speed limit of 55 mph (about 88 km/h) is in effect, but outside a several kilometer radius of larger cities, a speed limit of 65 mph (about 104 km/h) is allowed on major rural interstate highways. Some Americans, of course, always try to go just a little bit faster, but overall, most adhere to speed limits. This general acceptance is helped along by the police, who strictly enforce speed limits in and outside the cities. Studies show that there is less pollution at lower speeds, gas is saved, and, perhaps most importantly, there are fewer lives lost. Americans are sometimes surprised to learn that they have a reputation of being polite and courteous drivers. Much tougher drinking-and-driving laws in many states have meant that in some areas traffic deaths have dropped as much as 30 percent in one year. There are very strict laws, rigidly enforced, for protecting school children. Children have special crossing areas and school zones in which the maximum speed limits for cars are usually from 5 to 15 mph (8 to 44 km/h). American courts have little sympathy for those who speed near school zones or pass school buses as children are getting out. Automatic fines of up to \$500 for first-time offenders are not uncommon.

Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 2, 4, 7.
2. Give the summary of the text
3. Retell the text as if you were:
 - 1) a Russian tourist in America;
 - 2) an American who likes to travel;
 - 3) a driver;
 - 4) the head of the bus company.

Vocabulary

- 1) to become dominant – стать преобладающим
- 2) means of transportation – транспортные средства
- 3) to grow around – возникать возле
- 4) harbor – гавань (порт)
- 5) downtown – центр города
- 6) inland waterways – внутренние водные пути
- 7) maritime nation – морская нация
- 8) clipper – клипер
- 9) merchant shipping – торговый флот
- 10) steamship – пароход
- 11) to expand the frontier – расширять границу
- 12) to open up the interior – открывать внутренние районы страны
- 13) freight – груз/товарный поезд, to move ~ at low cost – перевозить грузы по низкой стоимости
- 14) manufactured products – промышленные товары
- 15) to run trains over a route of – направлять поезда по маршруту
- 16) to win out over – одерживать верх над
- 17) to give smb. land for building tracks – давать землю для строительства железной дороги
- 18) a low rate of interest – низкая процентная ставка
- 19) to transport the goods – перевозить товары
- 20) urban areas – городские территории
- 21) to stimulate the iron and steel industries – стимулировать развитие

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- металлургической и сталелитейной промышленности
- 22) to provide a balanced transportation system – обеспечивать сбалансированную систему транспорта
- 23) to improve intercity rail passenger service – улучшать услуги в сфере междугородних перевозок пассажиров по железной дороге
- 24) to work profitably – работать прибыльно
- 25) densely populated (densely settled) areas – густонаселенные территории
- 26) bulk goods – товары, перевозимые крупными партиями
- 27) competitive, efficient – конкурентоспособный, эффективный
- 28) an extensive network of roads and highways – разветвленная система дорог и скоростных шоссе
- 29) to consult timetables – сверяться с расписанием
- 30) interconnected “motorways” – взаимосвязанные автострады
- 31) parking lot – стоянка
- 32) clogged by cars – забитый (переполненный) машинами
- 33) marred by service stations – испорченный обилием станций техобслуживания
- 34) take up – занимать
- 35) commuter trains – пригородные поезда
- 36) subway – метро
- 37) suburban bus companies – компании пригородного автобусного сообщения
- 38) to ban – запрещать
- 39) mall – торговый центр
- 40) traffic-filled streets – переполненные транспортом улицы
- 41) pedestrians – пешеходы
- 42) handicapped (Syn. disabled, physically challenged) – инвалиды
- 43) car-pool/car pooling – автомобильный пул (для поездок на работу): группа автовладельцев-соседей, живущих в пригороде, каждый из которых по очереди возит остальных на работу на своей машине.
- 44) adhere to speed limits – подчиняться ограничению скорости
- 45) enforce speed limits in and outside the cities – заставлять соблюдать ограничение скорости в городах и за их пределами
- 46) pollution, to pollute – загрязнение, загрязнять
- 47) tougher drinking-and-driving laws – более жесткие законы о вождении в нетрезвом виде
- 48) crossing areas – пешеходные переходы
- 49) speed (v, n) – превышать скорость, скорость

50) automatic fines – автоматические штрафы

51) first-time offenders – правонарушители, совершившие преступление впервые

Reading Comprehension and Vocabulary Exercises

Exercise 1. *Give the English for:*

1) неслучайно; 2) строиться; 3) преимущество; 4) десятилетие; 5) быстрые и элегантные суда; 6) коммерчески успешный; 7) городские рынки; 8) железная дорога; 9) иметь преимущество над; 10) менее дорогой; 11) обычный парень, живущий по соседству; 12) позволить себе машину; 13) отказываться от независимости; 14) покрытая лесом; 15) государственная система транспорта; 16) в основном обеспечиваются автобусными компаниями; 17) дешевый способ преодолеть большое расстояние; 18) пешеходные зоны; 19) запрещать студентам пользоваться машинами на территории университета; 20) они имеют репутацию вежливых водителей; 21) американские суды; 22) стали доступны миллионам американцев; 23) думать о проблемах; 24) городской транспорт; 25) бензин экономится; 26) давать займы деньги.

Exercise 2. *Give the Russian for:*

1) up until; 2) the Civil War; 3) travel by water; 4) to move freight; 5) harbor docks; 6) when it came to; 7) the greatest achievement; 8) further and further west; 9) a great deal; 10) settlers and immigrants; 11) to produce goods; 12) as a consequence; 13) significance; 14) the National Railroad Passenger Corporation; 15) relatively little importance; 16) convenient and expensive; 17) has a hard time; 18) measured by tons carried per mile; 19) trucks; 20) an enormous modern transportation system; 21) wait for connections; 22) stretches for over; 23) reach the conclusion; 24) stinking of exhaust; 25) covered by concrete; 26) 30 times the size of Italy; 27) in economic and practical terms; 28) the most extensive; 29) central shopping areas; 30) landscaped with grass, flowers and trees; 31) common approaches; 32) major rural interstate highways; 33) this general acceptance is helped along by the police.

Exercise 3. *Answer the questions to the texts:*

1. When was travel by water the favorite means of transportation for passengers and freight?
2. What did “downtown” mean once?
3. The US was the leading maritime nation, wasn't it? Why?

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4. How successful was the US as far as shipbuilding and traveling by water?
 5. What was good about clippers? Why did steamships put an end to the period of clippers?
 6. How important are canals for America?
 7. Why did the railroad begin to win out over the steamboat?
 8. How did the government support many railroads?
 9. What did the railroads stimulate?
 10. The significance of the railroads has increased, hasn't it?
 11. What was the purpose of creating Amtrak? How important is it compared to railroad passenger transport in Europe?
 12. Where does the system of Amtrak work best?
 13. In what sphere is railroad still very important? Why?
 14. How available are cars in modern America?
 15. What enables Americans to travel freely and comfortably?
 16. What are the advantages of traveling by car?
 17. How can you characterize American interstate highway system?
 18. What is one of the misleading images of America connected with cars? What is the real situation there?
 19. What does public mass transportation system include? Where does it make sense? What cities are given as examples? Do all people prefer public transport in such cities?
 20. What is the most extensive means of transportation in the US? What transportation is provided by bus companies? What companies are involved?
 21. Where do bus companies operate? How many passengers a year do they take?
 22. What measures were taken to solve problems caused by cars in shopping areas?
 23. What did universities do to help solve the problem? What other programs were suggested?
 24. What are American laws concerning speed limits? Do American drivers often break these limits? Who helps enforce them in and outside the cities?
 25. What are the positive results of speed limits?
 26. What reputation do American drivers have?
 27. Why have traffic deaths dropped?
 28. How do laws protect children?
 29. What is American courts' attitude to those who speed near school zones?

Exercise 4. *Ask questions to match the following answers. Think of all possible*

variants:

1. A: ...?
B: Yes, it did. It happened after the Civil War
2. A: ...?
B: They grew around ocean harbors and along rivers.
3. A: ...?
B. It was “*Clermont*”.
4. A: ...?
B: It happened because of greater speed and directness.
5. A: ...?
B: Millions of immigrants reached the new territories.
6. A: ...?
B: They gave land and lent money at low interest rate.
7. A: ...?
B: It was done to provide a balanced transportation system.
8. A: ...?
B: I think, for over 72, 000 km.
9. A: ...?
B: Only in densely populated areas.
10. A: ...?
B: Car-pooling or “share-the-ride” and “park-’n-ride”.
11. A: ...?
B: From central shopping areas, on university campus and in school zones.

Exercise 5. *Insert prepositions where necessary:*

1. Most ... America’s largest cities first grew ... ocean harbors and ... rivers.
2. The first commercially successful steamboat in the world appeared ... the Hudson . River ... New York.
3. Police strictly enforce speed limits ... and ... the cities.
4. This system works best and most profitably ... densely populated areas.
5. The Americans had a great advantage when it came ...boats and ships.
6. Many universities forbid ... students to have cars ... campus.
7. This railroad is running trains ... a route ... more than 200 km.
8. Most ... Americans adhere ...speed limits.
9. Compared ...railroad passenger transport ...other countries, this company is ...

relatively little importance.

10. Fords and Chevys became available ... millions ... Americans.
11. This extensive network ... roads and highways enables ... Americans to travel freely and comfortably wherever they want.
12. The significance ... railroad ...passenger service has declined since the early decades of the 20-th century.
13. The materials needed ...constructing ...railroads stimulated many industries.
14. Many people think that America is one big parking lot, clogged ...cars and trucks, covered ...concrete.
15. Afterwards the railroad began to win the steamboat.
16. Urban areas in the United States take ... less than 2 percent ...the country's total land area.
17. Experience has shown that many people still prefer to go ... car.

Exercise 6. *Paraphrase the sentences using the active vocabulary:*

1. How do they move cargo within this area?
2. Rural areas occupy the largest part of this country.
3. Local authorities officially disallowed cars in that area.
4. This area is open to cyclists and walking people.
5. They moved the borders forward at an unprecedented rate at the end of the 19-th century.
6. Trains transport goods inexpensively.
7. The company is efficient on the world market.
8. There is a special library entrance for disabled people.
9. Anti smoking laws are very strict in some countries.
10. The banks are paying little percentage of deposited money to depositors now.
11. One of the main role of the police is to make sure that driving laws are obeyed.
12. Most drivers obey driving and drinking laws.
13. A lot of freight is moved along rivers inside the country.
14. This company transports products in large quantities all over the country.
15. Steamers replaced clippers.
16. They never start driving faster near school zones.
17. You should look at the schedule to see when the last train leaves.
18. There are too many cars in the area.
19. My beautiful table was spoiled by cigarette burns.
20. You can leave your car in a specialized area.

21. Gas makes air dirty.

Exercise 7. *Find the opposites:*

1. Steamers lost to clippers.
2. You can find many plants and factories downtown.
3. Public transport makes economic sense only in rural areas.
4. Many drivers do not obey laws limiting speed.
5. There are few cars in the area.
6. The ship is in the ocean now.
7. She is a recidivist.
8. Bus is gradually losing its leading position in the US.
9. American government has always done a lot to make the lands beyond the border inaccessible.
10. They transport small amount of products.
11. There are few people living in this region.
12. It is an intercity train.
13. They suffered losses.
14. Cycling is permitted in this part of the city.
15. There are many roads for pedestrians.
16. That beautiful landscape was improved by the large amount of gas stations.
17. Many cities and towns were destroyed around harbors and along rivers.
18. This type of car is meant for healthy individuals.
19. Are there many drivers in the street?
20. They are a land nation.
21. That bus company operates in the suburbs.

Exercise 8. *Insert the words from the vocabulary:*

1. It is very expensive to drive to work every day for people living in the suburbs.
That is why automobile owners organized ... to to take turns in driving several neighbors to work.
2. If the authorities of American states want to decrease the amount of car accidents they must ... and
3. In order to move freely from one city/town to another it is necessary to
4. Using ... you can avoid traffic jams.
5. Where am I to leave the car? There is no ...!
6. The air is ... by large amount of cars.

-
7. ... helps move quickly and freely across the US.
 8. Drivers who speed near school zones pay large....
 9. There are ... that move people downtown from suburbs.
 10. It is easy to pay on the loan because of
 11. They are a great ...: their merchant shipping is one of the largest in the world.
 12. If the government wants its people to move freely within the country it must
 13. The demand on goods made of metal is growing. This fact

Exercise 9. *Translate into English:*

1. Пароход стал преобладающим транспортным средством в Америке после Гражданской войны.
2. Многие люди предпочитают делать покупки в торговых центрах.
3. Если вы нарушите правила дорожного движения, вам придется заплатить штраф.
4. Строительство железной дороги стимулировало развитие многих отраслей промышленности.
5. Пароходы способствовали расширению границ страны, доставляя иммигрантов в новые районы, а также перевозя грузы по низкой стоимости.
6. Эта система общественного транспорта работает прибыльно только в густонаселенных территориях.
7. Система дорог и скоростных шоссе позволяет путешествовать свободно туда, куда вы хотите.
8. Существует ошибочная точка зрения, что Америка – это огромная стоянка, переполненная машинами.
9. В этом университете студентам запрещено оставлять машины на территории кампуса.
10. Работа городского транспорта и междугородние перевозки обеспечиваются многими государственными и частными компаниями.
11. Товарные поезда очень важны для перевозки так называемых основных грузов, таких как уголь и зерно.
12. Во многих городах автомобильное движение запрещено на центральных улицах.
13. Удивительно, что американцы имеют репутацию вежливых водителей.
14. Мы должны принять более жесткие законы о вождении в нетрезвом виде для защиты школьников.
15. Недавно он был оштрафован за нарушение правил об ограничении скорости.

2 курс

UNIT 1

SOCIAL WORK

Exercise 1. Listen and repeat the words. Practice correct and quick reading. Match the phonemic transcription with the proper word in the Vocabulary below this exercise.

|ə'bjʊ:s|, |ə'dʒʌs(t)m(ə)nt|, |ə'sesmənt|, |dɪ'pend(ə)nt|, |ɪm'pɜ:mənt|, |sə'pɔ:t|,
|dʒə'rɒntə'lədʒɪkəl|, |prɪ'ventɪv|, |,slɪkɪ'atrɪk|, |'alkəhɒl|, |prə'li:s|, |'fak(ə)lti|, |dɪ'strɛs|,
|'rʊər(ə)l|, |'səʊʃ(ə)l|.

VOCABULARY

1. abuse – жестокое обращение; злоупотребление
2. adjustment – приспособляемость, привыкание, адаптация
3. alcohol dependent – алкоголик
4. assessment – оценка
5. behavior – поведение
6. clinical social work – клиническая социальная работа
7. community – сообщество; общество
8. dependent – иждивенец

-
9. disability – нетрудоспособность, инвалидность
 10. disadvantage – недостаток
 11. disorder – болезнь, расстройство
 12. distress – горе, беда; нищета, нужда
 13. drug dependent – наркоман
 14. faculty – факультет
 15. family support worker – семейный социальный работник
 16. gerontological social work – геронтологическая социальная работа
 17. health services – медицинское обслуживание
 18. Humanitarian faculty – гуманитарный факультет
 19. illness – болезнь, заболевание
 20. impairment – ухудшение, ущерб
 21. industrial social work – социальная работа на производстве
 22. interaction – взаимодействие
 23. medical social work – социальная работа в медицинских учреждениях
 24. occupational social work – социальная работа по месту занятости
 25. offender – преступник, правонарушитель
 26. police social work – социальная работа в полиции
 27. preventive social work – превентивная социальная работа
 28. psychiatric social work – социальная работа в психиатрии
 29. rural social work – социальная работа в сельской местности
 30. school social work – социальная работа в школе
 31. setting – окружение, обстановка
 32. social services – социальное обслуживание
 33. social worker – социальный работник
 34. support – поддержка
 35. treatment – лечение уход; воспитание

Exercise 2. Translate the following sentences into Russian.

1. Social workers have excluded abuse as a reason for the child's disappearance.
2. A social worker is particularly effective in developing and using the team approach and in bringing about coordination of services and activities.
3. Language may be conceived of as a process that arises from social interaction.
4. Traditional social work emphasizes three basic processes: casework, group work, and community organization.
5. Social work knowledge has been largely borrowed from the social sciences, particularly psychology and sociology, though anthropology, political science, economics, and history as well as the natural sciences of biology and physiology contribute as well.
6. Baccalaureate Degree in Social Work prepares students for general social work practice.
7. Social workers must simultaneously provide the services needed by clients and adhere to the workload management requirements of the employing social agency.
8. Speaking about different types of the family sociologists distinguish monogamy and polygamy.
9. It is characterized by continuous or periodic: impaired control over drinking, preoccupation with the drug alcohol, use of alcohol despite adverse consequences, and distortions in thinking, most notable denial.
10. Sociologists distinguish formal and informal norms of behaviour in any culture.

Exercise 3. Substitute the underlined words / word combinations for the synonyms from the vocabulary. Translate them into Russian.

1. Public work may be defined as an art, a science, a profession that helps people to solve personal, group (especially family), and community problems and to attain satisfying personal, group, and community relationships through social work practice.
2. Regular visits from a caseworker can be of immense value to old people living alone.
3. Domestic care workers also intervene in times of family crisis.
4. One priority of the National Health Project is to ensure smooth functioning of health centers and prophylactic work.
5. I'm surprised by her bad conduct toward her friends.
6. This is the tone and tune of men in sorrow.
7. Law enforcement agency's social work focuses on working with victims of crime in a variety of areas, including child abuse, sexual assault, family violence, elder abuse, and other crimes against people.
8. Smoking can harm your health.

Exercise 4. Fill in the gaps in the following sentences choosing the right words:

Police social workers, raise, problems, substance use, child, family and school social workers, experiencing social problems, care at different levels, coordinate, chronic health problems, gerontological social workers.

There are many different type of social workers but here are three examples of the type of work that they do.

_____1_____ help children, families and the elderly work toward resolving their problems. They help place children in foster care and assist parents looking to adopt. They connect struggling parents with resources to help better care for and _____2_____ their children. They work with students and teachers to address bullying, learning disabilities and other problems. According to the Bureau of Labor Statistics, child, family and school social workers are the most common kind of social worker.

Medical and Public Health Social Workers help the seriously ill and those with _____3_____ to find adequate care, access public resources like medicare and medicaid, and find services like nutrition classes and nursing care.

_____4_____ are professionally trained social workers or individuals with related academic degrees employed within police departments or social service agencies who receive referrals primarily from police officers. Their primary functions are to provide direct services such as crisis counseling and mediation to individuals and families _____5_____ such as mental illness, alcohol and _____6_____ and abuse, domestic violence, and child abuse, among others.

_____7_____ are experts at meeting the biopsychosocial needs of older adults. Part of the job is connecting the elderly with community resources. Social workers _____8_____ care for individuals who need a number of services and who will, over a period of months, years, and sometimes decades, require _____9_____. They help elderly individuals and their families examine their needs, and determine how they will be paid for. They assist them in applying for needed services and dealing with _____10_____ as they arise.

Exercise 5. Match the words:

1) rural social work	a) социальная работа по месту занятости
2) psychiatric social work	b) клиническая социальная работа
3) occupational social work	c) превентивная социальная работа
4) police social work	d) психиатрическая социальная работа
5) preventive social work	e) социальная работа в полиции
6) medical social work	f) социальная работа в сельской местности.
7) school social work	g) социальная работа в школе
8) gerontological social work	h) социальная работа на производстве
9) clinical social work	i) геронтологическая социальная работа
10) industrial social work	j) социальная работа в медицинских учреждениях
11) abuse	k) иждивенец
12) adjustment	l) недостаток
13) assessment	m) жестокое обращение; злоупотребление
14) behavior	n) приспособляемость, привыкание
15) disorder	o) поведение
16) dependent	p) горе, беда
17) disability	q) болезнь, расстройство
18) disadvantage	r) нетрудоспособность, инвалидность
19) community	s) сообщество; общество
20) distress	

READING**A Case Involving Serious Emotional Issues and Domestic Discord**

Ken Bientos was referred by his supervisor, Philip Yang, the Employee Assistance Program social worker at the large credit union where he worked. He was a printer at this company. Mr. Bientos had a history of missing many work days, and he also showed symptoms of melancholy. In meeting with Mr. Yang, Mr. Bientos gradually revealed that he had been married to Francine for the past 14 years. He slowly divulged that their marriage was one that had a long history of marital discord. Mr. Bientos indicated his wife had been diagnosed as bipolar, with a number of cycles of manic behavior and depression. Mr. Bientos stated he also had been diagnosed as bipolar and has been on lithium (antidepressant medication) for the past 11 years. With both spouses having frequent mood swings, Mr. Bientos stated their marriage was full of severe tension, some episodes of violence, and rarely times of pleasantness. They had a son, Roger, who was now 12 years of age. Roger was described as doing “OK” with the spousal turmoil and also doing “OK” in school. Mr. Bientos indicated he had tried numerous strategies to persuade his wife to enter into marital counseling with him. He had even twice voluntarily committed himself to a psychiatric hospital for depression—as he was informed that part of his treatment would involve mandated couple’s counseling at the hospital. However, both times his wife refused counseling, and both times Mr. Bientos was released after staying for several days. Mr. Bientos added that occasionally there were physical confrontations with his wife. He stated his wife had a pattern of screaming at him and shoving him when she was irritated with him. A few times he stated he shoved back at her. She usually responded by calling 911. Over his marital years, he indicated he had spent a night in jail on three occasions because of domestic violence. Mr. Bientos further added that generally after a confrontation with Francine, which usually occurred about once a month, Francine would leave with Roger and stay with her mother, who lived several miles away. Francine then expected Ken to “beg” her and “wine and dine” her to come home. Mr. Yang indicated this was really severe marital discord and

wondered why Mr. Bientos and his wife had not ended their marriage. Mr. Bientos indicated this was his second marriage. He and his first wife also had had a child, and he found it very difficult to be a “good dad” when he seldom saw that son (Larry) who was now 22 years of age. He stated he did not want to raise another child in a broken relationship. As for why Francine was staying in the marriage, Mr. Bientos stated he did not fully know. He thought partly it was because she was insecure, did not want to be alone, was financially dependent on him, and because she psychologically enjoyed “tormenting” him. Mr. Yang then asked Mr. Bientos what direction he wanted to head to in the future with his marriage. Mr. Bientos stated he did not know but was leaning toward ending the marriage. Mr. Yang inquired whether Francine would be willing to come in for couples counseling. Mr. Bientos stated he had tried for more than a decade to have this happen, and he had now given up on this. Mr. Yang then stated their meeting time was nearing the end but requested that prior to the next time they meet (in 5 days) that Mr. Bientos have the homework assignment of writing down a “pro-con” list as to whether it would be desirable to continue the marriage. Five days later, Mr. Bientos came in with his list. Practically all of his items were on the side of ending the marriage. After considerable discussion, including the possible impact of the divorce on Roger, Mr. Bientos decided to retain a divorce attorney and file for divorce.

It took 14 months for Mr. Bientos to obtain a divorce. He and Francine had major confrontations on custody issues and visitation schedules involving Roger. Joint custody was eventually ordered by the judge. Francine and Ken Bientos also had stormy confrontations over dividing the marital property. During this 14-month time period, Mr. Bientos occasionally met with Mr. Yang to vent his emotions and to problem-solve present and future issues. Mr. Yang also referred Mr. Bientos to a “Rebuilding” support group, which Mr. Bientos found to be quite helpful, as it was a

group of men and women who were also going through a divorce and working on rebuilding their lives.

Mr. Bientos stopped by Mr. Yang's office about 4 months after the divorce was finalized. Mr. Bientos expressed gratitude for Mr. Yang's assistance. He indicated he was now emotionally more relaxed and was beginning to date. He also stated that Roger seemed to be doing better because he no longer had to watch the tension and conflict between Francine and himself. Mr. Bientos did indicate, on a negative note, that Francine had increasingly become a "bitter person."

Exercise 6. Read the story above and render it.

Text 1

Social work

Social work is the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal. Social work practice consists of the professional application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; providing counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and practicing in relevant legislative processes.

The term social worker has been defined by the National Association of Social Workers as: Graduates of schools of social work (with either bachelor's or master's degrees), who use their knowledge and skills to provide social services for clients (who may be individuals, families, groups, communities, organizations, or society in

general). Social workers help people increase their capacities for problem solving and coping and help them obtain needed resources, facilitate interactions between individuals and between people and their environments, make organizations responsible to people, and influence social policies.

The practice of social work requires knowledge of human development and behavior; of social, economic and cultural institutions and of the interaction of all these factors.

There are different specialties within social work, for example: rural social work, occupational social work, school social work, clinical social work, preventive social work, police social work and others.

Rural social work is practice oriented to helping people who have unique problems and needs arising out of living in agricultural or sparsely populated areas.

School social work is the specialty oriented towards helping students make satisfactory school adjustments.

Psychiatric social work or clinical social work is social work in a mental health setting.

Occupational social work or industrial social work is the provision of professional human services in the workplace through employer-funded programs.

Preventive social work is the professional application of social work theory and methods to the treatment and prevention of psychosocial dysfunction, disability, or impairment, including emotional and mental disorders.

Social Workers can be based within residential settings, such as children's homes, hostels and care homes, or in a field-based capacity working within the community. Either way, their role is very similar and involves providing counseling, advice and support to vulnerable adults or children, including offenders. The clients they work with may be drug or alcohol dependent, suffering from a long-term illness, experiencing mental health problems or the subject of some form of abuse. The role

of the Social Worker is to assess their needs and the subsequent level of social and emotional support that they may require.

Residential Social Workers who work with children are responsible for ensuring that their clients are provided with a safe, secure and friendly environment and will organize various activities for them aimed at developing their life skills to enable them to live independently in the future. With adults, their responsibilities may also include helping them with the daily running of their lives including handling finances and benefit claims. Social Workers with elderly clients will be responsible for ensuring that their clients live a dignified, safe and comfortable life within their residential setting.

Community-based Social Workers work closely with a variety of clients including families where children are considered to be at risk. They advise on drug and alcohol issues, support offenders and help people with terminal illnesses adjust to their situation.

Social Workers form a vital part of an extensive support network which can include doctors, teachers, police and other health care professionals. They are required to demonstrate excellent counseling skills and the ability to develop positive relationships with their clients while remaining professionally detached. Acting on behalf of a caseload of clients necessitates good time management and the flexibility to be able to respond to the needs of a client whenever required.

It is not possible to practice as a Social Worker without a degree or postgraduate qualification approved by the General Social Care Council (GSCC), after which you can apply for professional registration. The degree can often be achieved through part-time study while also gaining practical experience in the field.

Exercise 7. Find the English equivalents to the following phrases:

1. социальные условия;
2. ценности социальной работы;
3. реальные услуги;
4. малонаселенные территории;
5. адаптация к школе;
6. программы, финансируемые работодателем;
7. теория и методы социальной работы;
8. лечение и предотвращение;
9. психосоциальные дисфункции;
10. инвалидность;
11. психические расстройства;
12. соответствовать нуждам клиента.

Exercise 8. Say whether these statements are true (T) or false (F), and say why.

T F 1. One of the tasks of social workers is to help communities provide or improve social and health services.

T F 2. Social worker should know not only about human development and behavior, about social, economic and cultural institutions but also about the interaction of all these factors.

T F 3. There are two major specialties within social work: occupational social work and clinical social work.

T F 4. Occupational social work is also called industrial social work.

T F 5. School social work helps students to adapt to school environment.

Exercise 9. Answer the following questions:

1. What is social work?
2. What knowledge does the practice of social work require?
3. What person can become a social worker?
4. What specialties within social work do you know?
5. Is school social work oriented towards helping students make satisfactory school adjustments?
6. What is rural social work practice oriented to?
7. Do the terms “psychiatric social work” and “medical social work” mean different things?
8. What does the preventive social work officer do?
9. How do you understand the term “industrial social work”?
10. When did the term “social work” appear?

Text 2**Goals of Social Work Practice**

The National Association of Social Workers has conceptualized social work practice as having four major goals.

Goal 1: Enhance the Problem-Solving, Coping, and Developmental Capacities of People. Using the person-in-environment concept, the focus of social work practice at this level is on the “person.” With this focus, a social worker serves primarily as a facilitator. In this role, the worker may take on activities of a counselor, teacher, caregiver (that is, providing supportive services to those who

cannot fully solve their problems and meet their own needs), and changer of specific behavior.

Goal 2: Link People with Systems That Provide Them with Resources, Services, and Opportunities.

Using the person-in-environment concept, the focus of social work practice at this level is on the relationships between people and the systems they interact with. With this focus, a social worker serves primarily as a broker.

Goal 3: Promote the Effectiveness and Humane Operation of Systems That Provide People with Resources and Services. Using the person-in-environment concept, the focus of social work practice at this level is on the systems people interact with. One role a worker may fill at this level is that of an advocate. Additional roles at this level are:

- Program developer: The worker needs to promote or design programs or technologies to meet social needs.
- Supervisor: The worker seeks to increase the effectiveness and efficiency of the delivery of services through supervising other staff.
- Coordinator: The worker seeks to improve a delivery system through increasing communications and coordination among human service resources.
- Consultant: The worker seeks to provide guidance to agencies and organizations by suggesting ways to increase the effectiveness and efficiency of services.

Goal 4: Develop and Improve Social Policy. As in Goal 3, the focus of social work practice at this level is on the systems people interact with. The distinction between Goal 3 and Goal 4 is that Goal 3 focuses on the available resources for serving people, whereas Goal 4 focuses on the statutes and broader social policies that underlie such resources. Social workers at this level are planners and policy developers. In these roles, workers develop and seek adoption of new statutes or

policies and propose elimination of those that are ineffective or inappropriate. In these planning and policy development processes, social workers may take an advocate role and, in some instances, an activist role.

The Council on Social Work Education (CSWE) is the national accrediting body for social work education in the United States. It defines the purpose of social work as follows:

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

This definition of the purpose of social work is consistent with the four goals of social work mentioned earlier. However, it adds one additional goal of social work, as follows.

Goal 5: Promote Human and Community Well-Being. The social work profession is committed to enhancing the well-being of all human beings and to promoting community well-being. It is particularly committed to alleviating poverty, oppression, and other forms of social injustice. About 13% of the U.S. population has an income below the poverty line.¹⁹ Social work has always advocated for developing programs to alleviate poverty, and many practitioners focus on providing services to the poor. Poverty is global, as every society has members who are poor. In some societies, as many as 95% of the population lives in poverty. Social workers are committed to alleviating poverty not only in the United States but also worldwide. Alleviating poverty is obviously complex and difficult. Social work professionals work with a variety of systems to make progress in alleviating poverty,

including educational systems, health care systems, political systems, business and employment systems, religious systems, and human services systems.

Exercise 10. Say whether these statements are true (T) or false (F), and say why.

T F 1. There are three major goals of social work.

T F 2. The first goal implies that a social worker serves primarily as a facilitator.

T F 3. The second goal of social work to provide people with shelter and food.

T F 4. On the third level social workers can also perform the role of a supervisor.

T F 5. The Goal 4 focuses on the statutes and broader social policies that underlie such resources.

T F 6. The purpose of the social work profession is to promote human and community well-being with money.

T F 7. This definition of the purpose of social work is consistent with the goals of social work/

T F 8. Social work has always advocated for providing services to the poor.

T F 9. Social workers are committed to alleviating poverty worldwide.

T F 10. Alleviating poverty is not so complex and difficult process.

Exercise 11. Develop the ideas:

1. The first goal of social work practice is ...
2. When worker serves as a facilitator, he/she ...
3. The second goal of social work practice is ...
4. The focus of social work practice at the second level is ...

-
5. The third goal of social work practice is ...
 6. The focus of social work practice at the third level is...
 7. The program developer is one who ...
 8. The supervisor plays a role of ...
 9. The coordinator helps ...
 10. The consultant suggests ...
 11. The fourth goal of social work practice is ...
 12. The distinction between Goal 3 and Goal 4 is ...
 13. The Council on Social Work Education (CSWE) is ...
 14. The purpose of the social work profession is ...
 15. Social work's purpose is actualized through ...
 16. This definition of the purpose of social work is consistent with ...
 17. The fifth goal of social work practice is ...
 18. Social work has always advocated for ...
 19. Poverty is ...
 20. Alleviating poverty is ...

Exercise 12. Translate the following sentences into English.

- 1) Всем нужна любовь и забота друзей и семьи.
- 2) Социальная работа существует потому, что мир не совершенный.
- 3) Социальные работники помогают людям решить много важных вопросов.
- 4) Социальная работа - гуманная профессия.
- 5) В мире многие люди чувствуют себя бесполезными, ограниченными физически.
- 6) Социальная работа в полиции также направлена на помощь жертвам преступлений и их семьям.

-
- 7) Социальная работа в сельской местности направлена на решение проблем людей, проживающих в сельских или малонаселенных районах.
 - 8) Социальные работники являются агентами перемен в обществе.
 - 9) Социальная работа в системе образования приобретает все большее значение в социализации и формировании личности. .
 - 10) От правильной социальной защиты зависит действенность правоохранительной работы органов внутренних дел.

Case tasks:

1. To be really good in a career, you first have to love that career. Do you have a passion to provide social services to clients and to improve the lives of others? Why or why not?
2. Do you believe you have the capacity to become good at counseling and at interacting with others? Why?
3. Do you have a desire to improve the living conditions of people who are poor and/or oppressed? Why or why not?

Exercise 13. Choose one of the following topics and prepare a report on it.

1. Define the profession of social work.
2. Provide a brief history of social work.
3. Describe the following social work activities: casework, case management, group work, group therapy, family therapy, and community organization.
4. Describe the person-in-environment conceptualization for social work practice.
5. Specify the goals of social work practice.

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6. Summarize societal stereotypes of social workers.
 7. Summarize employment settings and career opportunities in social work.
 8. Briefly describe the international social work.

EXTRA READING

HISTORY OF SOCIAL WORK

Exercise 1. Listen and repeat the words. Practice correct and quick reading. Match the phonemic transcription with the proper word in the Vocabulary below this exercise.

|ə'laʊəns|, |pri:'neɪt(ə)l|, |'benɪfɪt|, |mə'tə:nɪtɪ|, |sə'vʌɪvə|, |ɪn'ʃʊər(ə)ns|,
 |ʌnɪm'pləɪm(ə)nt|, |'ɑ:mənə|, |ɑ:mz|, |'tʃɑrɪtəb(ə)l|, |ə'sɪst(ə)ns|, |'gɑ:dɪən|, |'ɔ:f(ə)n|,
 |'əʊvəsiə|, |lɔ:|, |pʊə|, |ə'fɪʃ(ə)l|.

VOCABULARY

1. aged – престарелый
2. allowance – необлагаемый налогом минимум пособия, выплачиваемый на детей и иждивенцев
3. almoner – 1. *уст.* раздающий милостыню (*должностное лицо при дворе или религиозной организации*); 2. *уст.* работник сферы социального обслуживания
4. alms – милостыня
5. appalling conditions - ужасные условия

-
6. assistance – помощь
 7. benefit – пенсия, пособие
 8. cash benefit – денежное пособие
 9. charitable work – благотворительная работа
 10. children's allowance – государственное пособие многодетным семьям
 11. cost-of-living allowance – надбавка к базовой заработной плате, выплачиваемая в связи с изменением величины прожиточного минимума
 12. disability benefit – пособие по инвалидности
 13. exclusion allowance – часть пособия, не облагаемая налогом
 14. family allowance – государственное пособие многодетным семьям
 15. guardian – опекун, попечитель
 16. hospital almoner – *уст.* работник сферы социального обслуживания, ведающий оплатой лечения и бытовым обслуживанием больных
 17. housing allowance – пособие, выделяемое на оплату жилья
 18. in kind benefit – пособие в натуральной форме
 19. insurance benefit – страховое пособие
 20. insurance – страхование
 21. insurance payments – страховые выплаты
 22. insurance scheme – схема страхования
 23. law – закон
 24. maternity benefit – пособие, выделяемое в связи с рождением ребёнка
 25. medical almoner – *уст.* работник сферы социального обслуживания, ведающий оплатой лечения и бытовым обслуживанием больных
 26. medical benefit – пособие по болезни
 27. official – должностное лицо, служащий
 28. orphan – сирота
 29. overseer – надзиратель, надсмотрщик

-
30. payments – выплаты
 31. poor – бедный
 32. poverty – бедность
 33. prenatal allowance – пособие по беременности и родам
 34. public assistance benefit – пособие по государственному социальному обеспечению
 35. retirement allowance – пенсия (*по выходу в отставку*)
 36. sick – больной
 37. sick benefit – пособие по болезни
 38. social benefits – пособия по социальному обеспечению
 39. social security benefits – пособия по социальному обеспечению
 40. social service benefits – пособия по социальному обеспечению
 41. social welfare benefits – пособия по социальному обеспечению
 42. survivors' benefit – пособие в связи с потерей кормильца
 43. to survive - выживать
 44. unemployed – безработный
 45. unemployment – безработица
 46. unemployment benefit – пособие по безработице
 47. unemployment-compensation benefit – пособие по безработице
 48. welfare – благополучие
 49. welfare officer – работник по вопросам социального обеспечения
 50. welfare state – государство всеобщего благосостояния

DEVELOPING VOCABULARY

Exercise 2. Match the words:

1) assistance	a) надзиратель, надсмотрщик
2) official	b) сирота
3) unemployed	c) помощь
4) overseer	d) благополучие
5) alms	e) милостыня
6) orphan	f) опекун
7) welfare	g) бедный
8) guardian	h) бедность
9) poor	i) отсутствие работы
10) poverty	j) должностное лицо, служащий

Exercise 3. Substitute the underlined words for the synonyms.

1. The term «overseer of the poor» has two synonyms «defender of the deprived» and «guardian».
2. The first officers responsible for distributing handouts to the poor were almoners usually connected with a religious house or other institution.
3. Social work as a profession engaged in rendering services intended to aid disadvantaged, suffered or vulnerable persons or groups appeared in the 19th century.
4. The Church was the only organized body which could try to relieve scarcity.
5. It used to help the aged, orphans, and the jobless.
6. But poor-law aid was always grudgingly offered.
7. It was considered shameful to depend on financial assistance in order to stay alive.

-
8. The awful settings made people aware of the urgent need for social reform.
 9. Church plays an important role in benevolent acts.
 10. Sick people do not work, but they get an illness allowance.

Exercise 4. Translate the sentences into English.

1. The job of the student welfare officer is to counsel students on all kind of problems.
2. The company's welfare officer deals with employees' personal problems.
3. Payments are limited to 10% each month.
4. It was a challenge just to survive.
5. Few living creatures can survive without water.
6. As the story unfolds, we learn that the boy became an orphan when he was one year old.
7. Some time ago, an incentive prenatal allowance was introduced for pregnant women who registered with clinics before the twelfth week of pregnancy.
8. An almoner is a chaplain or church officer who originally was in charge of distributing money to the deserving poor.
9. International charitable work is carried out through participation in international charitable projects and in the work of international charitable organizations.
10. The cornerstone of an unemployed worker's income support is the joint federal-state
11. Unemployment Compensation (UC)1 program, which may provide income support through the
12. payment of UC benefits.

-
13. The Committee was further informed that the reduction in cost-of-living allowance by the Office of Human Resources Management was based on the number of break days for experts with appointments of more than 12 months (21 calendar days over a 12-month period), in which they would receive a lower cost of living allowance rate.
 14. Prisoners in these camps are repeatedly beaten and tortured by guards and forced to carry out strenuous work in appalling conditions.
 15. In the strictest sense, a welfare state is a government that completely provides for the welfare, or the well-being, of its citizens.

READING

Exercise 5. Read and render the article.

The global interdependence of social work is demonstrated by the global interchange of ideas that led to professional social work education being established at approximately the same time in a number of countries. As indicated earlier, courses in social work in the United States began to be offered at colleges and universities in the early 1900s.

The first school of social work in Europe was begun in 1899 in Amsterdam and was called The Institute for Social Work Training. Shortly afterward, other European countries also began to offer professional social work programs.

Manon Luttichau was born on April 9, 1900. She is recognized as the most influential person in the founding of professional social work in Denmark. At an early age she became involved in “preprofessional” social work activities that were being established in Denmark; these activities largely involved providing services in

settlement houses for young women, including pregnant, single women. “Street work,” a form of social work, was also being done in Amsterdam; for example, “street workers” were assisting women near train stations. From 1922 to 1932, Luttichau was an assistant at a private organization, Care for Danish Women, that provided semiprofessional services to young women. During these years, Luttichau traveled to other countries (including the United States) to study how professional social work education was being conceptualized and offered.

On April 1, 1934, she became a “social worker” at the Copenhagen Municipal Hospital. This was a new job title in Denmark, one that she had advocated should be established.

In 1936 she formed a planning committee of physicians, lawyers, and others to design professional social work education in Denmark. This committee arranged for classes in social work to be offered, beginning on January 5, 1937. The classes were held in the hospital auditorium, using 29 volunteers as teachers (and using donated space). The classes were collectively called “the Social School in Denmark.” Luttichau was the “dean” for the first two groups of students. In 1938 she founded the National Association of Social Workers in Denmark.

Luttichau was a true internationalist. She believed the interchange of ideas and information among countries was essential in developing a profession. She traveled widely, studied the emerging profession of social work in other countries, and highly valued exchanging ideas with social workers in other countries. Luttichau is recognized as the pioneer of professional social work in Denmark. She died in 1995, on her 95th birthday.

SOURCE: Lynne M. Healy, International Social Work (New York: Oxford University Press, 2001).

Exercise 6. Read the tips and make up a summary of the article.

1. As you read, underline all the important points and all the important evidence. For example, you could look for all the topic sentences. If there is a word or words that are repeated throughout the passage, this is likely to be related to the topic.

Transition words and phrases should help you to understand how the piece is joined together. The main idea should be in the first or second paragraph, probably in a thesis statement at the end of the paragraph, or in the concluding paragraph. (You could look out for the 5 Ws - What?, Which?, Who?, Where?, When?, Why? - and the 1H - How?)

2. List or cluster the main idea of the whole piece, the main supporting ideas, and the main evidence for each idea. Be careful to use your own words rather than copying or just rearranging. In other words, try to find your own way of expressing the writer's ideas. Of course, you can use key words or phrases. Do not include too much detail.

3. Change the order if necessary, so that the main idea comes first and is followed by the supporting ideas and evidence in a logical sequence. Omit any repetitions.

4. If the original uses 'I' replace this with the writer's actual surname, "the writer", or "s/he". If the original uses 'you', substitute "people" or "they".

5. You should now be ready to write the summary. Start with a sentence that a) identifies the writer and the piece of writing, for example by giving the writer's name, the title of the piece and where/when it appeared, and b) gives the main idea. Use transition words to join everything together.

Text 1

The growth of social services

In medieval times in Europe, the Church was the only organized body which could try to relieve poverty. In fact, the Church, particularly through its monasteries, provided most of what are now known as the social services, especially education and the care of the poor and the sick. The guilds and manors also played their part. In country areas, the lord of the manor often made himself responsible for helping the poor and needy.

This system broke down in some European countries and also in England in the 16th century. In 1601 the English parliament passed the act which has become known as the Elizabethan Poor Law. This aimed to keep law and order and made arrangements for money to be raised and used to help the aged, orphans, and the unemployed. But poor-law assistance was always grudgingly offered, for people were regarded as somehow responsible for their poverty and were harshly treated by the authorities. Moreover, it was considered shameful to have to depend on financial assistance in order to survive. It was only in the late 19th century that social and welfare services became widely available, and, even then, not in all countries.

A hundred years earlier people had begun to think more about the rights of the individual human being. The appalling conditions caused by the Industrial Revolution in England made people aware of the urgent need for social reform. Elizabeth Fry and Lord Shaftesbury among others were notable social reformers. Charles Booth, a successful businessman became concerned with social problems and tried to understand how people lived, what they wanted, and how these wants could

be satisfied. He conducted a survey which revealed some shocking facts. More than 30 % per cent of London families were desperately poor. Their poverty was not a result of crime, drink, or laziness – in other words, they did not bring it upon themselves, as many people in those days thought. Their poverty was due to lack of work, accidents, death of the husband or breadwinner, failed businesses, old age, and illness. Booth's survey provided much of the information needed by various social service organizations then establishing themselves and trying to improve the situation.

Social work as a profession engaged in rendering services intended to aid disadvantaged, distressed or vulnerable persons or groups appeared in the 19th century. However, before that there were different public officials who helped distressed people.

The first officers responsible for distributing alms to the poor were almoners usually connected with a religious house or other institution. It is considered that almoners appeared in France in the 13th century. In England, such officers began to supervise charitable works later. And they still exist as part of Queens Household. The high almoner, usually a bishop or other prelate, distributes the royal alms on Maundy Thursday.

In modern times, the term almoner has also been used in Britain for a trained social worker, usually a woman, qualified to work in a medical setting. In this sense «almoner» was superseded in 1964 by the title «medical social worker». Now the term is used in Britain as well as in the United States.

Other officers who helped distressed people before appearance of social workers were overseers of the poor, people who in 16th- and 17th-century England and Colonial America were appointed as public officials to help collect local taxes and use these funds to provide relief for the destitute and, primarily, jobs for the able-bodied unemployed. Overseers of the poor were established in the Henrician Poor Law of

1536 and served as local officials for the government and for churches. The term «overseer of the poor» has two synonyms «guardian of the poor» and «guardian». Some social welfare historians trace the evolution of the modern social work profession to the overseers of the poor.

As Russia undergoes a period of lost ideals and spiritual degradation, one of the ways to revive the community's spiritual life can be found in a closer cooperation between the Church and social pedagogues and workers.

The project can also benefit from the public's growing religious awareness, a process which is likely to continue in future. The Church's social activities have more and more influence on various aspects of our social life. That is why there is a great amount of practical and academic interest in what we can learn from traditions created by a national institution, which has many centuries of experience in social activities, i.e. the Church. For over a thousand years, the Church has been an influence on everyday life and released social tensions by words of wisdom and charity. By helping those in grief, the Church helps the community to live in peace and harmony. After seventy years of administrative purges and bans, the Church is now free to exert its influence over various spheres: education, culture, politics, economy and charity.

All this makes important the program «Religion as a Factor of Harmonizing Social Relations». Under the program, the Church is to play an important role in social life. However, Russia a country of various religions, the program takes into account the influence exercised by other religions. The program focuses on extensive studies of the practice of social activities performed by religious organizations, and their present typical features. It is also aimed at developing theoretical and practical recommendations and models of cooperation between social services and spiritual arms in various regions.

The research project is to help establish more extensive ties with church institutions and religious communities in the country. As a result, it will give an additional impetus to such contacts between social pedagogues and scientists, on the one hand, and the clergy and religious people, on the other, enriching them with new concepts and forms of cooperation.

Exercise 7. Find the English equivalents to the following word combinations.

1. облегчить бедность;
2. помощь бедным и нуждающимся;
3. поддержание правопорядка;
4. сироты и безработные;
5. предлагалась неохотно;
6. подвергались жестокому обращению;
7. права человека;
8. заниматься социальными проблемами;
9. шокирующие факты;
10. вызвана отсутствием работы;
11. организации социального обслуживания;
12. занимающаяся оказанием услуг;
13. помощь обездоленным;
14. помогали бедным людям;
15. прихожане;
16. руководить благотворительной деятельностью;
17. чистый четверг;
18. квалифицированный социальный работник;

-
19. надзиратели за бедными;
 20. местные налоги;
 21. трудоспособные безработные;
 22. период утраченных идеалов;
 23. деградация;
 24. религиозное сознание;
 25. влияние на различные аспекты;
 26. влияние на повседневную жизнь;
 27. фактор гармонизации;
 28. установление более широких связей;
 29. духовенство.

Exercise 8. Match the word combinations:

- | | |
|-------------------------|---|
| 1) children's allowance | a) государственное пособие многодетным семьям |
| 2) housing allowance | b) денежное пособие |
| 3) prenatal allowance | c) страховые выплаты |
| 4) sick benefit | d) пособие по беременности и родам |
| 5) insurance scheme | e) пособие по болезни |
| 6) social benefits | f) пособие в натуральной форме |
| 7) insurance payments | g) пособия по социальному обеспечению |
| 8) cash benefit | h) пособие по инвалидности |
| 9) disability benefit | i) схема страхования |
| 10) inkind benefit | j) пособие, выделяемое на оплату жилья |

Exercise 9. Complete the sentences using the italicized words:

The social services; establish; to relieve poverty; purges and ban; religious organizations; social and welfare services; poverty; influence; law and order; theoretical.

1. In medieval times in Europe, the Church was the only organized body which could try
2. The Church provided most of what are now known as
3. This aimed to keep ... and made arrangements for money to be used to help the aged, orphans, and the unemployed.
4. In the late 19th century ... became widely available.
5. Their ... was due to lack of work, accidents, death of the husband or breadwinner, failed businesses, old age, and illness.
6. The Church's social activities have more and more ... on various aspects of our social life.
7. After seventy years of administrative , the Church is free to exert its influence over various spheres.
8. The program focuses on extensive studies of the practice of social activities performed by, and their present typical features.
9. The program is aimed at developing ... and practical recommendations.
10. The research project is to help ... more extensive ties with church institutions and religious communities in the country.

Exercise 10. Say whether these statements are true (T) or false (F), and say why.

T F 1. In medieval times in Europe, the Church provided education and the care of the poor and the sick.

T F 2. In 1601 the English parliament passed the act which has become known as the Henrician Poor Law.

T F 3. Poor-law assistance was always grudgingly offered.

T F 4. More than 30 % per cent of London families were desperately poor.

T F 5. Charles Booth was a bishop concerned with social problems.

Exercise 11. Make up the sentences:

- | | |
|--|---|
| 1. In medieval times | a) ... the English parliament passed the Elizabethan Poor Law. |
| 2. In the 16 th century | b) ... social and welfare services became widely available. |
| 3. In 1601 | c) ... system of Church care broke down. |
| 4. In the late 19 th century | d) ... people had begun to think more about the rights of the individual human being. |
| 5. A hundred years earlier | e) ... the Church was the only organized body which could try to relieve poverty. |

Exercise 12. Answer the following questions:

1. What organization tried to relieve poverty in Europe in medieval times?
2. Who made himself responsible for helping the poor and needy in country areas?

-
3. When did the English parliament pass the act which has become known as the Elizabethan Poor Law?
 4. When did social and welfare services become widely available?
 5. What survey provided much of the information needed by various social service organizations?

Text 2

Social services

The social services grew extensively in the 20th century. Early in the century in Britain, for example, as well as bringing in the health insurance scheme, the British government introduced pensions for elderly people, insurance payments for people without jobs, and other such benefits. After World War I, the great worldwide industrial slump created new problems, for millions of people were suddenly out of work. During World War II, a new plan for the social services was introduced which led to family allowances (payments to help parents pay for the cost of their children); a national insurance scheme for all; national assistance (now called income support) to replace the old and much despised Poor Law; and a new system of free education for all children. These benefits made Britain into what is known as a welfare state.

A welfare state is one in which the government (national and local) organizes services to try to eliminate problems such as poverty, disease, poor housing, and unemployment. Each person is believed to have a right to a certain standard of living which includes, for example, the right to treatment for illness. Other welfare states include the Netherlands, France, the Federal Republic of Germany, the Scandinavian countries, and New Zealand.

In the United States, government-funded social and welfare services were introduced somewhat later than in Britain, Europe, and New Zealand. In the 1930s, the years of the great depression, President Franklin D. Roosevelt introduced the New Deal policy to help the 13 million wage earners who had no jobs and the 5 million families living in poverty. Roosevelt believed strongly that if private industries could not provide jobs, then the government should step into help. The 1935 Social Security Act was passed to provide funds to help unemployed workers, and to create old-age pensions for qualified workers retiring after the age of 65.

The general principle in most countries which provide social services is that all employed people hand over part of their income to central fund which finances the services anyone might need. An example is the National Insurance Scheme in Britain, under which people pay a certain fixed sum every week out of their wages. Then, if a person is unemployed or too ill to work, he may draw back from the central fund certain benefits. These are weekly cash payments which will cover the most basic needs for the unemployed persons and their dependent family. When the persons reach retiring age, they are entitled to draw a pension from the central fund.

Another way in which people contribute to a central fund is through taxation. A proportion of tax money is reserved for cash benefits to needy people. Other money is provided by charity organizations.

There are many other social services in which help is given not in money but in the form of amenities, or facilities, or personal advice or care. For example, some children, for a variety of reasons, cannot enjoy a normal life in their own homes. They may need to be placed in foster homes or in residential establishments for children, often only for short periods. Special care is also needed by the mentally ill, the severely handicapped, and the old, who can no longer fend for themselves.

These services are called «personal» because they offer help in terms of the special needs of certain individuals. The needs of physically handicapped people, for example, vary greatly from one person to the next, and so they have to be assessed individually. Another reason for the title «personal» is that the help is often given by another person. Someone in distress needs advice, guidance, sympathy, understanding, and reassurance. If you can imagine yourself suddenly blinded in an accident, you can understand that you will need a lot more than a weekly payment from the government. You will need advice about education, possible employment, about Braille, and about how to manage your affairs. A person with the skill and understanding to help who works in the appropriate social services department is usually called a social worker. Help in various emergencies is also provided by volunteer charity workers.

Exercise 13. Find the English equivalents in the text to the following phrases:

1. пенсия по старости;
2. социальные службы;
3. национальная схема страхования;
4. пособие многодетным семьям;
5. плохое жильё;
6. устранить проблемы;
7. квалифицированный рабочий;
8. право на лечение;
9. особые нужды определенных категорий граждан;
10. инвалиды.

Exercise 14. Complete the sentences with the italicized words:

treatment for illness; allowance; benefit; unemployment; pensions, insurance; poverty; a welfare state; disabled; poor housing.

1. The British government introduced ... for elderly people.
2. A certain standard of living includes, for example, the right to
3. These benefits made Britain into what is known as
4. The government organizes services to try to eliminate problems such as poverty, disease, ... and unemployment.
5. President Franklin D. Roosevelt introduced the New Deal policy to help families living in
6. The accident left him permanently
7. ... is unacceptably high.
8. Who is eligible for ... payment?
9. His ... covers the doctor's fee.
10. His father gives him a monthly ... of £200.

Exercise 15. Say whether these statements are true (T) or false (F), and say why (see appendix 4).

T F 1. The social services grew extensively in the 20th century.

T F 2. After World War I millions of people were suddenly out of work.

T F 3. During World War II new plan for the social services was not introduced.

TF 4. Other welfare states include the Netherlands, France, the Federal Republic of Germany, the Scandinavian countries, and New Zealand.

TF 5. The 1935 Social Security Act was passed to provide funds to create old-age pensions for qualified workers retiring after the age of 65.

TF 6. The certain standard of living includes the right to treatment for illness.

TF 7. When people reach retiring age, they receive allowance in a single payment.

TF 8. Another way in which people contribute to a central fund is through taxation.

TF 9. Personal services offer help in terms of the special needs of certain individuals.

TF 10. Government never provides help in various emergencies.

Exercise 16. Answer the questions:

1. Did the social services grow extensively in the 20th century?
2. Did the British government introduce pensions for elderly people, insurance payments for people without jobs, and other such benefits early in the 20th century?
3. What benefits made Britain into what is known as a welfare state?
4. What is a welfare state?
5. When was the New Deal policy introduced to help the 13 million wage earners who had no jobs and the 5 million families living in poverty?

Exercise 17. Translate the sentences into English.

1. Война оставила тысячи детей сиротами.

-
2. Какие документы нужны для получения пособия в связи с потерей кормильца?
 3. Программа призвана помочь пожилым людям, живущим за счёт социальных пособий.
 4. Семья живёт за счёт пособия.
 5. Общий принцип в большинстве стран, которые предоставляют социальные услуги заключается в том, что все работающие люди отдают процент своих доходов в центральный фонд.
 6. Если человек не работает или слишком больной, чтобы работать, он получает из центрального фонда денежные выплаты, которые покрывают самые насущные потребности его и его семьи.
 7. Когда человек достигнет пенсионного возраста, он имеет право получать пенсию.
 8. Доля налоговых денег предназначена для денежных пособий нуждающимся.
 9. Есть много социальных организаций, в которых помощь предоставляется не в деньгах, а в форме услуг, советов или помощи.
 10. Некоторые дети, по разным причинам, не могут наслаждаться нормальной жизнью в собственном доме.
 11. Детей, которые не имеют надлежащей заботы, часто помещают в приемные семьи и в интернаты.
 12. Потребности людей с ограниченными физическими возможностями отличаются и должны оцениваться индивидуально.
 13. Помощь в различных чрезвычайных ситуациях обеспечивается также работниками благотворительных организаций.

Case tasks

1. Do you have a fairly well-thought-out sense of who you are and what you want out of life? If not, what do you need to work on? Prove.
2. Which of the social work roles would you enjoy fulfilling with clients? Why?
3. Do you have the passion and potential to develop the skills to become a very competent social worker? Prove.

Exercise 19. Choose one of the following topics and prepare a report on it.

1. Describe how the future of social welfare will be affected by technological advances.
2. Illustrate that the future of social welfare will also be partially affected by changes in the family system.
3. Describe roles assumed by social workers in social work practice.
4. Discuss social work practice with individuals, families, groups, organizations, and the community.
5. Describe the knowledge, skills, and values needed for social work practice.
6. Describe the programs and social benefits provided in our country.

UNIT 2
POVERTY

Exercise 1. Listen and repeat the words. Practice correct and quick reading. Match the phonemic transcription with the proper word in the Vocabulary below this exercise.

|səb'sɪstəns|, |'krɪsɪs|, |'æplɪkənt|, |'prɪm(ə)rɪ|, |'æbsəlu:t|, |ə'riəz|, |ski:m|, |kɒmpri'hensɪv|, |stɑ:'veɪʃn|, |səb'sɪst(ə)ns|, |θret|, |wel'bi:ɪŋ|.

VOCABULARY

1. absolute poverty – абсолютная бедность
2. applicant – заявитель, проситель
3. arrears - задолженность, недоимки, долги
4. bread line – раздача беднякам продуктов питания (*низкого качества или с истекшим сроком хранения*)
5. comprehensive social security schemes – схемы социального страхования
6. conditions – условия
7. crisis hot line – горячая линия
8. economic inequality - - экономическое неравенство
9. hot line – горячая линия
10. income – доход
11. lack – нехватка, недостаток; нужда
12. level – уровень
13. level of living – уровень жизни
14. poverty line – черта бедности
15. living conditions – жилищные условия
16. needs – потребности

-
17. poor – бедный
 18. poverty – бедность, нищета
 19. poverty level – прожиточный минимум
 20. poverty line – прожиточный минимум
 21. primary poverty – первичная бедность
 22. relative poverty – относительная бедность
 23. scheme – схема
 24. secondary poverty – вторичная бедность
 25. social stratification - социальное расслоение, социальная стратификация
 26. starvation – голод, недоедание
 27. subsistence – существование, жизнь
 28. subsistence level – прожиточный минимум
 29. sustain physical life - поддерживать материальное состояние
 30. threat – угроза
 31. well-being – благополучие, благосостояние

DEVELOPING VOCABULARY

Exercise 2. Read and translate the sentences.

1. Several of your clients are in arrears on their payments.
2. If you continue to be in arrears, we will send you a written warning.
3. His words implied a threat.
4. We are now concerned for the economic well-being of the country.
5. Malthus believed that population increase would outpace increases in the means of subsistence.

-
6. Social security provided only a bare subsistence.
 7. Emergency aid could save millions threatened with starvation.
 8. Secondary poverty is caused by many reasons.
 9. The Committee then installed the first hot line to receive the complaints of women exposed to violence.
 10. The company will be conducting applicant screenings Wednesday.
 11. Anthropologists have found that social stratification is not the standard among all societies.
 12. The Comprehensive Social Security Assistance Scheme is a welfare programme that provides supplementary payments to residents whose income is not sufficient to meet basic needs.

Exercise 3. Match the columns:

1

- | | |
|-----------------------|---------------------------|
| 1) absolute poverty | a) вторичная бедность |
| 2) primary poverty | b) относительная бедность |
| 3) relative poverty | c) первичная бедность |
| 4) secondary poverty | d) горячая линия |
| 5) hot line | e) прожиточный минимум |
| 6) poverty datum line | f) абсолютная бедность |

2

- | | |
|----------------------|---------------------------------|
| 1) well-being | a) благополучие, благосостояние |
| 2) lack | b) нехватка, недостаток; нужда |
| 3) living conditions | c) доход |
| 4) income | d) потребности |

5) applicant	е) жилищные условия
6) needs	ф) угроза
7) poor	г) схема
8) threat	h) бедность, нищета
9) scheme	і) заявитель, проситель
10) poverty	ж) бедный

READING

Text 1

Poverty

In 2008 over 36 million people, about 12% of our population, were living below the poverty line. (The poverty line is the level of income that the federal government considers sufficient to meet basic requirements of food, shelter, and clothing.) A cause for alarm is that the rate of poverty is higher now than it was in 1980, and the poverty rate in 2008 was nearly as high as it was in 1966. Throughout most countries in the world, wealth is concentrated in the hands of a few individuals and families. Poverty and wealth are closely related in that abundance for a few is often created through deprivation of others.

Poverty does not mean simply that poor people in the United States are living less well than those of average income. It means that the poor are often hungry. Many are malnourished, with some turning to dog food or cat food for nourishment. Poverty may mean not having running water, living in substandard housing, and being exposed to rats, cockroaches, and other vermin. It means not having sufficient heat in

the winter and being unable to sleep because the walls are too thin to deaden the sounds from the people living next door. It means being embarrassed about the few ragged clothes that one has to wear. It means great susceptibility to emotional disturbances, alcoholism, and victimization by criminals, as well as a shortened life expectancy. It means lack of opportunity to advance oneself socially, economically, or educationally. It often means slum housing, unstable marriages, and few chances to enjoy the finer things in life—traveling, dining out, movies, plays, concerts, and sports events.

The infant mortality rate of the poor is more than double that of the affluent. The poor have less access to medical services and receive lower quality health care from professionals. The poor are exposed to higher levels of air pollution, water pollution, and unsanitary conditions. They have higher rates of malnutrition and disease. Schools in poor areas are of lower quality and have fewer resources. As a result, the poor achieve less academically and are more likely to drop out of school. They are also more likely to be arrested, indicted, and imprisoned, and they are given longer sentences for the same offenses committed by the nonpoor. They are less likely to receive probation, parole, or suspended sentences.

Poverty also often leads to despair, low self-esteem, and stunted growth—including physical, social, emotional, and intellectual growth. Poverty hurts most when it leads to a view of the self as inferior or second class.

The usual definitions of poverty are based on lack of money, and annual income is the measure most commonly applied. There are two general approaches to defining poverty: the absolute approach and the relative approach.

The absolute approach holds that a certain amount of goods and services is essential to an individual's or family's welfare. Those who do not have this minimum amount are viewed as poor. The fundamental problem with this approach is that there is no agreement as to what constitutes "minimum" needs.

Depending on the income level selected, the number and percentage of the population who are poor change substantially, along with the characteristics of those defined as poor.

A serious problem with the absolute definition of poverty is that it does not take into account the fact that people are poor not only in terms of their own needs but also in relation to others who are not poor. That is, poverty is relative to time and place.

It is important to realize that the experience of poverty is based on conditions in one's own society. People feel poor or rich with reference to others around them, not with reference to very poor or very rich people elsewhere in the world.

Poverty exists for many centuries, but the content of the notion differs from country to country and from time to time. There is a difference in poverty in Western Europe and Eastern Europe. There is also a difference in the meaning of poverty in Western Europe in the last century and today. Last century poverty mostly meant that a part of the population had to struggle for life and did not have enough money to buy food: poverty was an absolute notion. Nowadays most of the Western European countries have comprehensive social security schemes, which cover the whole population. Almost everybody has a basic income and in some countries this income is rather high. In those countries therefore poverty cannot longer be seen as a threat of daily life. There, poverty means that a part of population has arrears in relation to the average population: poverty is a relative notion.

Most discussions distinguish between absolute or primary poverty and relative or secondary poverty. «Absolute poverty» refers to a lack of the basic requirements to sustain physical life. «Relative poverty» is used to demonstrate the inadequacy of definitions of absolute or primary poverty by referring to the cultural needs of individuals and families within the context of the rest of society. An absolute poverty line is a kind of fixed amount. An absolute poverty line is not meant to change with

the standard of living in society. People are defined as «poor» if their income is below the line and when some absolute needs are not sufficiently satisfied.

Exercise 4. Find the English equivalents to the following phrases:

1. черта бедности;
2. уровень нищеты;
3. сосредоточено в руках нескольких людей;
4. создается через лишение других;
5. бедные часто голодают;
6. отсутствие проточной воды;
7. отсутствие достаточного тепла зимой;
8. смущаться из-за рваных вещей;
9. сокращение продолжительности жизни;
10. отсутствие возможности развиваться;
11. меньший доступ к медицинскому обслуживанию;
12. высокие показатели недоедания;
13. получают условный срок;
14. причиняет вред;
15. абсолютный подход;
16. относительный подход;
17. минимальные потребности;
18. малоимущее население;
19. бедность относительна;
20. определение бедности;
21. недостаток денег;

-
- 22.собственные нужды;
 - 23.существование бедности;
 - 24.значительно изменились;
 - 25.в отношении к другим;
 - 26.приводить к разным результатам;
 - 27.содержание понятия;
 - 28.угроза повседневной жизни;
 - 29.основные потребности;
 - 30.поддерживать физическую жизнь.

Exercise 5. Fill in the gaps with italicized words and word combinations.

poverty; amount; income; relative poverty an absolute poverty line; Absolute poverty; primary poverty; differs; poor.

1. ... does not change with the standard of living in society.
2. People are ... if some of their absolute needs are not sufficiently satisfied.
3. ... demonstrates the cultural needs of individuals and families within the context of the rest of society.
4. ... exists for many centuries and can be defined in different ways.
5. ... refers to a lack of the basic requirements to sustain physical life.
6. A serious problem with the absolute definition of poverty is that it does not take into account the fact that people are poor not only in terms of their own needs but also in relation to others who are not poor.
7. Poverty exists for many centuries, but the content of the notion from country to country and from time to time.
8. Almost everybody has a basic and in some countries it is rather high.
9. « » refers to a lack of the basic requirements to sustain physical life.

10. Those who do not have this minimum are viewed as poor.

Exercise 6. Say whether these statements are true (T) or false (F), and say why.

T F 1. There is no objective and unique definition of poverty, which demonstrates exactly when somebody is poor.

T F 2. An absolute poverty line means a kind of fixed amount.

T F 3. People are defined as «poor» when they can not sufficiently satisfy some of their absolute needs.

T F 4. Most discussions distinguish between absolute or primary poverty and relative or secondary poverty.

T F 5. «Secondary poverty» is used to demonstrate the inadequacy of definitions of absolute or primary poverty.

Exercise 7. Answer the questions:

1. Is there objective and unique definition of poverty?
2. What is poverty?
3. Does the content of the notion «poverty» differ from country to country and from time to time?
4. What did te poverty mean last century?
5. What kinds of poverty do most discussions distinguish?

Exercise 8. Translate the text in writing.

Social assistance

Social assistance is based on need and thus requires declarations of income, family size, and other circumstances. It is provided on the basis of a means test that takes into account not only income but also capital; persons with a specific level of saving may be ineligible. Alternatively it may be only income-tested, the income from capital being assessed in the same way as other income. Often those who have been given the task of operating the scheme (social workers) have been allowed considerable discretion in deciding whether to give assistance and how much to give in certain types of cases.

In other countries social assistance plays a considerable role in supplementing social insurance benefits for those without other sources of income such as sick pay or employers pension schemes as well as providing for those without rights to benefits or those whose benefits have run out because they are paid only for a specific number of months (unemployment benefits).

Partly because of this problem of stigma, social assistance programs are called by a variety of different names in the hope that they will be more acceptable to applicants. For example, the term used is supplementary benefit in the United Kingdom and GAIN (guaranteed income) in British Columbia.

Rules of social assistance differ considerably from country to country and are usually determined locally rather than centrally. In the United Kingdom, where rules are determined centrally persons in full-time work are not eligible. In the United States only households headed by a single parent are eligible. The United States used what is essentially the social assistance approach for meeting the medical care needs of low – income persons under the Medicaid program.

Exercise 9. Translate the sentences into English.

1. Благополучие людей должно всегда стоять на первом месте.
2. Не существует точного определения слова «бедность».
3. Много людей в мире испытывают чувство голода каждый день.
4. Платежи задержаны более чем на 24 месяца.
5. Мы несём ответственность за заботу о наших пациентах и за их благополучие.
6. Миллионы людей сталкиваются с голодом каждый день.
7. При покупке продуктов плохого качества, позвоните на горячую линию.
8. Мы опросили 30 квалифицированных заявителей на эту должность.
9. Социальная стратификация представляет собой особую форму социального неравенства.
10. Комплексная программа схемы социального страхования направлена на помощь тем, кто не может обеспечить себя материально.
11. Его существование было наполнено самой разнообразной деятельностью.
12. Прожиточный минимум — минимальный уровень дохода, который считается необходимым для обеспечения определённого уровня жизни в России. Это стоимость условной потребительской корзины.
13. Число бедного населения изменяется от того, как определена черта бедности.
14. Раздача продуктов питания низкого качества беднякам выглядит унижительно.
15. Потребность – есть состояние нужды в определенных условиях жизни, деятельности.

Case tasks

1. Who have been the people in your life who have encouraged you to excel? What did they do and say that inspired you to excel?
2. Could you present strategies to reduce poverty in the future?
3. Can you describe a social worker's role in motivating people who are discouraged?
4. What changes would you have to make if you were forced to live on \$50 a day?

Exercise 10. Choose one of the following topics and prepare a report on it.

1. Describe the extent of poverty and the effects of living in poverty.
2. Discuss the income and wealth gaps between the rich and the poor in your country.
3. Summarize the causes of poverty and identify the population groups with the lowest income levels.
4. Outline current programs to combat poverty and discuss their merits and shortcomings.
5. Present strategies to reduce poverty in the future.
6. Describe a social worker's role in motivating people who are discouraged.

UNIT 3

CHILDREN

Exercise 1. Listen and repeat the words. Practice correct and quick reading. Match the phonemic transcription with the proper word in the Vocabulary below this exercise.

|ə'bandən(ə)nt|, |'ædʌlt|, |ə'ləʊn|, |'lætʃki:| , |'nə:sɪŋ|, |dɪ'vɔ:s|, |'faʊndlɪŋ|,
 |'ɔ:f(ə)nɪdʒ|, |kʌ'stəʊdiəl|, |'li:g(ə)l| , |,su:pə'vɪʒn| , |'jʌŋstə|.

VOCABULARY

1. abandonment – оставление ребенка
2. adultified children – дети, несущие обязанности, характерные для взрослых людей
3. care – забота, попечение
4. divorce – развод
5. exceptional children – «исключительные» дети, т.е. с отклонениями от нормы в ту или иную сторону
6. foundling hospital – приют для подкидышей
7. gifted child – одаренный ребенок
8. home alone children – безнадзорные дети
9. latchkey children – дети, проводящие часть дня без присмотра взрослых
10. legal custodial parent – родитель, с которым после расторжения брака остаются несовершеннолетние дети
11. limitation – ограничения
12. nursing care – уход за детьми
13. orphanage – детский дом
14. parent – родитель

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- 15.runaway children – дети-беглецы
 - 16.stolen children – украденные дети
 - 17.supervision – надзор
 - 18.thrown away children – беспризорные дети
 - 19.unwanted child – нежеланный ребенок
 - 20.youngster – несовершеннолетний

Exercise 2. Translate the sentences.

1. At that time, I was still a wide-eyed youngster.
2. Young children need constant supervision.
3. The Unwanted Child essentially perceived or experienced their earliest life, from conception till birth and beyond, as a hostile reception where they were rejected not just in their own nature and humanity, but for existing at all.
4. Nursing care plans provide a means of communication among nurses, their patients, and other healthcare providers to achieve health care outcomes.
5. When one parent has sole legal custody, the non-custodial parent is granted visitation rights so that he can spend time with his children.
6. An orphanage is a residential institution devoted to the care of orphans— children whose biological parents are deceased or otherwise unable or unwilling to care for them.
7. A latchkey kid or latchkey child is a child who returns from school to an empty home because their parent or parents are away at work.
8. This lack of concern explains why only 37% of the runaway or thrown away children were missing in 1999, but only 21% were reported missing to law enforcement.

-
9. A runaway child is a minor who has departed the home of his or her parents or legal guardians contrary to their wishes and who intends to remain independent of their control.
10. Stolen children are youths who have been abducted from the legal custodial parent by the other parent, usually after a divorce and loss of custody.

Exercise 3. Match the columns.

- | | |
|-------------------------|--|
| 1) adultified children | a) исключительные дети |
| 2) exceptional children | b) украденные дети |
| 3) latchkey children | c) дети, проводящие часть дня без присмотра взрослых |
| 4) runaway children | d) беспризорные дети |
| 5) stolen children | e) дети-беглецы |
| 6) gifted children | f) безнадзорные дети |
| 7) home alone children | g) одаренные дети |
| 8) thrown away children | h) нежеланный ребенок |
| 9) youngsters | i) несовершеннолетний |
| 10) unwanted child | j) дети, несущие обязанности, характерные для взрослых людей |

Children

Children are youngsters who are under the legal age of responsibility or emancipation. In most states this age is 18 years old. Social workers deal with children having different problems. There are some groups of children who need care and supervision of specialists. These are runaway children, exceptional children, adultified children, stolen children, latchkey children, home alone children, thrown away children and many others.

A runaway child is a minor who has departed the home of his or her parents or legal guardians contrary to their wishes and who intends to remain independent of their control. The federal government maintains a National Runaway Hotline to help these youngsters and possibly reunite them with their parents.

«Exceptional children» is a designation applied to dependent youngsters who, because of unusual mental, physical, or social abilities or limitations, require extraordinary forms of education, social experience, or treatment. These children include mentally retarded youngsters who can benefit from educational training facilities designed to help them reach their potential. Other such children may be those with physical disabilities and deformities, mental disorders, special talents, very high intelligence, or unusual physical abilities.

A youth who, because of family relationship patterns, psychopathology, or socioeconomic circumstances, is compelled to assume roles and responsibilities normally reserved for older people, is called an adultified child. An example is a child who is a primary caregiver for younger siblings as well as meal preparer, housekeeper, and major emotional supporter for a single, working parent.

Stolen children are youths who have been abducted from the legal custodial parent by the other parent, usually after a divorce and loss of customer.

Latchkey child is a youngster who comes home from school to spend part of the day unsupervised because the parents are still at work.

All above mentioned groups of children can be considered as clients of social workers.

From the beginning the Christian congregation cared for the poor, the sick, widows, and orphans. Widows formed a special group in the congregations and were asked to help with nursing care and other congregational tasks as long as they did not need help and care themselves.

The church had founded orphanages during the 4th century, and the monasteries took over this task during the Middle Ages. They also fought against the practice of abandoning unwanted children and established foundling hospitals. In this area, as in others, a secularization of church institutions took place in connection with the spreading autonomy of the cities. In the Reformed churches the establishment of orphanages was furthered systematically. In Holland almost every congregation had its own orphanage, which was sustained through the gifts of the members.

Following the great wars of the 17th century, the orphanages were reorganized pedagogically, notably by August Hermann Francke, who connected the orphanage in Glaucha, Germany, which he had founded, with a modern system of secondary schools. Francke's orphanage became a model that was frequently imitated in England and also in North America. An exemplary proponent of comprehensive Christian caring and curing for the whole person and community was the Alsatian Lutheran pastor Johann Friedrich Oberlin (1740-1826). Responsible for a remote and barren area in the Vosges Mountains, Oberlin transformed the impoverished villages into prosperous communities. He led in establishing schools, roads, bridges, banks, stores, agricultural societies (with the introduction of potato cultivation), and industries. His nursery schools were imitated in many areas through «Oberlin Societies». These efforts provided a significant contribution to the development of modern welfare, which in the

20th century is mainly the responsibility of state, communal, or humanitarian organizations but is still characterized strongly by its Christian roots.

Exercise 4. Read the text and find the English equivalents to the following words:

1. наблюдение со стороны специалистов;
2. официальный опекун;
3. иждивенцы
4. необычные формы обучения;
5. специальные образовательные учреждения;
6. социальный опыт;
7. лечение;
8. высокий интеллект;
9. психическое заболевание;
10. психопатология
11. социально-экономические обстоятельства
12. брать на себя полномочия и обязанности
13. опекун для младших братьев и сестер
14. похищенные дети
15. проводить часть дня без присмотра
16. христианская община
17. вдовы и сироты
18. во времена Средневековья
19. детский дом
20. система общеобразовательных школ
21. процветающие общины

22.отличающийся по своим христианским корням

Exercise 5. Fill in the gaps with italicized words.

adultified child; control; clients; secularization; congregation ; facilities; were reorganized; orphanages; welfare; divorce.

1. Children run away because they want to remain independent of their parents'
2. Special educational training ... are designed to help «exceptional children» reach their potential.
3. ... assumes roles and responsibilities normally reserved for older people.
4. Children are often stolen after a
5. Different groups of children become ... of social workers.
6. From the beginning the Christian ... cared for the poor, the sick, widows, and orphans.
7. The church had founded ... during the 4th century.
8. A ... of church institutions took place in connection with the spreading autonomy of the cities.
9. Following the great wars of the 17th century, the orphanages pedagogically.
10. The development of modern ... is still characterized strongly by its Christian roots.

Exercise 6. Say whether these statements are true (T) or false (F), and say why (see appendix 4).

T F 1. All children need care and supervision of social workers.

-
- T F 2.*** A runaway child departs the home contrary to the wishes of his or her parents.
- T F 3.*** The term «exceptional children» is referred only to children with physical disabilities and deformities.
- T F 4.*** An adultified child often becomes emotional supporter for a single, working parent.
- T F 5.*** Latchkey child spends part of the day without his or her parents.
- T F 6.*** The church had founded orphanages before the Middle Ages.
- T F 7.*** The Church fought against the practice of adopting unwanted children.
- T F 8.*** Francke's orphanage was not supported by other countries.
- T F 9.*** Oberlin's nursery schools were imitated in uncrowded districts.
- T F 10.*** A youth who, because of family relationship patterns, psychopathology, or socioeconomic circumstances, is compelled to assume roles and responsibilities normally reserved for older people, is called a runaway child.

Exercise 7. Answer the questions.

1. Do social workers deal with children having different problems?
2. What groups of children which need care and supervision of specialists do you know?
3. What program does the federal government maintain to help runaway youngsters and reunite them with their parents?
4. What children does the term «exceptional children» include?
5. Why does a latchkey child spend part of the day unsupervised?

Exercise 8. Translate the sentences into English.

-
1. Ученики начальных классов еще не готовы проводить часть дня без присмотра взрослых.
 2. В случае серьезного умственного расстройства рекомендуется постоянное наблюдение за больным.
 3. Мы предоставляем уход за больными и престарелыми.
 4. Одаренный ребенок — это ребенок, который выделяется яркими, иногда выдающимися достижениями.
 5. Беспризорные и безнадзорные дети имеют сложный социальный, медицинский и психолого-педагогический статус.
 6. В семьях, где родители злоупотребляют алкоголем, дети несут обязанности, характерные для взрослых людей.
 7. Но, по статистике, только 30% беглецов - дети из неблагополучных семей.
 8. Исключительные дети имеют необычные способности.
 9. Эта семья нуждается в контроле социальных работников.
 10. Ребенок является основным опекуном для младших братьев и сестер.

Case tasks

1. Do you think fathers should have as much right to be awarded custody of the children as the mothers when divorce occurs? Why or why not?
2. What are the reasons of child abuse?
3. What organizations were the first to support those in need?

Exercise 9. Choose one of the following topics and prepare a report on it.

-
1. Describe current problem areas in the family, including divorce, empty-shell marriages, family violence, abuse of children, births outside of marriage.
 2. Describe current social services for family problems.
 3. Describe the problem of child abuse.
 4. Describe how children behave in problem families and how they have to survive.

UNIT 4

ADDICTION

Exercise 1. Listen and repeat the words. Practice correct and quick reading. Match the phonemic transcription with the proper word in the Vocabulary below this exercise.

|'sʌbst(ə)ns|, |ə'fekt| , |əb'seɪʃ(ə)n|, |'alkəhɒlɪz(ə)m|, |'alkəhɒl|, |,detrɪ'ment(ə)l|, |'dʒɛpədəɪz|, |aŋ'zɪəti|, |,mæɪə'wɑ:nə|, |kə(ʊ)'keɪn|, |,ɪnsɪ'kjʊəri| , |rɪ'zentm(ə)nt|, |ɪmpɪ'saɪs|, |bɪn(d)ʒ|, |'mɑ:kɪt|, |,ænəs'θetɪk|, |kəm'pʌɪf(ə)n|, |ɪn'adɪkwəsi|, |ɪn'sɒmniək|, |ə'bju:s|, |bʌz|, |dɪs'fʌŋkʃənəl|, |,ɪrɪtə'bɪlɪti|.

VOCABULARY

1. abuse – злоупотребление
2. abuser – лицо, злоупотребляющее алкоголем или наркотиками
3. addiction – зависимость (алкогольная, наркотическая, табачная и др.)

-
4. addictive - вызывающий привычку, привыкание
 5. affect - (воз)действовать (на что-л.); влиять, *мед.* поражать
 6. alcohol (among teenagers),
 7. alcohol abuse – алкоголизм
 8. alcohol abuser – алкоголик
 9. alcoholism – алкоголизм
 10. anesthetic - обезболивающий, анестезирующий
 11. anxiety - тревога, беспокойство, боязнь; страх
 12. assist – помогать
 13. buzz – эйфория, to buzz – гудеть, выпивать
 14. child abuse – — жестокое обращение с детьми
 15. child neglect – — невыполнение обязанностей в отношении ребёнка
 16. compulsion - непреодолимое влечение; мания, принуждение
 17. compulsions – непреодолимое влечение, мания
 18. compulsive – принудительный, заядлый, непреодолимый, навязчивый
 19. crime – преступление
 20. dependence – зависимость
 21. desertion - оставление, уход
 22. detrimental to health – губительный для здоровья
 23. drug abuse – наркомания
 24. drug abuser – наркоман
 25. drug addiction — наркомания
 26. drug addiction – наркотическая зависимость
 27. dysfunctional family — неблагополучная семья
 28. excessive physical dependence – чрезмерная физическая зависимость
 29. family background - семейное происхождение, социальное происхождение
 30. gambling – азартная игра

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- 31.get rid of - избавиться
 - 32.guilt – вина
 - 33.habit forming substance – вещество вырабатывающее привычку
 - 34.halfway house - реабилитационный центр
 - 35.harmful consequences – вредные последствия
 - 36.imprecise – неточный, неопределенный
 - 37.inadequacy – неадекватность, недостаточность, неполноценность
 - 38.inpatient – стационарный
 - 39.insecurity – небезопасность, ненадежность
 - 40.insomniac - вызывающий бессонницу, человек, страдающий бессонницей
 - 41.intrinsic understanding of the problem – истинное понимание проблемы
 - 42.irritability and depression – раздражительность и депрессия
 - 43.jeopardize - подвергать опасности, рисковать
 - 44.LSD – - ЛСД (наркотик, вызывающий галлюцинации)
 - 45.marijuana – марихуана
 - 46.mascot - - талисман; человек, приносящий счастье
 - 47.medication – лечение, лекарство
 - 48.obsession - навязчивая идея; неотступная мысль, одержимость, наваждение
 - 49.outpatient – амбулаторный
 - 50.overeating – переедание
 - 51.peer - сверстник
 - 52.physical dependence – психологическая зависимость
 - 53.psychological dependence - psychological dependence — психологическая зависимость
 - 54.resentment - негодование, возмущение, чувство обиды
 - 55.sober – трезвый, здравомыслящий

-
- 56.stigmatized - опозоренный
- 57.substance abuse – злоупотребление алкоголем или наркотиками
- 58.substance dependence – алкогольная, наркотическая, табачная и др. Зависимость
- 59.to be on a binge — быть навеселе
- 60.to distract attention away from — отвлекать внимание
- 61.to go on a series of binges – продолжать выпивки
- 62.to offset the negative – компенсировать негативное отношение
- 63.tolerance – терпимость
- 64.tough guy — крепкий парень, крутой
- 65.treatment facilities - лечебные учреждения
- 66.withdrawal – отвыкание, воздержание (от алкоголя, курения, наркотиков)
- 67.withdrawal symptoms – симптомы отмены, абстинентный синдром

Exercise 2. Translate the sentences.

- 1.The youngster vanished without a trace one day and has never been found.
- 2.At that time, I was still a wide-eyed youngster.
- 3.In cases of severe mental handicap, constant supervision is recommended.
- 4.Their legal rights are virtually nil.
- 5.Her mother is the custodial parent.
- 6.A portion of the donations will be given to the orphanage.
- 7.The government provides diagnostic and treatment facilities for dependents.
- 8.This famous actress has been divorced from three husbands.
- 9.My life was rescued by good nursing.
- 10.What influenced you to take up nursing?

-
11. You shouldn't leave a child alone in the house.
 12. The approaching fire forced hundreds of people to abandon their homes.
 13. The policy abandons the most vulnerable members of society.
 14. The librarian's well-known irritability makes students hesitant to ask questions.
 15. His quirkily dysfunctional family proved to be a bottomless well of inspiration for the novelist.
 16. My brain was in a buzz.
 17. Everyone is buzzing about the scandal.
 18. He buzzed a bottle and fell asleep.
 19. She took a lot of abuse from him.
 20. All this overeating is not good for my system.
 21. So you want to be a tough guy, huh?
 22. He wants to come on like a tough guy.
 23. It's better for you to choose inpatient treatment.
 24. Flexibility is intrinsic to creative management.
 25. She was forced to face the ordeal of withdrawal symptoms.
 26. Cigarettes are highly addictive.
 27. She was stigmatized by society because she had a child out of wedlock.
 28. I wouldn't sound a tough guy like him.

Exercise 3. Read and translate the article.

Alcohol Syndrome

Heavy alcohol consumption by pregnant mothers can cause a variety of conditions in the new baby that, taken together, have been labeled fetal alcohol syndrome. These conditions include cognitive disabilities and developmental delays, overall growth retardation before and after birth, and various congenital malformations of the face, head, skeleton, and heart. These babies are more likely to be born prematurely, to have a low birth weight, to be hyperirritable, and to have neurological defects and poor muscle tone. They also have a higher infant mortality rate. The chances of microcephaly (a condition in which the baby has a small brain and skull and is mentally retarded) are increased.

The more alcohol a pregnant woman ingests, the greater the probability that her baby will have fetal alcohol syndrome. Studies suggest that, if a pregnant woman has five or more drinks at any one time, her baby will have a 10% chance of developing fetal alcohol syndrome. If she drinks lightly over a prolonged period, the syndrome may also occur. An average of 1 ounce per day results in a 10% risk; an average of 2 ounces per day results in a 20% risk.

The U.S. Public Health Service recommends that pregnant women not drink alcohol. Just as a mother would not give a glass of wine to her newborn, she should not give it to her unborn baby. Other drugs (such as tobacco, marijuana, cocaine, and heroin) during pregnancy also endanger the unborn child.

SOURCES: Mike Samuels and Mary Samuels, "Pregnancy: How Smoking and Drugs Endanger Baby," Wisconsin State Journal, Jul. 2, 1986, sec. 2, p. 1; Diane E. Papalia, Sally W. Olds, and Ruth D. Fiedman, Human Development, 10th ed. (Boston: McGraw Hill, 2007), pp. 93–94.

Exercise 4. Render the article using the expressions:

Useful expressions

1. The author starts by telling the reader about...
2. According to the text...
3. The author stresses...
4. Further the author reports that...
5. To all appearances...
6. I want to single out the key points on which the article is based.
7. In conclusion I want to add...
8. Let's look through the text for figures, dates (or data) which are very important for the general understanding the problem discussed.
9. I want to point out the following facts that turned out to be new for me.
10. The central idea can be worded in the following way.
11. Then I'm going to state the main problem discussed in the article.
12. The most widespread opinion is...
13. It's extremely hard to predict...
14. Needless to say that...
15. As far as can be judged from the press...
16. Different sources say that...
17. The article contains a lot of key, important words (terms).
18. The article is pretty-packed, expressive, and very emotional; contains (very) important facts.
19. The essence of news is...
20. to have one's fingers on the pulse of current events, public opinion;
21. to appeal to a wide readership;
22. news of general interest

23. The article expresses (doesn't express) the opinion of the author; it just states the facts.

24. The information is very actual and important not only for... but for...(average men).

25. As for me, I'm sure that...

Text 1

Addiction

In a social problems approach, a drug is any habit forming substance that directly affects the brain and the nervous system. It is a chemical that affects moods, perceptions, body functions, or consciousness, and that has the potential for misuse because it may be harmful to the user.

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

The dominant social reaction to a drug is influenced not only by the actual dangers of the drug but also by the social characteristics and motives of the groups that use it. Society is generally accepting of the use of pills by middle aged people to reduce stress and anxiety but less accepting of college students using the same pills “to feel good” and “to get high.” Surprisingly, legal drugs (such as alcohol and tobacco) are more often abused and cause more harm in our society than illegal drugs. No single theory is sufficient for identifying all causes, and each theory may or may not apply in any given case. A person’s decision about whether to use alcohol or

drugs depends not only on his or her personality characteristics and family background but also on the attitudes of peers.

A group of peers who advocates the use of one or more drugs can be called a drug subculture. Most drug taking occurs in a social group that approves the use of the drug. Membership in this drug subculture also encourages further drug use and instructs the newcomer to reject established norms and instead to accept the norms of this group. Drug subcultures appear to function similarly in relation to different drugs. They are more likely to develop around the use of illegal rather than legal drugs. Use of alcohol (among teenagers), marijuana, heroin, LSD, PCP, and cocaine generally occurs in drug subcultures.

Social patterns influence people to drink in a wide variety of situations, such as at happy hours, before and after dinner, and at parties. There are also individual reasons for drinking. Some people drink because alcohol acts as a “social lubricant,” relaxing them so that they feel more at ease interacting with others. Some drink simply to relax. Others use alcohol as a kind of anesthetic, to dull the pain of living and to take their minds off their problems. Some excessive drinkers seek a continual “buzz” to avoid facing life. Others drink occasionally to get “high.” Some insomniacs drink so that they will sleep (often they pass out). Drinking before a flight is common for persons with a fear of flying because alcohol has a tranquilizing effect.

Also, people often drink to temporarily get rid of unwanted emotions such as loneliness, anxiety, depression, feelings of inadequacy, insecurity, guilt, and resentment. Alcoholism is a rather imprecise term because there is no clear-cut distinction between a problem drinker and an alcoholic. Nevertheless, a useful definition of alcoholism is the repeated and excessive use of alcohol to the extent that it is harmful to interpersonal relations, to job performance, or to the drinker’s health. Whether a person will be labeled an alcoholic depends to a large extent on the reactions of his or her employers, family, friends, associates, and community. For

example, the “drier” the community in which one lives, the less alcohol and the fewer the problem incidents involving alcohol it takes for someone to be defined as an alcoholic.

People’s reactions to drinking vary considerably. Some individuals can drink large amounts quite regularly while appearing sober—although their driving is affected, and they may have a high likelihood of becoming alcoholic in the future. Many alcoholics who stop drinking must abstain totally; if they start again, they will have a compulsive, uncontrollable urge to go on a series of binges. Because of this, Alcoholics Anonymous asserts that “Once an alcoholic, always an alcoholic.” There is some evidence (highly controversial) that certain alcoholics can, after treatment, return to social drinking.

In the past, if there was a problem drinker in the family, it was almost always the husband. Now the likelihood is increasing that it could be the wife or one (or more) of the teenagers. Heavy drinking is a contributing factor to many family problems: child abuse, child neglect, spouse abuse, parent abuse, financial problems, unemployment of wage earners, violent arguments, and unhappy marriages. Marriage to an alcoholic often ends in divorce, separation, or desertion. Children of an alcoholic parent have higher rates of severe emotional and physical illnesses. Conditions in families of chemically dependent people often continue to deteriorate as the dependent person loses control. A positive influence is needed to offset the negative. The family hero fulfills this role. The family hero often is the “perfect” person who does well at everything he or she tries. The hero works very hard at making the family appear to be functioning better than it is. In this way, the family hero provides the family with self-worth.

Another typical role played by someone in the chemically dependent family is the scapegoat. Although the alcohol abuse is the real problem, a family rule may mandate that this fact be denied and the blame be placed elsewhere. Frequently,

another family member is targeted with the blame. The scapegoat often behaves in negative ways (for example, gets caught for stealing, runs away, becomes extremely withdrawn), which draws the spotlight to him or her. The scapegoat's role is to distract attention away from the dependent person and onto something else. This role helps the family avoid addressing the problem of chemical dependency. Often there is also a lost child in the family. This is the person who seems rather uninvolved with the rest of the members yet never causes any trouble.

The lost child's purpose is to provide relief to the family from some of the pain it is suffering. At least there is someone in the home who neither requires much attention nor causes any stress. The lost child is simply there. Finally, chemically dependent families often have someone playing the role of mascot. The mascot is the person who probably has a good sense of humor and appears not to take anything seriously. Despite how much the mascot might be suffering inside, he or she provides a little fun for the family.

In summary, alcoholism is a problem affecting the entire family. Each member is suffering over the dependency, yet each assumes a role in order to maintain the family's status quo and to help the family survive. Family members are driven to maintain these roles, no matter what.

Exercise 4. Read the text and find the English equivalents for the following collocations:

1. злоупотребление наркотиками
2. ставят под угрозу
3. два ключевых фактора
4. чрезмерное употребление кофе
5. реакция на препарат

-
6. люди среднего возраста
 7. стресс и беспокойство
 8. субкультуры
 9. влиять на людей
 10. козел отпущения;

Exercise 5. Determine if the following statements are true or false.

1. The term «addiction» is used to describe unconstraint
2. There are legal drugs and illegal drugs.
3. A group of peers who don't use drugs can be called a drug subculture.
4. Social patterns influence people to drink in a wide variety of situations.
5. Some people drink simply to dull the pain of living.
6. People's reactions to drinking is always negative.
7. Marriage to an alcoholic result in welfare.
8. The scapegoat often requires much attention.

Exercise 6. Answer the questions.

1. What does the term «addiction» describe?
2. What kinds of addiction are there?
3. Who is a scapegoat?
4. Why do people think that the problem of drinking in a family is very serious?
5. Who is more vulnerable to drinking?
6. Why do people think that alcoholism is a problem affecting the entire family?

Exercise 7. Comment on the issues:

1. Statistics show higher rates of depression, loneliness, alcoholism, suicide, drug abuse, and alienation among those who are single.
2. Alcoholism is one of possible causes of poverty.
3. Increases in crime and drug abuse, poor educational performance in schools, and deteriorating conditions in inner cities stem largely from the increase in single-parent families.

Text 2**Rehabilitation Programs**

Rehabilitation programs for alcohol abuse are very similar to those for most other drugs. We'll begin by looking closely at the treatment of alcoholism. If the alcoholic does acknowledge a drinking problem, many treatment programs are available. The best known and most successful program is Alcoholics Anonymous. There appear to be several reasons why such self-help groups are successful. The members have an intrinsic understanding of the problem that helps them to help others. Having experienced the misery and consequences of the problem, they are highly motivated and dedicated to find ways to help themselves and others who are fellow sufferers. The participants also benefit from the "helper therapy principle"; that is, the helper gains psychological rewards by helping others. Helping others leads the helper to feel "good" and worthwhile and also enables the helper to put his or her own problems into perspective by seeing that others have problems that are as serious, or even more serious. From the viewpoint of new members who are still drinking,

having people around who have successfully stopped provides role models of abstinence and gives them reason to believe that they too can break the grip of alcohol abuse.

Most alcohol treatment facilities offer both inpatient and outpatient programs. Outpatient treatment usually serves clients who have the potential to stop using alcohol while living at home. If the client is unable to live at home or is still drinking excessively, inpatient treatment will usually be recommended. Those who go through an inpatient program receive subsequent follow-up treatment on an outpatient basis. Inpatient treatment can last anywhere from a few days to 3 months, depending on the patient's problems and the treatment program. Inpatient treatment is usually intense, including one-on-one therapy, group therapy, an orientation to Alcoholics Anonymous, and occupational and recreational therapy. Outpatient treatment is not as intense, usually lasts from 3 to 6 months, and offers the same forms of treatment.

Outpatient and inpatient services are provided in some medical hospitals, in drug rehabilitation centers, and in community mental health centers. Many communities also have halfway houses that serve the alcoholic who is unable to live with family members but is not yet ready to live alone. Most larger companies now sponsor alcohol treatment programs. These programs seek to identify problem drinkers in their early stages and then intervene before severe problems arise. The problem drinkers are referred to appropriate community resources. If the employee uses such help, there are no adverse work consequences. Considerable pressure may be placed on the employee to participate, with the threat of eventual discharge if she or he refuses help and continues to display lowered work productivity due to drinking.

Most therapists now believe that alcohol is used to meet some need—the need for socialization, relaxation, escape, and so on. If treatment is to be successful, it must provide alternatives for satisfying these needs: by helping the alcoholic to find a new circle of friends, to learn other ways to relax, to learn to handle life's problems

better—whatever may be the unique needs of the drinker. This theory of functional need equivalents has been applied to addictions in addition to alcohol abuse. There is a stereotype that “once an addict, always an addict.” This attitude has hampered efforts to rehabilitate those who are chemically dependent. Statistical evidence in the past tended to confirm this myth. More recent evidence, however, suggests that drug addicts can successfully kick their habits. Physical dependency on practically any drug can be ended with a detoxification program. Generally, the user will undergo some intense and highly painful withdrawal symptoms for the first few days or even for a few weeks. Psychological dependency is more difficult to end. Because drugs meet psychological needs, they are functional. Users receive certain psychic rewards (feelings of relaxation, euphoria, more alertness, less pain, escape from reality and problems). The psychological needs met by taking a drug are often unique to each user. To end the dependency, it is necessary for treatment programs to discover what psychological needs are being met for each user and then teach the user new (drug-free) ways to meet those needs.

Modeled after Alcoholics Anonymous, there are many self-help programs for abusers. They include Narcotics Anonymous, Pill Addicts Anonymous, Cocaine Anonymous, Pills Anonymous, and Marijuana Anonymous. These are long-term residential treatment programs, with patients usually staying from 12 to 18 months. Therapeutic communities emphasize making lifestyle changes so that the person will learn to find rewards for staying drug free and to function more appropriately in society. Tim Bliss further describes the focus: The environment is one of constant confrontation that aims at breaking down walls that cover up the real person. An individual might, for example, come on as a “tough guy” as a result of leading the street life. Actually, this image needs to be broken down. Feelings that are painful (for example, loneliness, fear, depression) are allowed to be expressed, eventually

allowing the individual to be honest with himself or herself, and thus not needing to wear a mask.

Many graduates of therapeutic communities remain in close contact for support purposes. It is difficult to measure the success of these programs because there is a high rate of dropouts. However, for those that graduate there is evidence they are successful in obtaining employment and remaining chemically free.

Halfway houses assist those who have been hospitalized (and detoxified) to reenter the community at their own pace. They also serve those who are psychologically dependent and want to kick a habit but do not need to be hospitalized. Halfway houses provide counseling services (both one-to-one and group) to help residents remain drug free and work on resolving other personal problems they face. Residents also receive vocational training, assistance in finding a job, and room and board. Many halfway houses employ staff who were former addicts. Recovered drug abusers are often more effective than professional staff in relating to the residents and in breaking down the barriers of denial, anger, isolation, and hostility that addicts feel. Former addicts also provide a model, since they are evidence that addiction is a curable disease. Halfway houses emphasize the importance of residents' assuming responsibility for their actions and behaviors.

Many codependents grow up in a dysfunctional family. (Some are adult children of alcoholics.)

They marry or become romantically involved with someone who abuses alcohol or some other drug.

To some extent, the addict fills the need of the codependent—to be a caregiver, to feel inferior, and so on. More programs are appearing that give students as well as the general public a realistic understanding of drug use and abuse. Quality programs teach (a) what effects commonly used drugs produce, (b) how to recognize signs of abuse, (c) how to responsibly decide when and when not to use drugs, (d) how to group

therapy, and self-help groups (such as AlAnon, Adult Children of Alcoholics, and Codependents Anonymous). For many codependents, treatment involves recognition that they have a life and an identity separate from the addict, that the addict alone is responsible for his or her substance abuse, and that their life and the addict's will improve by terminating their caregiving and enabling behaviors. Through treatment, many codependents regain (or gain for the first time) their own identity and banish the self-destructive habits that sabotage their happiness.

Exercise 8. Read the text and find the English equivalents to the following collocations:

1. реабилитационные программы
2. злоупотребление алкоголем
3. лечение алкоголизма
4. программа анонимных алкоголиков
5. группы самопомощи
6. товарищи по несчастью
7. дает им основания полагать
8. смогут одолеть алкоголизм
9. прекратить употребление алкоголя
10. стационарное лечение
11. лечение в амбулаторных условиях
12. длится от 3 до 6 месяцев
13. реабилитационные центры
14. не готовы жить в одиночестве
15. возникнут серьезные проблемы

-
- 16.из-за пьянства
 - 17.расслабиться, отвлечься
 - 18.научиться справляться с жизненными проблемами
 - 19.эйфория
 - 20.убежать от реальности и проблем
 - 21.являются болезненными
 - 22.являются психологически зависимыми
 - 23.помощь в трудоустройстве
 - 24.изоляция и враждебность
 - 25.является излечимым заболеванием
 - 26.брать на себя ответственность за свои поступки и поведение
 - 27.в неблагополучной семье
 - 28.заключить брак
 - 29.изгнать саморазрушительные привычки

Exercise 9. Fill in the gaps using the italicized words.

Medication, addiction, withdrawal, problem gambling, a substance

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

Exercise 10. Agree or disagree with the statements.

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

Exercise 11. Translate the text in writing.

ALCOHOL AND TOBACCO

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

population to be smokers, and people who are dependent on tobacco are four times more likely than the general population to be dependent on alcohol.

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

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

Exercise 12. Translate the sentences into English.

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1. Медицинское учреждение представляет стационарное и амбулаторное лечение.
 2. Он хочет произвести впечатление крутого парня.
 3. Никотин вызывает чрезвычайно сильную зависимость.
 4. Её муж часто злоупотребляет алкоголем.
 5. Дети из неблагополучных семей рано становятся взрослыми.
 6. Этот дом был заброшен (was abandoned) много лет назад.
 7. Она много лет прожила в одиночестве.
 8. Их родители на работе и они весь день проводят дома без присмотра взрослых.
 9. Он присматривает за престарелым родственником.
 10. Он вырос в приюте для сирот.
 11. То, что я делал, было абсолютно легально.
 12. Это синдром отмены препарата.
 13. С помощью папы мальчик построил конуру, которую любая собака сочла бы за честь назвать своим домом.
 14. За маленькими детьми нужно постоянно присматривать.

Case tasks

1. What are the best ways to curb drug abuse in your country?
2. Don't you think that all drugs are illegal and can not be used? Moreover people should eradicate them.

Exercise 13. Choose one of the following topics and prepare a report on it.

1. Define drugs and drug abuse.
2. Provide a brief history of our drug-taking society.
3. Present sociological theories of drug abuse.
4. Describe drug subcultures.
5. Summarize facts about and effects of commonly used drugs.
6. Describe rehabilitation programs for drug abuse.
7. Present suggestions for curbing drug abuse in the future.

UNIT 5

CRIMINAL JUSTICE

DEVELOPING VOCABULARY

Exercise 1. Listen and repeat the words. Practice correct and quick reading. Match the phonemic transcription with the proper word in the Vocabulary below this exercise.

|ə,dʒu:di'keɪʃn|, |di'tɛr(ə)ns|, |dispə'ziʃ(ə)n|, |,i:ti'plədʒi|, |ɪn,kɑ:sə'reɪʃ(ə)n|, |'inteɪk|, |prə'beɪʃ(ə)n|, |rɪ'sɪdɪvɪzəm|, |,ri:ə,bɪlɪ'teɪʃən|, |ɪn'fɔ:s|, |mɛɪn'teɪn|, |prɪ'vent|, |rɪ:hə'bɪlɪteɪt|, |θrɛt|, |rɪ'streɪnt|, |ɪ'rəʊd|, |kəm'pəʊnənt|, |apri'hænd|, |'lɔ:breɪkə|, |'vəlɪd|, |prɪ'skrɪb|, |'θrɛt(ə)n|, |ɪm'pəʊəd|, |sə'spiʃ(ə)n|, |di'skrɛʃ(ə)n|, |ɪntə'venʃ(ə)n|, |,ɛkstrə'li:g(ə)l|, |'rətɪfɪ|, |pə:sə'nɛl|, |dʒɛɪl|, |'strɪn(d)ʒ(ə)nt|, |səb'mɪt|, |rɪ'zɪd|, |'strɪn(d)ʒ(ə)nt|, |rə'pɔ:|, |di'si:t|, |dɪs'dem|, |'hærəsm(ə)nt|, |rɪ'vəʊk|, |prə'beɪʃ(ə)nə|, |'prɒsɪkjʊ:tə|, |kən'flɪnmənt|, |,vɪktɪmərɪ'zeɪʃən|, |prəʊ'aktɪv|.

VOCABULARY

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1. adjudication, *n* - судебное решение, вынесение судебного решения, приговор
 2. to administer the penalty - применять наказание
 3. to apprehend - задерживать, опасаться, арестовывать
 4. to assume - допускать
 5. to be on probation - находящийся на испытательном сроке
 6. can be revoked -могут быть аннулированы, отменены
 7. case investigation — расследование дела
 8. to change residence - менять местожительство
 9. to commit a crime – совершить преступление
 10. community correction - неохраемое исправительное учреждение
 11. community supervision – общественный надзор
 12. correctional facility - средство исправительного воздействия
 13. court, *n* - суд
 14. crime, *n* - преступление
 15. crime prevention - предотвращение совершения преступления
 16. criminal justice system - система уголовного судопроизводства; система уголовного правосудия
 17. deceit – обман, лживость, хитрость
 18. to deem - полагать, думать, считать
 19. detention center дисциплинарный исправительный центр; место заключения, место предварительного заключения
 20. deterrence, *n* - средство устрашения, сдерживания, запугивание
 21. discretion, *n* - усмотрение, осмотрительность, благоразумие
 22. disdain - презрение, пренебрежение, презирать, пренебрегать, считать ниже своего достоинства
 23. to dismiss a case — отказывать в иске

-
24. disposition, *n* - характер, нрав, настроение, расположение (духа), склонность, тенденция, расположение
25. domestic disturbance - внутренние беспорядки
26. to enforce - навязывать, принуждать, проводить в жизнь
27. to erode - разрушать, эродировать
28. etiology of crime - изучение причин совершения преступлений
29. extralegal, *a* - незаконный, не предусмотренный законом
30. foster home — семья, принявшая на воспитание ребенка
31. foster-family home — семейный патронат
32. get-tough policy — жёсткая политика
33. group homes интернат (дом для проживания "трудных" или бездомных подростков)
34. halfway house – учреждение социальной реабилитации (место проживания социально неблагополучной группы людей (напр., психически неполноценных людей, бывших заключенных или наркоманов), где за ними осуществляется необходимое наблюдение и уход; территорию учреждения проживание в подобных условиях позволяет социально адаптироваться к самостоятельной жизни в обществе)
35. harassment, *n* - беспокойство, раздражение, забота
36. incarceration, *n* - заключение в тюрьму; лишение свободы
37. intake, *n* - поступление (в тюрьму)
38. intervention, *n* - вмешательство, интервенция, посредничество
39. jail, *n* - тюрьма, тюремное заключение, сажать в тюрьму
40. juvenile correctional institution — реформаторий для несовершеннолетних преступников
41. juvenile delinquency - преступность среди несовершеннолетних
42. lawbreaker, *n* - нарушитель закона, правонарушитель

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43. to maintain - поддерживать, сохранять
44. parole, *n* - временное или условное освобождение заключённого из тюрьмы
45. to participate – участвовать
46. penalty, *n* - наказание
47. to perform community service work – выполнять общественные работы
48. personnel, *n* - персонал, кадры
49. persuasion, - мнение, убеждение, убеждённость
50. plea bargaining - переговоры о признании вины
51. to prescribe - предписывать, прописывать
52. to prevent - предотвращать, препятствовать
53. proactive, *a* – упреждающий, предвосхищающий какие-либо события, а не реагирующий на них.
54. probation, *n* - испытательный срок, three years' probation — трёхлетний испытательный срок
55. probationer, *n* - условно осуждённый
56. to prosecute – преследовать в судебном порядке
57. prosecutor, *n* - прокурор, обвинитель
58. to punish – наказать
59. rapport, *n* - взаимопонимание, связь, взаимоотношения, согласие
60. to ratify - ратифицировать, утверждать, разрешать, скреплять подписью
61. to receive assistance - получить помощь
62. referral, *n* - направление
63. to refrain from воздерживаться, удерживаться
64. to rehabilitate - реабилитировать, восстанавливать
65. rehabilitation, *n* - реабилитация, восстановление в правах
66. to reoffend - совершить новое преступление
67. to reside - проживать, находиться, пребывать

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- 68.to restraint - сдержанность, ограничение, самообладание, лишение свободы
- 69.selective enforcement - избирательное правоприменение
- 70.shelter, *n* - приют (для сирот и т. п.)
- 71.social conscience - общественное сознание
- 72.social service agency – учреждение социального обслуживания, социального обеспечения
- 73.stringent, *a* - строгий; обязательный; точный, убедительный
- 74.to submit – подавать, подчиняться, покоряться
- 75.suspicion, *n* - подозрение
- 76.threat, *n* – угроза, threaten - угрожать
- 77.treatment center - лечебный центр
- 78.trial court - суд первой инстанции
- 79.valid, *a* - действительный, имеющий силу
- 80.victimization, *n* - преследование
- 81.to violate - нарушать
- 82.written permission - письменное разрешение

Exercise 2. Translate the following sentences into Russian paying attention to your active vocabulary.

1. She was constantly harassed by the other students.
2. The adjudication of a controversy involves the performance of several tasks.
3. The media regularly violates people's privacy.
4. Each treatment center is unique and offers different strengths to suit people from all walks of life and all parts of the country.
5. Your threats don't scare me.
6. He was arrested on suspicion of murder.
7. They submitted their report to us.

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8. A recruit is on probation for two months.
 9. My conscience was unclouded.
 10. When you have resided in the country for five years, you may become a citizen.
 11. The prisoner was successfully rehabilitated.
 12. I was going to make a joke but I refrained.
 13. You can't punish me for something I didn't do.
 14. This crime carries the death penalty.
 15. These recruits are expected to become probationer recruit agents.
 16. She has endured house arrest and continual harassment by the police.
 17. Vitamin C is popularly believed to prevent colds.
 18. She has a diploma in personnel management.
 19. Her confidence eroded.
 20. The prisoner was released on parole.
 21. He admitted to being a lawbreaker.
 22. The United States now has the highest rate of incarceration in the world.
 23. She's been charged with contributing to the delinquency of a minor.
 24. He had at his disposition no inconsiderable sums of money.
 25. I can only assume that it was a mistake.

Exercise 3. Read and translate the article.

Ray is a 32-year-old man whose current address is Huntsville State Prison. He is serving a 20-year sentence for armed robbery. This is not Ray's first prison term, but he hopes that it will be his last. Ray first came to the attention of the justice system at age 14, when he was arrested for stealing a car. The third child in a family with six children, he grew up with his mother and siblings in a poverty-stricken area of a large eastern city. He was physically abused by his mother during his childhood and received little positive attention from her. From first grade on, Ray had difficulty

in school. He had a short attention span, disrupted the classroom regularly, and rarely completed his schoolwork. At the time of his first arrest, Ray was in the seventh grade for the second time. He was placed on juvenile probation, and his family was referred for counseling. Because his mother worked long hours, however, she was not able to attend the counseling sessions. Ray became more of a problem in school and in his neighborhood. He began skipping school, experimenting with drugs, and committing a series of burglaries. His mother could not handle his frequent bursts of anger or get Ray to respond to the limits she set for him. When Ray was 16, he spent 3 months in a juvenile detention facility, where he responded well to the program structure. When he left the program, he was assigned a probation officer and returned to live with his family. The conditions of his probation stipulated that he attend school consistently, maintain a strict curfew, and report to his probation officer monthly. Ray followed these conditions for several months but continued to have difficulty in school and dropped out 4 months after returning home. He held a series of jobs at fast-food restaurants but had difficulty going to work regularly and became frustrated because he was not earning much money. Increasingly, he gravitated toward older young adults, who hung out on the street and seemed to have the freedom and the money for which he yearned. Ray's new friends liked him, and he felt accepted and enjoyed being with them. Ray soon became involved with them in selling drugs and committing burglaries. At that point, Ray had a series of arrests for drug dealing, burglary, and assault, which resulted in several stays in various detention facilities. Just before his last arrest, Ray married a 19-year-old, who recently had their baby. He is anxious to get out of prison and begin to get to know his son and support his family. Frustrated by the lack of educational opportunities and counseling at the prison, he has enrolled in a prison program to try to earn his high school equivalency certificate. He hopes to be released to a community halfway house and enroll in a job-training

program, knowing that he will need job skills and help in dealing with his anger if he is to maintain a successful marriage, keep a job, and stay out of prison.

Exercise 4. Make the summary of the text using the following phrases:

1. The story tells of ...
2. The story shows ...
3. At the beginning of the story the author describes
4. The story begins (opens) with a (the) description of
5. The scene is laid in ...
6. The opening scene shows (reveals) ...
7. We first see (meet) him (her, [the name of a character]) as ...
8. Then (after that, further, further on, next) the author passes on to (goes on from ... to, goes on to say that, gives a detailed analysis (description, etc.) of, digresses from the subject, depicts, dwells on, touches upon, explains, introduces, mentions, recalls, characterizes, points out, generalizes, makes a few critical remarks on, reveals, exposes, accuses, blames, condemns, mocks at, ridicules, praises, sympathizes with, gives a summary of, gives his account of, makes an excursus into, etc).
9. In conclusion the author depicts (dwells on, touches upon, explains, introduces, mentions, recalls, characterizes, points out, generalizes, makes a few critical remarks on, reveals, exposes, accuses, blames, condemns, mocks at, ridicules, praises, sympathizes with, gives a summary of, gives his account of, makes an excursus into).
10. The author concludes with a (the) description of (introduction of, the mention of, the analysis of a summary of, the characterization of, (his) opinion of, his recollections of, the enumeration of, the criticism of, some (few) critical remarks

about (concerning, etc.), the accusation of, the exposure of, the praises of, the ridicule of, the generalization of, an excursus into)

11. To finish with, the author describes (depicts, dwells on, touches upon, explains, introduces, mentions, recalls, characterizes, points out, generalizes, makes a few critical remarks on, reveals, exposes, accuses, blames, condemns, mocks at, ridicules, praises, sympathizes with, gives a summary of, gives his account of makes an excursus into, digresses from the subject to describe the scenery, to enumerate smth, etc.)

12. At the end of the story the author draws the conclusion that (comes to the conclusion that) ...

13. At the end of the story the author sums it all up by saying ...

14. The concluding words are ...

Exercise 5. Substitute the underlined words / word combinations for the synonyms from the vocabulary. Translate them into Russian.

1. Some people decide to commit a foul and carefully plan everything in advance.
2. The department was reinforced with skilled staffs.
3. A plea transaction allows both parties to avoid a lengthy criminal trial.
4. It is arranged by law.
5. "You're on progression period," she reminded him.
6. Her standing will further cut up.
7. Kate has always contributed fully in the life of the school.
8. Free public work is a non-paying job performed by someone or a group of people for the benefit of the public or its institutions.

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9. Nothing shall stop us from reaching our aim!
 10. The government's response to the problem was reactive rather than positive.
 11. To penalize is chiefly to inflict penalty or pain as a retribution for misdeeds.
 12. To endorse a treaty or contract is to officially approve it by signing or voting for it.
 13. Single individuals without children and families get support.
 14. The people were asked to desist from baths while water was scarce.
 15. The program is intended to reeducate criminals.
 16. Why would someone commit the same crime few months after he is released from jail?
 17. He still lives at his parents' house.
 18. Social awareness is consciousness shared within a society.
 19. These procedures are the strictest in the world.
 20. My worst uncertainties were confirmed.
 21. The rise in crime constitutes a danger to society.
 22. The Medicinal Center provides therapies to help ease any mental or physical pain.
 23. To cross the border, you will need a lawful passport.
 24. Persecution causes stress and anger.
 25. We must not break the Constitution.
 26. Would I need any type of consent in writing form to be able to publish this work?
 27. The district attorney withdrew her question to the witness.

Exercise 6. Translate the following sentences into Russian paying attention to your active vocabulary.

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1. Бесплатные общественные работы-это оплачиваемая работа выполняется человеком или группой людей на благо общества или его институтов.
 2. Цель программы - перевоспитать преступников.
 3. Часто люди совершают те же самые преступления несколько месяцев после того, как выходят из тюрьмы.
 4. Он до сих пор живет в доме своих родителей.
 5. Общественное сознание-это сознание внутри общества.
 6. Эти процедуры являются самыми строгими в мире.
 7. Преступность представляет опасность для общества.
 8. Лечебный Центр предлагает методы лечения, чтобы помочь облегчить какие-либо психические или физические боли.
 9. Чтобы пересечь границу, вам понадобится действующий паспорт.
 10. Преследование ведет к стрессу и гневу.
 11. Мы не должны нарушать Конституцию.
 12. Мне нужно их письменное согласие, чтобы иметь возможность публиковать эту работу?
 13. Окружной прокурор отозвал свой вопрос к свидетелю.
 14. СМИ регулярно нарушает частную жизнь людей.
 15. Ваши угрозы меня не пугают.
 16. Он был арестован по подозрению в убийстве.
 17. Новобранец находится на испытательном сроке в течение двух месяцев.
 18. Вы не можете наказать меня за то, чего я не делал.
 19. Это преступление влечет смертную казнь.
 20. Большинство людей, осужденных за преступления, не находятся в тюрьме. Они находятся на испытательном или условном сроке.

Exercise 7. Translate the following sentences into English using the words from the first column.

administer the penalty	Прежде чем применить наказание, надо доказать вину.
apprehend	За что его задержали?
be on probation	Исправление осужденного происходит без реального отбывания наказания, при этом устанавливается испытательный срок.
change residence	Ей вдруг захотелось поменять место жительства, купить домик в небольшом городке, где бы все сложилось благополучно.
community correction	У нас есть основания для перевода его в неохраемое исправительное учреждение
correctional facility	К средствам исправительного воздействия относятся: воспитательная работа; общественно полезный труд; общеобразовательное обучение; профессиональная подготовка; общественное воздействие.
by deceit	Ради своей мести она обманом проникает в его дом, становится гувернанткой его дочери.
deem	Мы предпримем те действия, которые считаем нужными.
detention center	В дисциплинарных исправительных центрах осужденные выполняют принудительные работы.
discretion	Благоразумие – принцип действия, ориентирующий человека на достижение максимального собственного блага.

disdain ridicules	К вашим насмешкам я отношусь с презрением.
disposition	У него отвратительный характер.
domestic disturbance	Причины, почему дома всегда беспорядок, можно разделить на внутренние и внешние.
erode	Наша личная свобода постепенно утрачивается.
foster-family home	Патронатная семья становится своеобразным детским домом.
halfway house	Учреждения социальной реабилитации могут осуществлять свою деятельность в различных режимах.
harassment	Он утверждает, что подвергается несправедливому преследованию полиции.
participate	Поскольку вы приняли решение участвовать в этой глупой выходке, вы также будете держать ответ.
perform community service work	Выполнение общественных работ несовершеннолетними ограничено законом.
persuade/persuasion	Потребуется долго его убеждать, чтобы он согласился на такое предложение.
proactive	Нам рекомендовано применять превентивный, профилактический и упреждающий подход.
rapproach	Они работали в тесном контакте с нами.

READING

Fields of Practice and Populations Served by Social Workers

Once convicted, criminals are sentenced and passed on to the corrections component of the criminal justice system. The term corrections is based on the idea

that the state can reform or correct criminals. Convicted criminals are supervised by corrections agencies in one of three settings: the community; jails and prisons; or a combination of incarceration and community supervision.

Most people convicted of crimes are not in prison. They are on probation or parole. Probation is not the same as parole. Probation replaces incarceration, and parole follows incarceration. Another difference between probation and parole is that counties typically administer probation, whereas states are responsible for administering parole. Probation is a criminal sentence that substitutes community supervision for incarceration. Those who receive probated sentences are in the custody of the state and have limited freedom and privacy.

Individuals on probation are required to obey the law, work, go to school or get vocational training, pay child support, and refrain from using or selling drugs. They also must obtain written permission from their probation officer to change residence, change employment, or travel outside the community. Further, they are required to notify their probation officer of any arrests or criminal investigations. The requirements for felony probationers typically are more stringent: Submit to regular drug testing, participate in drug or alcohol treatment, perform community service work, obtain mental health counseling, and reside in a community facility or be under house arrest.

Many entities deal with juvenile delinquency: lawmaking bodies, police departments, prosecutors, defense attorneys, correctional facilities, treatment centers, halfway houses, and social service agencies. Lawmaking bodies define the scope of legal authority of these entities. They also determine when older juveniles can be transferred to the adult criminal justice system in a process called certification. Juvenile courts have several, often competing, goals: helping children in need, treating and/or punishing juveniles who commit crimes, and protecting society from juvenile crime.

The juvenile court process typically involves intake, adjudication, and disposition. Intake takes place after police referrals to juvenile court and usually involves detaining juveniles during case investigation, filing a petition for a formal court hearing, and dismissing cases altogether.

Juvenile correctional institutions range from short-term, non-secure facilities serving a limited geographic area to long-term, highly secure facilities serving large geographic areas.

- Foster homes are used at all stages in the juvenile justice process.
- Shelters (non-secure residential facilities) hold juveniles who are temporarily assigned to them, usually in lieu of detention or returning home following arrest, or after adjudication while awaiting more permanent placement.
- Group homes (non-secure, relatively open community-based facilities) hold primarily juveniles who have been adjudicated as delinquent. Larger and less family-like than foster homes, group homes allow more independent living in a more permanent setting. Residents of group homes usually attend school—in the home or in the community—or work. Group homes provide support and structure in unrestrictive settings that facilitate reintegration into the community.
- Halfway houses (large, non-secure residential centers) provide both a place to live and a range of personal and social services that emphasize normal group living, attending school, securing employment, working with parents to resolve problems, and participating in community events.
- Ranches and camps (non-secure facilities, almost always located in rural and remote areas), emphasize outside activity, self-discipline, and the development of vocational and interpersonal skills. Juveniles adjudicated as delinquent usually are placed in camps and ranches as an alternative to more secure facilities such as training schools.

- Detention centers (temporary custodial facilities) are secure institutions that hold juveniles both before and after adjudication.

- Training schools house the most serious delinquents—those who are security risks, those who have substantial prior records, and those who have exhausted other juvenile court dispositions.

Every jurisdiction operates separate systems for responding to juvenile and adult criminal behavior. Each system is governed by a different set of laws and procedures.

Exercise 8. Read the text and find the English equivalents to the following collocations:

1. система уголовного правосудия;
2. находятся под надзором;
3. исправительные учреждения;
4. общественный надзор;
5. на испытательном сроке;
6. условно-досрочное освобождение;
7. несут ответственность за;
8. обязаны соблюдать закон;
9. платить алименты;
10. воздерживаться от употребления;
11. изменить место жительства;
12. выполняют общественную работу;
13. получают консультации;
14. по вопросам психического здоровья;

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- 15.находятся под домашним арестом;
 - 16.законотворческие органы;
 - 17.защита общества от преступности;
 - 18.задержание несовершеннолетних;
 - 19.краткосрочные;
 - 20.приемные семьи;
 - 21.в отношении несовершеннолетних;
 - 22.независимо жить.

Exercise 9. Determine if these statements are true or false.

1. The term corrections is based on the idea that most people convicted of crimes are not in prison.
2. Probation is the same as parole.
3. Individuals on probation are required to stay at home.
4. Lawmaking bodies determine when older juveniles can be transferred to the adult criminal justice system.
5. Juvenile correctional institutions range from non-secure facilities to highly secure facilities.
6. Group homes are non-secure facilities.
7. Detention centers are non-secure institutions.

Exercise 10. Comment on the following issues:

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1. Many communities also have halfway houses that serve the alcoholic who is unable to live with family members but is not yet ready to live alone.
 2. Individuals on probation typically are required to obey the law.
 3. All the correctional institutions help people rehabilitate.

Text 2

Social work in criminal justice system

The primary focus of social work in the criminal justice system has been on the correctional component. Social workers have frequently been employed as probation and parole officers, as social workers in a prison, and as social workers at a correctional halfway house. There are only a few police departments that employ social workers to provide social services to individuals and families with whom police come in contact. To a lesser extent, social workers have been employed in programs that are primarily preventive (as composed to correctional) in nature. For example, in the juvenile gang arena, a wide variety of programs have attempted to reduce delinquent gang activities. These have included detached worker programs, in which workers join gangs and seek to transform antisocial into prosocial attitudes and behaviors; drug treatment programs for gang members who have a chemical addiction; programs to support and strengthen families, particularly single-parent families in urban areas; programs to prevent dropping out of school and to provide academic support (such as mentoring programs); and family preservation programs.

Many probation and parole officers are trained in social work. One of the important responsibilities of a probation and parole officer is to prepare a presentence report. This is a social history of the offender that is prepared to help guide the judge

in sentencing. In the field of corrections, there are two important factors influencing treatment: custody-treatment conflict and offenders' "con games." Social workers need to understand how these factors operate. In prison settings, administrators emphasize custody. More than 90% of the money spent in such institutions goes for custody. When custody policies clash with treatment programs, treatment almost always comes in second. Prison administrators are primarily concerned with preventing escapes, curbing riots, and calming internal disruptions. New social workers in prison settings soon realize rehabilitation is not the primary focus. Social workers in prisons, and those who work as probation and parole officers, are often viewed by offenders as part of the larger authoritarian bureaucracy that caught and convicted them. Many offenders are distrustful of social workers because they feel the social workers are "monitoring" or "policing" them.

Exercise 11. Answer the following questions:

1. What does the term "corrections" mean?
2. Are all convicts sent to prison after the sentence?
3. What's the difference between probation and parole?
4. How should people on probation behave?
5. How should felony probationers behave?
6. How should juvenile probationers behave?
7. When does probation end?
8. What are the goals of juvenile courts?
9. What follows adjudication?
10. What institutions can give juveniles support and help?
11. What cases are heard in juvenile courts?
12. What's the social worker's role in the criminal justice system?

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13. Why are probation and parole officers trained in social work?
 14. What are prison administrators concerned with?
 15. Why do offenders distrust social workers?
 16. Do offenders willingly participate in treatment programs?
 17. Why do convicted offenders disdain correctional staff?
 18. Under what circumstances can offenders be released on parole sooner?
 19. What things should a social worker be aware working with offenders?
 20. Why do offenders request professional social assistance?

Exercise 12. Translate the text in writing

Offenders' "Con Games"*

Since the 1930s, the criminal justice system has promoted both individual and group therapy. Prison administrators and directors of probation and parole programs have required offenders to participate in treatment programs. Obviously, compelling clients to submit to treatment interventions can inhibit establishment of rapport with offenders. Yet enforced treatment is commonplace in corrections. Offenders are highly skilled at "conning" professional staff through persuasion, deceit, and manipulation. Most convicted offenders disdain correctional staff. This disdain is strengthened when they see therapy forced on them. Inmates realize that they must participate in such activities as individual and group counseling in order to have a good record. If imprisoned on an indeterminate sentence (as is common in most states), a good record will get them released on parole sooner. If they are on probation

or parole, offenders may see their participation in “treatment” programs as a way to get the probation/parole officer to do things for them or to overlook minor violations of the rules for probation and parole. The social worker should be aware that many offenders who request professional assistance have no genuine interest in self-improvement but are seeking to manipulate the worker.

** con game [ˈkɒŋɡeɪm] злоупотребление доверием, мошенничество, обман; (сокр. от confidence game); "лёгкая жизнь", нечто неприятное, соблазн, "легкие деньги", заманивание, нечто противозаконное, получение денег обманным путём.*

Case tasks

1. To what extent is the policy dilemma of the criminal justice system reflected in the juvenile justice system? To what extent does the juvenile justice system have its own unique policy dilemma?
2. Which of the three views of crime, if any, is most consistent with social work practice theory?
3. Discuss the relationships between crime and other social problems.
4. If systems integration is the central problem of the criminal justice system, how can the contemporary social worker further integration?
5. Identify possible differences in worldviews of social workers and others working in the criminal justice field, and discuss strengths and problems that might arise in work settings or collaborative efforts because of those differences.

Exercise 13. Say whether these statements are true (T) or false (F), and say why.

T F 1. Convicted criminals are supervised by corrections agencies in prisons.

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- T F 2.* All people convicted of crimes are in prison.
- T F 3.* Probation is the same as parole.
- T F 4.* Probation substitutes community supervision.
- T F 5.* The requirements for felony probationers are not too serious.
- T F 6.* Judges decide how best to resolve delinquency cases by disposition.
- T F 7.* Residents of group homes usually attend school.
- T F 8.* Detention centers hold juveniles after adjudication.
- T F 9.* In detached worker programs workers join gangs and seek to transform antisocial into prosocial attitudes and behaviors.
- T F 10.* Probation and parole officers are trained in social work.
- T F 11.* Prison administrators are primarily concerned with their researches.
- T F 12.* Most convicted offenders disdain correctional staff especially when they see therapy forced on them.

Exercise 14. Choose one of the following topics and prepare a report on it.

1. Discuss the nature and extent of crime.
2. Present crime causation theories.
3. Describe types of crime.
4. Describe the criminal justice system (the police, the courts, and the correctional system).
5. Suggest ways to reduce crime and delinquency.
6. Discuss the role of social work in providing correctional services.

UNIT 6

PROBLEMS IN EDUCATION AND SCHOOL SOCIAL WORK

 DEVELOPING VOCABULARY

Exercise 1. Listen and repeat the words. Practice correct and quick reading. Match the transcription with the proper word in the Vocabulary below this exercise.

|rɪ'zɒlv|, |ə'li:vɪət|, |ə'kə:|, |prə'vʌɪd|, |ɪ'neɪb(ə)l|, |'aflʊənt|, |'kɒntrəvə:sɪ|, |ɪndɪ'sɪz(ə)n|, |,sɛlf'kɒnfɪd(ə)ns|, |mə'ra:l|, |məʊtɪ'veɪf(ə)n|, |pə'petʃʊərɪŋ|, |pə'petʃʊərɪt|, |ə'li:vɪərɪŋ|, |ə'li:vɪərɪt|, |ɪnɪ'kwɒlɪtɪ|, |ɪ'lu:sɪdərɪŋ|, |ɪ'l(j)u:sɪdərɪt|, |'keɪ,swɜ:kə|, |lɪ'eɪz(ə)n|, |ɪntə'veɪnf(ə)n|, |'ɛs(ə)ns|, |kəm'pleksətɪ|, |ɪn'kʌmpəs|, |,ɑ:wɪ'tmɒd|, |rɪ'beɪljəs|, |'dʒʌstɪfʌɪ|, |,flɛksɪ'bɪlɪtɪ|, |bɪ'heɪvjərəl|, |prə'vɒkətɪv|, |ɪn'tɪmɪdərɪt|, |,bjʊ(ə)'rɒkrəsi|, |ə'sɪst(ə)ns|, |dɪ'zə:v|, |ɪmplɪmən'teɪf(ə)n|, |'aʊtpeɪf(ə)nt|, |'ɪnpeɪfnt|, |'kɛmɪk(ə)l|, |mu:d'ɔ:ltərɪŋ|, |ɪ'fɛkt|, |'alkəhɒl|, |kən'dʒʌŋ(k)f(ə)n|, |sʌɪ'kɒlədʒɪst|, |'θerəpɪst|, |kɒnsəl'teɪf(ə)n|, |ɪ'kwɪpm(ə)nt|, |dɪ'strʌktɪv|, |'spɛf(ə)lɪst|, |ə'kʌmplɪʃ|, |pə'spektɪv|.

VOCABULARY

1. accomplish – выполнять, совершать, достигать, завершать, совершенствовать
2. affluent – богатый, одаренный
3. alcohol and other drug abuse specialist – специалист по борьбе с алкоголизмом и наркоманией
4. to alleviate – облегчать, смягчать (боль, страдание)
5. assistance – помощь, содействие
6. to be acquainted with – быть знакомым с
7. behavioral specialist – специалист-психиатр
8. bureaucracy – бюрократия, бюрократизм
9. caseworker – социальный работник

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10. chemical dependency treatment center — наркологический центр
 11. complexities of – сложности, запутанность
 12. controversy – спор, полемика, дискуссия, ссора, расхождение во мнениях
 13. counselor – консультант, советник
 14. to deserve – заслуживать, быть достойным, стоить
 15. destructive force – разрушительное усилие; разрушающая нагрузка; разрушительная сила
 16. to elucidate – освещать, разъяснять, объяснять, проливать свет, пояснять
 17. to enable – разрешать, давать возможность, облегчать
 18. to encompass – заключать в себе, окружать, охватывать
 19. to engage in (a) controversy with /against/ smb. On /about/ smth. — вступать в полемику с кем-л. о чём-л.
 20. essence of social work – сущность социальной работы
 21. flexibility – гибкость, уступчивость, податливость, уступчивость
 22. implementation – осуществление, реализация, выполнение
 23. in conjunction with — совместно с, в сочетании с
 24. in decision– нерешительность, колебание, неуверенность
 25. inequality – неравенство
 26. inpatient treatment — лечение в стационаре
 27. integration – интеграция, слияние, объединение; сведение в единое целое; комбинирование
 28. interacting with parents — взаимодействие с родителями
 29. intervention – вмешательство, интервенция, посредничество
 30. to intimidate – запугивать, пугать, устрашать
 31. to justify – оправдывать, объяснять, подтверждать, выравнивать
 32. lack of self-confidence — неуверенность в себе
 33. mental health consultant / mental specialist – психиатр;

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34. mood-altering effects – психотропное воздействие
 35. morale – боевой дух, моральное состояние
 36. motivation – мотивация, побуждение, мотивировка, движущая сила
 37. to occur –| происходить, встречаться, иметь место, случаться, являться
 38. outpatient treatment — амбулаторное лечение
 39. parent liaison – поддерживание контакта с родителями
 40. parent trainer – наставник родителей, педагог помощи родителям в работе с детьми
 41. to perpetuate – увековечивать, сохранять навсегда
 42. perspective – перспектива, вид, виды на будущее, перспективный
 43. physical therapist – специалист по ЛФК; физиотерапевт
 44. program research specialist – главный специалист по исследовательским программам
 45. to provide with – обеспечивать, предоставлять, предусматривать, давать, снабжать, прокормить
 46. provocative role – провокационная роль
 47. racial integration — расовая интеграция
 48. rebellious – мятежный, бунтарский, непослушный, бунтующий, повстанческий, упорный, неизлечимый
 49. to resolve – решать, разрешать, принимать решение
 50. self-confidence – самоуверенность, самонадеянность
 51. social inequality — социальное неравенство
 52. special education teacher (who works with children with emotional and physical disabilities or learning problems) – педагог специального обучения
 53. specialist — специалист
 54. speech therapist – специалист по исправлению речевых дефектов; логопед
 55. strained relations — натянутые отношения

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56. technical service team — группа технического обслуживания
57. truant officer — инспектор по делам несовершеннолетних, надзиратель за прогулами
58. violence prevention specialist – специалист по предотвращению насилия

Exercise 2. Translate the following sentences into Russian paying attention to your active vocabulary.

1. The brothers finally resolved their conflict.
2. Recent events strengthened her resolve to find out the truth.
3. Barnet was desperate for money to resolve his financial problems.
4. When did it occur?
5. Black sheep occur in all families.
6. When exactly did the incident occur?
7. Nothing occurred that seemed important
8. It did not occur to me to mention it.
9. New ideas occur to him in the act of writing.
10. Many suicides occur in prisons.
11. The disease occurs chiefly in tropical climates.
12. He provided a car with a radio.
13. We provided the room with an electrical heater
14. There is no way that we can provide another teacher for that class.
15. The operation should enable Bobby to lead a normal life.
16. These novels enable us to reproduce the parson of the time with ease.
17. The press sweat with controversy.
18. It's brought to the surface a much wider controversy.
19. There have been a lot of controversy about the government's tax proposals.

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20. They were paralyzed by indecision.
 21. his indecision was only momentary but the opportunity was lost
 22. His self-confidence made him immune to criticism.
 23. Why should some stupid pimple ruin my self-confidence?
 24. He's only seventeen, but he has enormous self-confidence.
 25. Her constant criticisms chipped away at my self-confidence.
 26. She doesn't have the self-confidence to run for public office.
 27. We did not understand his motivation
 28. Escape can be a strong motivation for travel.
 29. What was your motivation for becoming a teacher?
 30. Is social inequality the inevitable corollary of economic freedom?
 31. When asked for details, he declined to elucidate further.
 32. Administrators need to maintain better liaison with employees.
 33. Republicans have been howling for military intervention.
 34. Twenty years intervened between their first and last meetings.
 35. This intervention does not postulate a patient's consent
 36. She was the essence of punctuality.
 37. It was a perfect love-letter, that is to say, it was the essence of nonsense.
 38. Others consider that Ireland's very essence is expressed through the language.
 39. Real definition provides a statement of the nature or essence of a thing.
 40. Modern ways of cooking have outmoded the hearth.

Exercise 3. Substitute the underlined words / word combinations for the synonyms from the vocabulary. Translate them into Russian.

1. She decided to work harder.
2. This new medicine is to ease the symptoms of flu.

3. Storms often happen in winter.
4. The Web site offers information about local activities.
5. The system allows students to access class materials online.
6. He is rich enough and can afford to send his children to the best schools...
7. Time itself is the great suspender of debate.
8. There were weeks of uncertainty about who would go and when.
9. I seem to have lost all my self-assurance.
10. A win is always good for optimism.
11. People are concerned about corruption and societal discrimination.
12. The full picture has not been explained yet.
13. He hooked it when he saw the policeman.
14. The project has been set up in cooperation with the art department.
15. Such conditions may be amenable to medical interference.
16. In principle, his message was very simple.

Exercise 4. Translate the following sentences into English using the words from the first column.

<i>Complexities of</i>	Проблема возникла из-за сложностей взаимоотношений подростков и учителей.
<i>A caseworker</i>	Я – сотрудник службы помощи неблагополучным семьям и лицам, нуждающимся в материальной или моральной поддержке.
<i>Chemical dependency treatment centers</i>	Наркологические медицинские учреждения, используя научный подход, эффективно решают проблему алкогольной зависимости.
<i>Behavioral</i>	Профессия психиатра подразумевает лечение душевных

<i>specialist</i>	болезней.
<i>Alleviate</i>	Время смягчает и снимает все проблемы.
<i>Alcohol and other drug abuse specialist</i>	В нашей школе нет специалиста по борьбе с алкоголизмом и наркоманией.
<i>Deserve</i>	Некоторые называют его эгоистом, но он не заслуживает такого эпитета.
<i>Elucidate</i>	Доклад Комиссии проливает свет на многие вопросы.
<i>Encompass</i>	Этот район охватывает большую часть делового центра города.
<i>Engage in (a) controversy with</i>	Если он не желает вступать в полемику, значит понимает, что продолжать разговор нет смысла.
<i>Flexibility</i>	Огромным достоинством проекта является его гибкость и низкая стоимость.
<i>Indecision</i>	Он медлил в нерешительности.
<i>Inequality</i>	Мы обсуждаем растущее неравенство между богатыми и бедными.
<i>Inpatient treatment outpatient treatment</i>	Он прошел амбулаторное и стационарное лечение.
<i>Perpetuate</i>	Улица названа его именем чтобы увековечить память этого великого человека.
<i>Outmode</i>	Программа устарела.
<i>Parent liaison</i>	Установление и поддержание контакта с родителями – очень важный момент.
<i>Be provided with</i>	Каждый ли член семьи получает то, что ему необходимо?
<i>Rebellious</i>	Герой фильма «Я гангстер» - непослушный бунтующий

	подросток.
<i>Strained relations</i>	У нас весьма натянутые взаимоотношения с дочерью.
<i>Violence prevention specialist</i>	Школе нужен охранник, и специалист по предотвращению насилия.
<i>Truant officer</i>	Пусть этим вопросом занимается инспектор по делам несовершеннолетних

READING

Text 1

Problems in Education

The educational system has frequently been asked to resolve and alleviate social problems. For example, it is currently being called on to help reduce racism and sexism by developing new curricula designed to change the attitudes of school-age children. (The school setting is one of the places where real integration of the races is likely to occur.) The educational system is expected to provide students of low-income families with the education and job-training skills that will enable them to escape from a life of poverty, even though children living in poverty often come with fewer enriching life experiences and less motivation for academic achievement than more affluent children. It must identify and refer for treatment those children who have emotional or learning problems and those who abuse alcohol and other drugs. The school system is a mechanism for conveying a sense of citizenship responsibility and for countering antisocial and delinquent attitudes. In addition, it is required to refer to protective services any children who are suspected of being physically abused, neglected, or sexually abused. The educational system in a democratic society

is the “great equalizer” that should create a common bond and give equal opportunity to all. Sometimes the educational system is perceived as a social problem itself because it is not meeting the expectations of society. Education is in a crisis of controversy, indecision, and decreasing public support. The self-confidence, morale, and motivation of teachers are often low. Some schools have been accused of perpetuating, rather than alleviating, social inequality for the poor and for minorities. Although recent improvements have occurred, student scores on achievement tests are lower than they were 50 years ago. Some schools are so victimized by vandalism and violence that students and teachers are as concerned with survival as with education.

Because many school systems have never had social workers on their staff, the responsibility for elucidating the many roles of social work and the potential value of these functions often remains with the new school social worker. This will be a long and at times frustrating process, for any fundamental change in basic system services will affect the balance and direction of all services. Consequently, the social worker must be in a position to prove that the change she or he brings will ultimately benefit the system and thus be worth the uneasiness that the other staff will feel in adjusting to a new person in a different and challenging role.

Exercise 5. Enumerate the problems in education mentioned in the text.

Text 2

School social work

Let's look at some traditional roles for school social work practice: caseworker, group worker, truant officer, counselor, and parent liaison.

Caseworker. Casework, traditionally, has been one of the first methods used in any given area; it encompasses the more clinical and best known aspects of social work. Basically, social workers have had to prove their worth; that is, they have had to prove that they do something different from what was already being done. Because social workers have substantial training in family dynamics, they can analyze and diagnose common problems in the dysfunctional family. This is a skill that others in the Problems in Education and School Social Work typical school system do not have, and thus it is viewed as an area of particular expertise for the school social worker.

Group Worker. As casework came to be considered too costly and perhaps outmoded in some areas of social work practice, school social workers found another method of intervening in school problems: group work. Essentially, the rationale was that the social worker could influence the lives and educational success of too few people when using the casework approach. A group approach also assumes that, by sharing experiences, students can put their own problems in perspective and can learn new strategies for resolving school related and personal problems.

Truant Officer. Social workers in the school have performed a number of other roles, including that of truant officer. Often the truant officer functions as an advocate for the child. There are times when acting as an agent of social control (the law, the system) need not be looked at negatively. A case in point is a multi problem family with three boys in high school. Although none of the boys had reached the legal age after which school was no longer compulsory, the parents decided to keep the boys at home so they could help the father in his job as a farmhand. The boys had mentioned to different teachers that they feared this was about to happen, but they were afraid to tell their father that they wanted to stay in school. The social worker was able to intervene in this case by using the truancy laws to inform the parents that they had no choice but to send their sons to school. In this case, the undesirable role of truant

officer was transformed into one that was advantageous for the children involved. It was also a means of helping to promote the concept of equal access. Given the high truancy and dropout rates in larger cities, the approach of combining the services of truant officers with creative or alternative approaches to education can benefit children.

The truant officer role may also be a way of helping parents. Sometimes teens become too powerful in their families and may refuse to go to school. In this instance, a truancy referral may help parents reassert their authority and/or assist them diagnostically if other problems are causing their child to be excessively rebellious.

Counselor and Parent Liaison. The social worker as a counselor and/or parent liaison or parent trainer is also a fairly common role in school social work. Often teachers will expect the school social worker to be the liaison between themselves and parents. And it is frequently assumed that the social worker will defend and justify the actions or educational planning of the teacher. This can cause somewhat strained relations between the social worker and the rest of the teaching staff, especially when a worker agrees with a parent that the school system ought to make changes in its educational programs to better serve the children. This role requires a lot of tact and prior planning, as well as a relatively assertive view toward expanding social work services.

In the role of counselor, the social worker brings a number of skills to the situation. As school social work services have developed, there has been a trend toward perceiving the social worker as a therapist rather than as an academic counselor. This distinction has been more than semantic because advanced professional (master's degree) training has greatly increased the diagnostic and psychological skills of school social workers relative to other school professionals (such as guidance counselors). Thus, a school social worker can be seen as both a

specialist in the diagnosis of emotional difficulties in children and as the support staff person with the most extensive psychiatric and medically based training.

Advocate. One of the most provocative roles for the social worker has become that of advocate. In the school setting, an advocate is someone who understands and is not intimidated by large complicated systems and can help a family or child face the educational bureaucracy or deal with other social systems. This can be a particularly useful role when working with families who are not well acquainted with the educational system. For instance, in an early education program that is geared to helping prekindergarten children who show evidence of developmental delay, the social worker can use the advocate role to help the parents understand their rights under the law, including their rights to appeal program decisions if they feel the programs do not fit the needs of their child. The social worker can explain who is teaching what materials and why this should help the child progress.

She or he can be the person who follows the child in the program so that the parents can have contact with someone they have rapport with and with whom they feel comfortable asking questions. The social worker can also be the person who makes them aware of applicable medical or social service agencies that are available to give them a better knowledge of their child or offer supportive services when these are needed. The social worker can be a person to talk to about the complexities, difficulties, fears, or guilt associated with raising a child who in some way is different from other children.

Behavioral Specialist. There has been a trend at some major universities toward training school social workers in one discrete, highly recognizable skill. Within this context, emphasis is often put on the social worker's becoming a behavioral specialist, a person who understands and can systematically apply behavior modification principles.

Within the schools, a knowledge of how to alter behavior has immediate and long-term applicability. Using behavioral skills, the social worker can provide guidance in general learning principles as applied to overall teaching and can develop specific programs for children who are having difficulty adjusting to the normal classroom routine.

Mental Health Consultant. A school social worker can also function as a mental health consultant to other staff members. Curriculum today is no longer as simple as reading, writing, and arithmetic (if this ever was the case). Although there is currently substantial concern about teaching the “basics” in education, teachers must still seek to improve old curriculum and develop new materials and new teaching styles. Because social workers have training in the social psychology of individual behavior, they can serve as consultants on the mental health and human relations aspects of curriculum and on teaching style. With this focus, the social worker plays a preventive role, seeking to help teachers motivate students via stimulating materials. She or he can help create a teaching approach that is not threatening but intriguing, questioning, and supportive of the process of learning. Naturally, the social worker would also be involved in helping teachers to individualize education—to devise materials and teaching styles that meet the needs of all children, no matter what their current academic level.

Another more complex role in this area, and one that requires advanced training, is to help evaluate whether children might have significant emotional or psychiatric difficulties. There has been a significant increase in the number of children who have been diagnosed by the medical and/or child psychological disciplines as having attention deficit hyperactivity disorder (ADHD) or other emotional/behavioral disorders (such as a major depression or bipolar disorder). Because of the unique skills and roles of the school social worker, he or she can be a liaison to the mental health and/or medical community by making appropriate

referrals and by assisting in follow-up care. Often parents will be confused about their child's behavioral or emotional development.

Parents will then need assistance in understanding what may be “naughty behavior” or “going through a stage” as opposed to behaviors that indicate the possibility of a more serious problem. It is imperative in these latter situations that the child and the parents be referred to qualified specialists or clinics and that communication then take place between mental health providers and schools. As the first mental health specialist that parents are apt to see, it is also important that parents feel the school social worker is supportive and nonjudgmental. This will raise the likelihood that they will actually go to a clinic for professional treatment. It is equally important that teachers receive assistance in understanding the nature of child psychiatric problems and how to help affected children.

Alcohol and Other Drug Abuse Specialist. Drug use and abuse continue to be a major problem in our society. From the days of Prohibition, various segments of society have addressed the “evils” of alcohol and other drug use. Today, with the tragic loss of lives associated with drunk driving and with the much-publicized drug-overdose deaths of sports and entertainment figures, there is a growing realization of the need for drug prevention programs.

Programs having a punitive interventive focus have not been successful. Thus, there has been a recent emphasis on prevention, and schools have become the mechanism for drug prevention programs. Because schools generally do not have trained specialists in this area, many school districts have hired school social workers to consult with parents and to refer students who are abusing drugs to appropriate inpatient or outpatient treatment centers.

Social workers, because of their knowledge of chemical dependency, their training in interviewing, their skills in interacting with parents, and their knowledge of community resources, have become the logical choice to spearhead the development

of prevention programs. They have also been asked to become curriculum specialists in this area. Thus, as part of their overall responsibilities, many school social workers help develop teaching curriculum on drug use and abuse for elementary, middle, and high schools.

Individual Education Plan Team Member. Another role of the social worker that is gaining increasing popularity involves using his or her skills in conjunction with other members on a team. The school social worker may join with other professionals (psychologist, speech therapist, special education teacher, physical therapist, and regular education teacher) to determine the special educational needs and particular programming appropriate for certain children.

The point here is that the social worker acts as part of a team—as a member with certain discrete skills and knowledge—and in conjunction with the team, seeks to alleviate problems. Although this may appear to be a somewhat constricting role, in that other methods may seem to offer more independence, it can be a useful way to find gaps in services and to decrease overlap among individual skills. It has its advantages, especially if one is responsible for a school (or a school system) with a large population.

Violence Prevention Specialist. Schools are often said to be a microcosm of the larger society. In many of our cities, violence toward others has become a major problem, and it is not limited to adults. Offenses committed by juveniles have become more serious in nature. In many inner cities, gangs have become such a destructive force that some school districts now have instituted dress codes in an attempt to counter the influence of gang symbols (the wearing of certain apparel or colors is thought to be a factor in developing and maintaining a “gang identity”). Student violence against teachers has also increased, creating a climate in some schools of fear and intimidation. Police liaison officers are now common in many schools.

Systems Change Specialist. If we look at schools as a natural access point for families (most families must deal with schools at some point in their existence), social workers should be able to perform a unique role in the schools. Given the complex nature of society today, most people need to enhance their problem-solving abilities. Social workers can help in this regard by linking people to systems and improving existing service and delivery mechanisms. This role model can involve situations of equal access or integration, the development of programs to deal with changing family patterns, or issues relating to the quality of education.

The social worker has a large role to play in this process, for he or she can become an organizer, a leader, a catalyst toward change, a liaison for the needs and wishes of the families, and a specialist in devising systems to meet change-oriented goals.

Program Research Specialist. Facilitating positive youth development, resiliency, and character development are additional approaches that can be used to alleviate potential problem behavior in school-age children and improve school systems. Research on positive youth development has shown that the development of emotional attachment to at least one caring adult, the development of a positive identity with goals and an orientation to the future, the development of decision-making skills and self-determination skills, and the development of competence through success in learning and social accomplishments are all important factors in helping teens reduce risky behaviors and enhancing their likelihood of becoming successful adults.

Superman/Superwoman. This is, of course, a bit facetious, but as you enter the field of school social work, you may feel you need to be “super” in order to accomplish all the things you need to do for children at risk and their families. In this context, a school social worker can do numerous “little things” that add up to a better school climate and a better life, at least at school, for others. A school social worker

can offer a sincere feeling of “being welcome” to parents. She or he can bring a smile and some reassurance to children that they really are “good enough; a sense of hope that life will be all right; a voice for the disadvantaged and those with a disability to the “table” when fiscal decisions are made; a feeling of energy by developing other ways of looking at issues and by framing issues within an optimistic perspective, often giving his or her clients the sense that their problems are rather small ones that can be constructively combated; a clinical set of skills in certain mental health areas—skills that do not exist elsewhere in the school setting; access to community resources; the awareness that less-than-perfect behavior and events in a sometimes chaotic world are understandable (often predictable) and are changeable when one uses social work principles and methods.

Exercise 6. Answer the following questions (use other sources):

1. Are students from poor families deprived of opportunity to get education?
2. What problems do students often face with at schools?
3. What problems are teachers concerned with?
4. What roles does a social work practice at school?
5. What’s the essence of social work?
6. What’s the purpose of social workers’ substantial training in family dynamics?
7. What’s the group worker responsible for?
8. What are the truant officer’s functions?
9. What are the counselor’s and parent liaison’s responsibilities?
10. What new approaches are developing by social workers at school?
11. What do advocates do?
12. What problems do social workers face with?

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13. How do school social workers help teachers?
 14. What is done by a behavioral specialist?
 15. Why does the position of Mental Health Consultant exist? What are his/her duties?
 16. How can social worker help accomplish specific human relations goals?
 17. What approaches are used to help children manage with significant emotional or psychiatric difficulties?
 18. Why do parents need social worker's assistance?
 19. Why do schools need for drug prevention programs?
 20. What skills help social workers realize prevention programs?
 21. What's the role of Individual Education Plan Team Member?
 22. How do social workers seek to alleviate problems?
 23. What are Violence Prevention Specialist's duties?
 24. What ideas can help students to reframe their angry?
 25. What kinds of social workers can become an organizer, a leader, a catalyst toward change, a liaison for the needs and wishes of the families, and a specialist in devising systems to meet change-oriented goals?
 26. What're the functions of a Program Research Specialist?
 27. Why can a social worker be called a Superman/Superwoman?

Case task

1. Are you interested in pursuing a career as a school social worker? Why?
2. Discuss ideas for improving educational opportunities for children of low-income and minority families.

3. Summarize problems that school systems currently face.

Exercise 7. Translate the following sentences into English

1. На самом деле у тебя чрезмерная самоуверенность.
2. Барнет отчаянно нуждался в деньгах, чтобы решить свои финансовые проблемы.
3. Людей волнует коррупция и социальное неравенство.
4. Когда именно случилось это происшествие?
5. Мы располагаем богатым материалом по расовой интеграции.
6. Мы стараемся устранить и смягчить социальные проблемы.
7. Дети, живущие в бедности, зачастую имеют меньшую мотивацию на успеваемость, чем дети из более благополучных семей.
8. Необходимо обратиться в службу защиты детей.
9. Некоторые школы были обвинены в увековечении, а не облегчении, социального неравенства.
10. Во многих школах не было социальных работников.
11. Социальный работник должен быть в состоянии доказать, что система должна меняться.
12. Социальные работники работают с проблемами, вызванными сложностями современного общества.
13. Социальные работники доказали свою ценность, поскольку имеют серьезную подготовку и могут анализировать и диагностировать общие проблемы в неблагополучной семье.
14. Социальный работник может повлиять на успешность обучения детей.
15. Инспектор по делам несовершеннолетних много работает с родителями.

16. Иногда родители не могут самостоятельно определить, почему их ребенок чрезмерно упрям.
17. Школьный социальный работник может рассматриваться как специалист в диагностике эмоциональных трудностей у детей.
18. Социальный адвокат помогает родителям разобраться в своих правах, предусмотренных законом, в том числе права на отмену программы, если они чувствуют, что она не соответствует потребностям ребенка.
19. Социальный работник может говорить о сложностях, страхах или чувстве вины, связанных с воспитанием ребенка, который отличается от других детей.

UNIT 7

WORK-RELATED PROBLEMS

Exercise 1. Listen and repeat the words. Practice correct and quick reading.

|abs(ə)n'ti:ɪz(ə)m|, |ə'kʌmplɪf(ə)nt|, |'alkəhɒlɪz(ə)m|, |eɪlɪə'neɪf(ə)n|, |bʌɪəʊ'fi:dbak|,
 |alə'keɪf(ə)n|, |kən'sʌlt(ə)nt|, |'an(ə)lɪst|, |'kɒnsɪkw(ə)ns|, |,kəʊ'ɔ:dmeɪtə|, |'kɔ:p(ə)rət|,
 |,ri:ləʊ'keɪfən|, |dɪ'rʌɪv|, |dɪ'vɔ:s|, |dəʊ'neɪfənz|, |ɛmplɔɪ'i:|, |ɪg'zɔ:st|,
 |di:'hju:m(ə)nʌɪz|, |'dɛvəsteɪtɪŋ|, |hɪp'nəʊsɪs|, |ɪn'flɪkt|, |ɪn'sɒmniə|, |'ləʊəd|,
 |,selfe'sti:m|, |'marɪt(ə)l|, |dɪsə'bɪlɪti| |,rɛkrɪ'eɪf(ə)n|, |'fɛdju:l| (Am.E.- |'skɛdʒu:l|),
 |'wɛlfɛ:|, |'s(j)u:ɪsʌɪd|, |'tɑ:dməs|, |,tæksɪg'zɛmpt|, |'vʌɪəl(ə)ns|.

VOCABULARY

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1. absenteeism – прогул, невыход на работу
 2. accomplishment - достижение
 3. affirmative action - компенсирующие действия (*собирательный термин, обозначающий любые действия, программы, правила и т. п., касающиеся предоставления каких-л. преимуществ женщинам или каким-л. меньшинствам, как правило, в сфере бизнеса или образования; подобная политика имеет три основных причины: а) недостаточность пассивного провозглашения равных возможностей занятости и необходимость более простого подхода, который позволит устранить потенциальную дискриминацию, напр., установление квот на присутствие женщин и меньшинств в штате организации; б) предоставление меньшинствам компенсации за дискриминацию в прошлом; в) обеспечение присутствия представителей различных национальностей в организациях или органах управления, для которых это разнообразие является важным; не является дискриминацией в юридическом смысле слова, так как представляет собой законные действия в рамках государственной политики, поэтому любые переводы этого термина со словом "дискриминация" или отождествление этого термина с дискриминацией представляется некорректным*)
 4. affirmative action officer сотрудник компенсирующей программы (*лицо, ответственное за разработку и реализацию программ, направленных на защиту прав работников*)
 5. alcoholism - алкоголизм
 6. alienation – отчуждение, отдаление, отказ от производительного труда
 7. avoid friends – избегать друзей
 8. to be in debt – быть в долгах
 9. to be laid off (or fired) - быть уволенным

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10. to be more satisfied in jobs - быть удовлетворенным работой
 11. to be prone to – быть склонным к
 12. biofeedback – клинический мониторинг (непрерывное слежение за состоянием пациента с помощью электронных средств)
 13. to blame – винить, обвинят
 14. career planning and development counselor – консультант по планированию и развитию
 15. charitable allocations analyst – специалист (аналитик) по распределению благотворительной помощи
 16. community (public) relations consultant - специалист по связям с общественностью
 17. consequences - последствия
 18. coordinator of corporate health and wellness programs - координатор общего здоровья и программ оздоровления
 19. corporate relocation officer – сотрудник отдела общего переселения
 20. to derive from – происходить из
 21. divorce rate – уровень разводов
 22. donation – пожертвование
 23. economic recession— экономический спад
 24. emotional disorders – эмоциональные расстройства
 25. employee assistance program coordinator - координатор программы поддержки занятости
 26. employee assistance programs (EAPs) - программа поддержки занятости
 27. employee resources manager менеджер по льготам / выплатам (сотрудник, отвечающий за управление программами в области осуществления дополнительных выплат и предоставления льгот работникам компании)

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- помимо заработной платы; в частности, отвечает за управление пенсионным и медицинским страхованием работников)
28. to exhaust savings - опустошать сбережения
 29. experience depression - испытывать, переживать депрессию
 30. to feel dehumanized - ощущать бесчеловечность по отношению к себе
 31. to feel trapped – чувствовать себя в ловушке
 32. feelings of powerlessness and meaninglessness чувство бесправия и бессмысленности
 33. flextime - свободный режим рабочего дня; скользящий график
 34. to have a devastating effect — опустошать
 35. to have an extra day off – иметь дополнительный выходной
 36. hypnosis – гипноз
 37. industrial social work - социальная работа на производстве
 38. to inflict problems – вызывать проблемы
 39. insomnia - бессонница
 40. to lead to – приводить к
 41. to lose faith – терять веру
 42. lowered self-esteem – заниженная самооценка / самоуважение
 43. marital unhappiness – несчастье в браке
 44. meditation - медитация, размышление
 45. occupational safety and health officer - сотрудник Управления охраны труда
 46. occupational social work - социальная работа по месту занятости
 47. outplacement specialist – специалист по трудоустройству уволенных
 48. physical disability - физическая нетрудоспособность
 49. to provide with - обеспечить
 50. public assistance – государственное пособие
 51. recreation - отдых, восстановление сил

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- 52.reemployment - получение нового места работы в случае увольнения
- 53.relocation — переселение
- 54.retirement planning - пенсионное планирование
- 55.schedule - график работы, расписание
- 56.secretary of health and welfare - министр здравоохранения и социального обеспечения
- 57.stress-related illnesses – болезни, вызванные стрессом
- 58.substance abuse service coordinator - координатор по лечению от наркотической зависимости и психических расстройств
- 59.to suffer deep shame – испытывать сильный позор
- 60.suicide rate – уровень самоубийств
- 61.tardiness - опоздание
- 62.tax-exempt activity - свободная от налогообложения деятельность
- 63.time management – управление временем
- 64.training consultant - консультант по вопросам обучения
- 65.unemployment – безработица
- 66.urban affairs adviser – советник по городским вопросам
- 67.violence - насилие
- 68.welfare secretary - секретарь по социальной работе

Exercise 2. Translate the following sentences into Russian.

1. I offer services as community relations consultant.
2. My analyst felt that I was making good progress.
3. Your opinion is of no consequence to him.
4. The church is seeking donations.
5. Acid rain has a devastating effect on the forest.

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6. A feeling of self-efficacy contributes to self-esteem.
 7. He retired from the force with a disability pension.
 8. My schedule is very flexible.
 9. Many suicides occur in prisons.
 10. The company hired an outside consultant.
 11. Her perpetual tardiness maddened her friends.
 12. Her husband's violence terrified her.
 13. Introducing a flat-rate tax would be political suicide.
 14. I lost my class schedule.
 15. Our only concern is the children's welfare.
 16. Charity embraces all acts that contribute to human welfare.
 17. He was pushing hard for welfare reform.
 18. He has a very irregular schedule.
 19. We had the days of joyous recreation with our friends.
 20. Let us hope that this salve to self-esteem never lost its efficacy.
 21. The oil spill had devastating consequences for wildlife.
 22. No responsible therapist will claim to cure your insomnia.
 23. Detectives warned that the men could inflict serious injury.
 24. While under hypnosis, she described the horrific accident in detail.
 25. It is devastating for a parent to watch a child go through misery.
 26. Inspectors have observed terrible factory conditions that dehumanize workers.
 27. Any resource can be exhausted.
 28. The organization is soliciting for donations.
 29. The table shows the salary of each employee.
 30. He had hoped to continue as a full-time employee.
 31. This famous actress has been divorced from three husbands.
 32. Wastage was no doubt a necessary consequence of war.

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33. This tea is derived from an African plantation.
34. Much of the book's appeal derives from the personality of its central character.
35. We need to coordinate our schedules.
36. You'll have to coordinate with the sales department.
37. The company hired an outside consultant.
38. Twelve hours a week seemed a generous allocation of your time.
39. His boss discharged him because of habitual absenteeism.
40. My father always blames everything on me.
41. By any standards, the accomplishments of the past year are extraordinary.
42. Social drinking may lead to alcoholism.
43. He had fallen into a state of mental alienation.
44. After years of alienation from her family, she became reconciled with them when her father fell ill...
45. I am deep in debt.
46. While the company laid off some employees, others had hopes of keeping their jobs.
47. Disability need not be a barrier to a successful career.
48. Unemployment can cause feelings of inadequacy and low self-esteem.

Exercise 3. Substitute the underlined words / word combinations for the synonyms from the vocabulary. Translate them into Russian.

1. Political forecasters expect the Conservatives to win.
2. Millions of people have been dismissed in the steel industry.
3. Unemployment may provoke a sense of isolation from society.
4. Playing the piano is one of her many achievements.
5. Don't accuse me - it's not my fault.

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6. He earns a good income as a public relations adviser.
 7. The result of those measures will be the best apology for my conduct.
 8. Since getting a bust up of a marriage, she has been raising her children alone.
 9. A good boss listens to his workers.
 10. We've received a steady stream of gifts.
 11. Long-term unemployment can be ravaging.
 12. We expended our savings.
 13. While under mesmerism, the victim was able to describe her attacker.
 14. Has suffered from sleeplessness virtually his entire life...
 15. The strikes imposed serious damage on the economy.
 16. He has a large share of self-assurance.
 17. Money problems often result in marital breakups.
 18. What does your work timetable look like this week?
 19. Work as a welfare secretary makes her happy.
 20. The self-murder rate among men between the ages of 16 and 25 has risen terrifyingly.
 21. The leader was charged with inciting the men to brute force.

Exercise 4. Translate the following sentences into English using the words from the first column.

career planning and development counselor	Ваши планы будут проанализированы консультантом по планированию и развитию.
charitable allocations analyst	Гуманитарной помощью занимается специалист по распределению благотворительной помощи

suicide exhaust savings	Купить такой дом – это самоубийство, вы опустошите все свои сбережения.
welfare	Много лет она пыталась выжить без социального пособия.
outplacement specialist	Она вполне компетентный специалист по трудоустройству сокращенных работников.
schedule	В расписании есть опечатки и ошибки. У него не постоянный рабочий график. Его расписание планируется заранее.
recreation	Весь ее отдых – это работа на даче. Территория вокруг школы – это место отдыха школьников.
accomplishments academic accomplishments	Как бы то ни было, достижения последних лет колоссальные. Родители гордятся ее успехами в учебе.
blame	Его обвинили в намеренном склонении подростка к суициду. Во вся виновата его мать. Она его баловала с ранних лет. Меня постоянно обвиняют во всех грехах
be in debt	Он часто в затруднительном положении и постоянно в долгах.

alienation	Спустя много лет жизни вдали от семьи, она помирилась с ними, когда ее отец серьезно заболел.
substance abuse service coordinator	Мы наняли координатора по лечению от наркотической зависимости и психических расстройств.
training consultant	Обратитесь к консультанту по вопросам обучения.
consequence	При таких ужасных условиях жизни болезни были неизбежны. Низкий уровень рождаемости – это последствия кризиса.
employee resources manager	Менеджер по льготам отвечает за управление программами в области осуществления дополнительных выплат и предоставления льгот работникам компании помимо заработной платы, а также отвечает за управление пенсионным и медицинским страхованием работников.
derive from	Он получает доход сразу из нескольких источников.
devastating	Весьма душераздирающими для родителей являются страдания их детей.
donation	Пожертвования сократились из-за

economic recession	экономического спада.
a full-time employee	Я хочу работать на полную занятость
want a divorce	Ты действительно хочешь развода?

READING

Job Dissatisfaction

Mary and Robert Buyze met in college and were married shortly after Mary graduated in 1998. Bob had graduated a year earlier. Bob majored in history and Mary in psychology. Both shared the American dream of having a home in the suburbs, a motorboat, and two cars. Because both had graduated from college, they were optimistic that they were well on their way. They fantasized about taking a yearly trip to such places as Acapulco, Europe, Jamaica, and Hawaii. It is now 6 years later. Bob is 29 and Mary is 28. They have yet to take a trip and now have two young children. They are deeply in debt, having tried to buy much of their dream with credit. They purchased a run-down “starter” home with two bedrooms that was advertised as a “fixer’s delight.” Unexpected repairs to the furnace, the roof, and the plumbing have plunged them even deeper into debt, as have medical expenses, food, and clothing for the family. What is even sadder is that they both have jobs they dislike. Bob has been a life insurance salesman for a small company for the past three and a half years. Bob states: I took the job because I couldn’t find anything else. There were no job openings for historians when I graduated, so I took a variety of odd jobs, none of which I enjoyed. I was a truck driver, manager of a pizza place, taxicab driver, car salesman—and much of the time I was unemployed. I hoped when I took this job that I would finally be able to make good money. It just hasn’t worked out. I hate selling insurance. Most of the time, I randomly call people from the telephone directory and

urge them to buy a policy. It's like begging for money for a charity. I absolutely despise having to put myself in a position of peddling policies—and being nice and charming to people who at times end up slamming the phone down and hurting my eardrum. But I have no choice. I've got so many bills to pay that I can't afford not to work. I also hate to see Mary having to work with the kids so young. But again, we have no choice. What really hurts is that both of us are slaving away at jobs we don't like. Yet, with all the bills we have to pay, we hardly are able to buy Christmas presents. Mary is a clothing store clerk. She also was unable to get a job in her field (psychology). After graduating, she worked for 2 years as a secretary, which paid about the same as her present job—slightly above the minimum wage. She quit being a secretary shortly before their first child (Rob) was born; she disliked secretarial work even more than her present job. A few months after Rob's birth, she began working part time in the job she now holds full time. Mary states: When I was in college, I guess I was too idealistic. I expected to get a challenging job that would help me grow as a person and pay well. That just hasn't happened. What I earn now is very little, especially after having to pay the babysitter. This job at times is boring, especially during the months when business is slow. November and December are just the opposite—we're running all the time, and I'm exhausted by the end of the day. It's feast or famine. But my day doesn't end when I leave the store. I've got cooking, washing, and cleaning to do—plus trying to find time to spend with the children. The last 4 years since the kids were born have been a nightmare—changing diapers, getting up in the middle of the night, taking care of sick kids. Don't get me wrong—I wouldn't trade them in, but some days I really wonder where I went wrong. What really hurts is that we have almost nothing to show for our efforts. I tell you, some mornings I'm so worn out when I get up and so unhappy with work that tears roll out of my eyes when I drive to work. What's just as bad is that I know that Bob hates his job as much as I do. Increasingly, when he has a bad day, he drinks too much—and

that is worrying me more and more. I'm in a dead-end job with no chance for advancement, and I can't afford to give it up. Is this all there is to life?

Exercise 5. Make up an annotation to the article using the plan:

The article is headlined...

The author of the article is...

It was published in...

The article is concerned with ...

The article deals with...

The subject of the article is...

At the beginning of the article the author describes...

To depict, to dwell (up)on, to touch (up)on, to explain, to introduce, to mention, to recall, to characterize, to analyze, to comment on, to enumerate, to point out, to emphasize, to stress, to underline, to generalize about, to criticize, to make a few critical remarks on, to reveal, to expose, to accuse, to blame, to condemn, to mock smth, to ridicule, to praise, to give a summary of, to give one's account of...

The article (the author) begins with a (the) description of...

By mentioning, the analysis of, the summary of, a comment on, a review of, an account, characterization of, one's opinion of/about, one's recollection of, some (a few) critical remarks about (of, concerning...), the accusation of, the generalization of...

The article opens with...

Then (after that, further on, next) the author passes on to, goes on to say that, gives a detailed (thorough) analysis (description)...

In conclusion the author...

The article ends with...

At the end of the article the author draws the conclusion that...

We find the conclusion that...

To finish the article the author describes...

At the end of the article the author sums it all up (by saying...)...

Text 1

Work-Related Problems and Social Work in the Workplace

Specialization has led workers to alienation and made them feel that they have meaningless jobs and are contributing insignificantly to the business. It is difficult, for example, for assembly-line workers to take pride in producing an automobile when they attach only an ignition wire.

Working for a large business or corporation and knowing that you can readily be replaced leads to feelings of powerlessness and lowered self-esteem. Not being involved in the decision-making process and being aware that supervisors do not want workers to “make waves” also lead to feelings of powerlessness and meaninglessness.

In some businesses, machines have been developed to do most of the work. This automation (for example, assembly lines in the auto industry) has led workers to feel they are insignificant cogs in the production process. Even the pace at which they work is controlled by the assembly-line machinery. Jobs that offer little opportunity to be creative also contribute to alienation. Such jobs include typist, receptionist, janitor, garbage collector, assembly-line worker, or telephone operator. In many countries most workers do not hold jobs they had planned for; they are doing what they do for such reasons as “simple chance” or “lack of choice.” As a result, many people feel trapped in their jobs. Alienation also derives from jobs that do not provide opportunities to learn, a sense of accomplishment, or the chance to work with

compatible people. Many authorities believe that alienation leads to acts of disruption in the production process—work of poor quality, high rates of absenteeism, and vandalism or theft of company property.

Workers are more satisfied in jobs in which they feel they have some decision-making responsibilities and some control over their work schedules. They don't like punching a time clock, whereas flextime is appealing. In some places, it is possible with flextime to work 4 days a week (10 hours per day) and thereby have an extra day off.

Another problem is unemployment, what can have devastating effects. Most obviously, it reduces (sometimes to below poverty levels) the amount of income that a family or single person receives. Short-term unemployment, especially when one receives unemployment compensation, may have only minor consequences. But long-term unemployment inflicts numerous problems. Long-term unemployment often leads to extreme personal isolation. Work is a central part of many people's lives. When unemployment occurs, work ties are severed. As a result, many of the unemployed see friends less, cease participating in community life, and become increasingly isolated. Long-term unemployment causes attitude changes that persist even after reemployment. Being laid off (or fired) is often interpreted by the unemployed as a sign of being incompetent and worthless. Self-esteem is lowered, they are likely to experience depression, and they feel alienated from society. Many suffer deep shame and avoid their friends. They feel dehumanized and insignificant and see themselves as an easily replaced statistic. They also tend to lose faith in our political and economic system, with some blaming the political system for their problems. Even when they find new jobs, they do not fully recover their self-esteem.

There is a strong association between unemployment and emotional problems. During an economic recession, mental hospital admissions increase. The suicide rate increases, indicating an increase in depression. Also higher during times of high

unemployment are the divorce rate, the incidence of child abuse, and the number of peptic ulcers (a stress-related disease). Just the threat of unemployment can lead to emotional problems.

In many cases, the long-term unemployed are forced to exhaust their savings, sell their homes, and become public assistance recipients. A few turn to crime, particularly the young. The unemployed no longer enjoy the companionship of their fellow workers. They often experience feelings of embarrassment, anger, despair, depression, anxiety, boredom, hopelessness, and apathy. These feelings may lead to alcoholism, drug abuse, insomnia, stress-related illnesses, marital unhappiness, and even violence within the family. The work ethic is still prominent in our society: When people lose their jobs, they devalue themselves and also miss the sense of self-worth that comes from doing a job well.

As more and more women have entered the labor force, the consequences of unemployment for single women with children have assumed ever-greater importance. Newman found that middle-class women who experience divorce “typically have to make do with 29 to 39 percent of the family income they had before divorce.” When these women are in the labor force and experience unemployment, it is often difficult for them to support their families while looking for new jobs. Typically they had interrupted their careers for marriage and child rearing, and they now find themselves less competitive in the labor market than men who have been working more or less continuously.

High unemployment among women also stems partly from discrimination. Many employers (most of them men) are still inclined to hire a man before a woman, and many jobs are still erroneously thought to be “a man’s job.” Women have also been socialized to seek lower-paying jobs, to not be competitive with men, and to believe their place is in the home and not in the workforce.

Unemployment is high for teenagers and young people. This is partly because many of them have not received the training that would provide them with marketable skills. Employers are willing to hire unskilled workers when they have simple repetitive tasks to be performed. But unskilled workers are the first to be laid off when there is a business slump. These workers can readily be replaced if business picks up. Highly skilled workers are more difficult to replace. Also, employers have much more invested in skilled workers, as they have spent more time training them.

Blue-collar workers are more affected by economic slumps than white-collar workers. Industries that employ large numbers of blue-collar workers—housing, road construction, manufacturers of heavy equipment such as tractors, the auto industry—are quickly and deeply hit by recessions and often forced to lay off workers. As noted earlier, the number of blue-collar jobs is decreasing, whereas white-collar jobs are increasing. A major reason for this decline is automation, whereby the system of production is increasingly controlled by means of self-operating machinery. Examples of automation include the automobile assembly line and direct-dial telephone (which displaced thousands of telephone operators). Robots are now replacing workers in a number of industries, particularly for doing simple repetitive tasks.

People with a disability have very high unemployment rates. There is a tendency in our society to conclude that because a person has a disability in one area he or she also has other disabilities. For example, those with a physical disability are sometimes thought to be less intelligent and less effective in social interactions. Numerous studies have found that when people with a disability are hired, they usually dispel all of the negative myths that surround them.

Stress is also one of the causes of emotional disorders. Employers are becoming increasingly aware of the cost of stress to employees and to their businesses: absenteeism, low productivity, short- and long-term stress-related illnesses, job alienation and job dissatisfaction, marital difficulties, and emotional disorders.

Therefore, many companies are sponsoring stress management programs to help their employees learn to reduce stress through techniques such as meditation, relaxation, hypnosis, exercise programs (such as jogging), time management, biofeedback, and hobbies.

Exercise 6. Read the text and find the English equivalents to the following collocations:

1. отчуждение;
2. бессилие и бессмысленность;
3. конвейерное оборудование;
4. отсутствие выбора;
5. удовлетворены работой;
6. некоторые обязанности;
7. безработица;
8. незначительные последствия;
9. участвовать в общественной жизни;
10. увольнение;
11. самооценка снижается;
12. страдают от глубокого стыда;
13. избегают своих друзей;
14. тесная связь;
15. государственная помощь;
16. бессонница;
17. быть конкурентоспособными;

18. отрасли промышленности;

19. неудовлетворенность работой.

Exercise 7. Comment on the following issues:

1. Specialization has led workers to alienation.
2. Long-term unemployment inflicts numerous problems.
3. Being laid off (or fired) is a sign of low self-esteem.
4. There is a strong association between unemployment and emotional problems.

Text 2

Social work in the workplace

Social work in the workplace has had a variety of other titles in recent years, including industrial social work, occupational social work, and employee assistance. No term has yet emerged as “preferred.” In this section, we will primarily use the terms social work in the workplace and occupational social work.

Occupational social work is generally viewed as an emerging specialization. Some programs and services were developed to help employees in work-related areas as well as with personal or domestic problems (such as marital conflicts). The programs that were developed during this welfare movement required staff to provide the services. The positions that emerged became known as social secretaries, welfare secretaries, or social welfare secretaries. With little previous knowledge on which to draw, these secretaries developed methods and techniques through experimentation.

One popular approach was that of group work. It was soon discovered that the formation of groups benefited employees in both work- and non-work-related areas. For example, groups that formed for socialization or recreation fostered employee morale, which was reflected in work production and attitude. In addition to working directly with the employees, these secretaries performed many administrative duties such as handling pension and insurance programs.

In the 1960s and early 1970s, large corporations developed training programs for inexperienced, long-term unemployed people, including members of minority groups. Directors of these training programs learned that many of the trainees needed help in a variety of areas, such as child care, interpersonal skills, family problems, personal problems, and adequate housing and transportation. In the past 3 decades, industries have increasingly been employing social workers to provide services in these areas.

The development of employee assistance programs (EAPs) has also been a major factor in the emergence of occupational social work. The EAP movement had its roots in the development of alcoholism programs in the 1930s and 1940s. Originally, these programs were operated by industrial physicians or were informal programs staffed by recovering alcoholics. Employee assistance programs now focus primarily on the restoration of employees' job performance when alcohol or other drug abuse, emotional or personal problems, or changes in the nature of a job have interfered. Occupational social work is now sometimes erroneously considered synonymous with EAP. However, EAP is essentially a specific performance-focused program, whereas (as we will see) occupational social work is much broader in scope.

There are now thousands of EAPs across the United States. They are staffed by people with a variety of backgrounds: social work, psychology, counseling, medicine, nursing, alcohol and drug abuse counseling, business administration, economics, and management. The professional staff members of EAPs have generally completed

some specialized training in alcohol and drug abuse counseling, mental health, and/or employee assistance programming.

Businesses and industries perceive occupational social work as an emerging area for social work practice. Many social work programs have added content on occupational social work in their curricula for social work students who want a career in industry. Occupational social work has the potential to become one of the higher-paying areas for social work practice because most businesses and industries have considerable financial resources.

Common job titles used to describe the functional positions of occupational social workers in business and industrial settings are employee assistance program coordinator, employee counselor, substance abuse service coordinator, affirmative action officer, employee resources manager, occupational safety and health officer, community relations consultant, corporate relocation officer, training consultant, charitable allocations analyst, human resources policy adviser, career planning and development counselor, urban affairs adviser, outplacement specialist, and coordinator of corporate health and wellness programs. In an emerging field, there is always considerable confusion over what the specific tasks and functions of the professionals should be. This is particularly true in occupational social work.

Social workers might help employees deal with problems in the following areas: child care, financial problems, family problems, retirement planning, affirmative action, alienation, legal problems, health problems, mental health problems, alcohol and substance abuse, and recreation problems. Social workers might become involved in providing training and staff development programs. They might serve as advocates in developing programs to combat hazardous working conditions. They might design and implement stress management programs. They might provide consultation regarding the physical or social environment within the company. They might help strikers meet basic needs. They might become involved in

community relations—for example, acting as a representative of the business in fund-raising and/or planning for community services. They might propose new job designs to replace boring, tedious, assembly-line work. Thus, occupational social workers have many more functions than simply being involved in operating direct-service programs.

Leo Perlis, longtime community relations director of the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO) cautions that an occupational social worker needs knowledge of labor-management relations to avoid direct involvement in the adversarial relationship between labor and Work-Related Problems management. (Occupational social workers should not make the mistake of many welfare secretaries who became identified with the side of management.)

A number of other professionals in industry are already providing services similar to those of occupational social work, so questions of turf are arising. Such other professionals include psychiatrists, psychologists, drug and alcohol counselors, nurses, and experts in personnel management. It would seem that the profession of social work needs to develop models of occupational social work that will clarify to management, labor, and other helping professionals what it can realistically provide.

Businesses and industries do not provide social services for humanitarian reasons. Social workers in the workplace are expected to be accountable by demonstrating that their services promote improved productivity and reduce tardiness and absenteeism and make it easier to retain members of the company's workforce, many of whom have received expensive training.

There are at least five ways in which social services may be sponsored in business and industry:

1. Sponsorship by management in companies with or without a union.
2. Sponsorship by the union.

3. Sponsorship by both management and labor, with social workers employed by management and dually monitored by both management and labor.

4. Private consultantships by social workers under contract to union or management to provide services to workers and/or the organization

5. Sponsorship by a community mental health center or family service agency that has a specific contractual arrangement with the company. Research is needed to identify the merits and shortcomings of each of these approaches to sponsorship.

Occupational social work appears to be a challenging new growth area for social work. Business and industry could hire graduating social workers who will work out and develop useful programs, provide counseling in many areas or refer employees and their families to other therapists.

Social workers may be called on to consult with management on its human resource policy, donations to tax-exempt activities, collective bargaining demands, or other dimensions of emerging corporate efforts at social responsibility. Professionals may be expected to analyze legislation, administer health and welfare benefit systems, or assist in developing programs designed to attract unorganized workers to trade union membership.

Social work in the workplace is an emerging field for social work practice. Most social services in the work place are currently provided by employee assistance programs (EAPs). EAP services include alcohol and drug abuse counseling, counseling for emotional difficulties, family counseling, career counseling and education, credit counseling, and retirement planning.

Exercise 8. Answer the following questions:

1. Why has specialization led workers to alienation?

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2. Why do some workers have feelings of powerlessness and lowered self-esteem?
 3. What jobs contribute to alienation?
 4. What jobs are workers more satisfied in?
 5. What problem has devastating effects?
 6. What are the consequences of long-term unemployment?
 7. How do people behave when they lose their jobs?
 8. Why do employers most willingly hire a man but not a woman?
 9. Why is the rate of young people unemployment too high?
 10. Why do industries try to employ blue-collar workers?
 11. Why is the number of blue-collar jobs decreasing?
 12. Why do people with a disability have difficulties when they look for a job?
 13. What are the consequences of stress?
 14. What titles of social work in the workplace do you know?
 15. What is done to help employees in work-related areas or domestic problem?
 16. What duties do the social secretaries perform?
 17. What is the purpose of Employee assistance programs?
 18. What is the status of social work in the workplace?
 19. In what areas can social workers help employees?
 20. How can services be sponsored in business and industry?
 21. What do graduating social workers do?
 22. Who consults with management on its human resource policy?
 23. What do social workers do at professional sphere?

Exercise 9. Read the summary and continue it.

Summary

1. *Work is highly esteemed in our society. It has become a moral obligation. It is also a source of self-respect and an opportunity to form friendships, and it may be a source of self-fulfillment and an opportunity to use one's talents.*
2. *To a large extent, our work determines our social status and defines who we are. But there're three major problems involving work: alienation, unemployment, and occupational health hazards.*
3. *Alienation appears to be a serious problem for many workers. Sources of alienation include specialization, automation, lack of involvement in the decision making process, performance of routine and repetitive tasks, and lack of opportunity to be creative or to use one's talents fully. Alienation may lead to poor-quality work, absenteeism, job turnover, and low productivity.*
4. *Job dissatisfaction is one measure of alienation.*

Exercise 10. Translate the sentences into English using the words from the active vocabulary.

1. Компания уволила 250 работников в декабре.
2. У него большие долги.
3. Многие люди с черным цветом кожи испытывают чувство отчуждения в нашем обществе. Алкоголизм влияет на все аспекты семейной жизни.
4. Её величайшим достижением было закончить школу.
5. Почему ты пытаешься свалить вину на меня?
6. Ошибки в прогнозировании могут иметь печальные / ужасные последствия.

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7. Он взвесил последствия смены карьеры.
 8. Давайте надеяться на то, что Ваше самолюбие не повлияет на исход дела.
 9. Инвалидность не должна становиться препятствием для успешной карьеры.
 10. Программа призвана помочь пожилым людям, живущим за счёт социальных пособий.
 11. Некоторые люди притворяются больными (to malingering) чтобы получить пособие по нетрудоспособности.
 12. Если они и дальше будут так швыряться деньгами, то израсходуют все свои сбережения.
 13. Жизнь в бедности сделала его бесчеловечным.
 14. Родители Дэвида развелись, когда ему было шесть.
 15. Гипноз — это изменённое состояние сознания.
 16. На этой неделе у меня безумно напряжённый график.
 17. Самоубийство — это преступление.
 18. К сожалению, насилие всё ещё существует в нашей жизни.
 19. Я знаю, насколько вы ценный сотрудник.
 20. В России много красивых мест для отдыха.
 21. Компенсирующие действия - это любые действия, программы, правила, направленные на предоставление определенных преимуществ женщинам или меньшинствам.
 22. Огромное количество людей было уволено с фабрики после забастовки.
 23. Его уволили с предыдущего места работы за прогулы и пьянство.
 24. Непрерывное слежение за состоянием пациента с помощью электронных средств называют клиническим мониторингом.

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25. Ваша должность будет называться «Сотрудник компенсирующей программы» и Вы будете ответственным за разработку и реализацию программ, направленных на защиту прав работников.
 26. Мы не удовлетворены работой отдела в этом месяце.
 27. Его отказ от производительного труда повлек штраф.
 28. Мы должны нанять консультанта по планированию и развитию.
 29. Я – сотрудник Управления охраны труда.
 30. Слева кабинет координатора общего здоровья и программ оздоровления, а дверь напротив – это отдел общего переселения.

Case tasks

1. What are your views of work? What kind of work career do you desire?
2. What are the reasons of alienation? What can make you feel alienated?

Exercise 11. Choose one of the following topics and prepare a report on it.

1. Describe three major problems involving work: alienation, unemployment, and occupational health hazards. Also, summarize current efforts and proposed new approaches to combat these problems.
2. Describe social work in the workplace, which is an emerging field of social work practice.

UNIT 8
AGING AND GERONTOLOGICAL SERVICES

Exercise 1. Listen and repeat the words. Practice correct and quick reading. Match the phonemic transcription with the proper word in the Vocabulary below this exercise.

|'bə:d(ə)n|, |'sʌplɪmənt|, |'agənʌɪz|, |,kɒndə'mɪniəm|, |'trɔ:mətʌɪz|, |'ju:θfəlnəs|, |'vɪgə|, |,ri:ɪm'bə:s|, |'peɪɪf|, |'kɛ:ɡɪvə|, |mal'tri:tɪm(ə)nt|, |'sɪblɪŋ|, |ɪntə'veɪŋʃ(ə)n|, |'advəkəsi|, |tə:mi'neɪʃ(ə)n|, |,dʒerən'tɒlədʒi|, |sɪ'nɪlɪti|, |ɪn'evɪtəb(ə)l|, |'ædʌlθud|, |baʊns 'bæk|, |ɪn'tensɪfaɪd|, |apə'θetɪk|, |fə'ti:g|, |'ləʊnlɪnɪs|, |'wɪdəʊd|, |rɪ'tʌɪəm(ə)nt|.

VOCABULARY

1. adjusting to retirement - приспособляться, адаптироваться, привыкать к пенсионному возрасту
2. adult day-care services – учреждения по уходу за взрослыми
3. adulthood - зрелость
4. advocacy – защита
5. aging parents – стареющие родители
6. agonizing – мучительный, страшный
7. assisted living residence- проживание с предоставлением частичного ухода
8. be intensified — углубляться, усиливаться
9. become apathetic, withdrawn – стать безразличным, замкнутым
10. burden – бремя, ноша, нагрузка

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11. caregivers - лицо, осуществляющее уход, врач, терапевт, медсестра, сиделка, попечитель
 12. case finding — эпидемиологическое обследование; выявление случая заболевания
 13. condominium - кооперативный жилой дом, кооперативная квартира, многоквартирный дом
 14. cope effectively with – эффективно справляться
 15. crime ridden — наводнённый преступными элементами; страдающий от преступности
 16. decay - гнить, портиться
 17. a deep sense of loneliness – глубокое чувство одиночества; suffer from loneliness — страдать от одиночества
 18. deteriorating housing – жильё в аварийном состоянии, разрушающееся
 19. dilapidated housing - ветхое жильё
 20. erroneous assumption — необоснованное / ошибочное предположение
 21. exceed the demand — превышать спрос
 22. fatigue - усталость, утомление
 23. feelings of uselessness – ощущение бесполезности, ненужности
 24. foster care services – учреждения по домашнему уходу
 25. gear to — ставить в зависимость от; ставить в зависимость; связывать с
 26. gerontology - геронтология, учение о старости
 27. gradually - постепенно
 28. inadequate living conditions - неполноценные жилищные условия
 29. income - доход
 30. inevitable - неизбежный, неминуемый, неизменный
 31. intervention - вмешательство, посредничество
 32. loss – потеря, ущерб; loss of weight and appetite – потеря веса и аппетита

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- 33.maltreatment - - плохое обращение
- 34.mobile home park — стоянка прицепов-дач
- 35.mobile homes – передвижные домики, автофургон-жилой дом
- 36.mugger – уличный грабитель
- 37.nursing home - частная лечебница для ухода за престарелыми людьми и инвалидами, дом престарелых
- 38.payoff - выплата
- 39.periodic health examination — регулярное медицинское обследование; периодический медицинский осмотр
- 40.physical capacities – физические способности
- 41.poor-quality housing – жилье плохого качества
- 42.reimburse - возмещать, возвращать, покрывать
- 43.respite care - временный уход
- 44.retire – уходить на пенсию
- 45.retirement village – деревня пенсионеров
- 46.self-identity - - тождественность самому себе
- 47.senility - глубокая старость, дряхлость; premature senility — преждевременная старость
- 48.sibling - родной брат, родная сестра
- 49.substandard housing — жилье ниже требований стандарта
- 50.supplement – дополнить, добавить
- 51.tight budget - жесткий бюджет, ограниченный бюджет
- 52.to bounce back from– оправиться, прийти в себя после
- 53.traumatize - травмировать
- 54.unbearable - невыносимый
- 55.untreatable - неизлечимый
- 56.vigor – решительность

57.widowed - овдовевший

58.youthfulness - молодость

DEVELOPING VOCABULARY

Exercise 2. Translate the following sentences into Russian paying attention to your active vocabulary.

1. I don't want to burden you with my troubles.
2. Why do you burden yourself with your sister's children?
3. Make every effort to supplement your faith with virtue.
4. Kia supplements her regular salary by tutoring in the evenings.
5. Each choice was agonized over.
6. She agonized over her appearance and speech.
7. They razed the old school building and built a high-rise condominium complex.
8. The passengers were either asleep or sitting silently, traumatized by the heat.
9. A novelist was famous despite on his youthfulness.
10. He seemed full of vim and vigor.
11. She defended her beliefs with great vigor.
12. He considered himself amply reimbursed for the theft of his typewriter.
13. The firm will reimburse you for any travelling costs.
14. He had to move his mother into a nursing home.
15. In the nursing home she will have to pay for room and board.
16. We expected more of a payoff for all our hard work.
17. With electric cars there is a big environmental payoff.
18. He lost his factory job but received a payoff and a pension.

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19. He could no longer keep up his role as caregiver for his sick wife.
 20. If you maltreat the puppy, we will take it away immediately.
 21. She had never overcome her feelings of sibling rivalry.
 22. Such conditions may be amenable to medical intervention.
 23. This intervention does not postulate a patient's consent
 24. I owe my release to your advocacy.
 25. It is a strange trade, I have often thought, that of advocacy.
 26. You may face a reduction or termination of benefits.
 27. The law protects against unfair contract termination.
 28. Case finding helps show up smb's illnesses.
 29. We are studying comparative, evolutionary and social gerontology.
 30. I cannot accept his argument that war is inevitable.
 31. For breakfast she usually has a cup of tea, an apple and her inevitable yoghurt.
 32. Nancy braced herself for the inevitable arguments.
 33. Compromise is an inevitable part of marriage.
 34. Making the transition from youth to adulthood can be very painful.
 35. Small children often catch diseases, but they soon bounce back.
 36. His mother's death intensified his loneliness
 37. How can you be so apathetic about the world and its problems?
 38. He's suffering from physical and mental fatigue.
 39. He was limp with fatigue.
 40. Vigilance is especially susceptible to fatigue.

Exercise 3. Substitute the underlined words / word combinations for the synonyms from the vocabulary. Translate them into Russian.

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1. He became a drag to his family.
 2. The payments are an addition to his usual salary.
 3. We have to keep within a constricted budget.
 4. It tortured her greatly and she nearly went insane.
 5. He was wounded by his war experiences.
 6. Her old stamina returned.
 7. All expenses will be compensated to you.
 8. The elderly widower was one of the more biddable and cooperative residents at the eldercare institution.
 9. We made a lot of sacrifices with little payment.
 10. Disease was an unavoidable consequence of poor living conditions.
 11. Adolescence is a transitional stage between childhood and maturity.
 12. The company's had a lot of problems in the past, but it's always managed to recover.
 13. She felt too indifferent even to move.
 14. My morning's work has exhausted me.
 15. There is no easy cure for aloneness.
 16. Time brought no solace to his wifeless heart.
 17. The course curriculum is directed to three years.
 18. Will you be able to support yourself in pension?

Exercise 4. Translate the following sentences into English using the words from the 1st column.

substandard housing	Жилье по программе переселения должно соответствовать требованиям санитарно-эпидемиологической безопасности.
unbearable	Ты стал невыносимый, не хочешь учиться, пропускаешь занятия, приходишь поздно.
untreatable	У него редкая неизлечимая болезнь.
senility	В глубокой старости мне уже будет все-равно, что одевать и как выглядеть.
periodic health examination	Регулярное медицинское обследование помогает выявить заболевания на ранней стадии.
inadequate living conditions	Бедность, неполноценные жилищные условия, отсутствие работы склоняли его к воровству.
feelings of uselessness	Пожилые люди часто испытывают чувство ненужности.
physical capacities	Я не обладаю хорошими физическими способностями, чтобы занять эту должность.
respite care	Бабушке нужен временный уход.
erroneous assumption	Это слухи и необоснованные предположения.
exceed the demand	Количество желающих работать пенсионеров превышает спрос.

deteriorating housing	Наше жилье в аварийном состоянии, и мы не можем себе позволить купить лучше.
a deep sense of loneliness	Ты не навещал мать долгое время, и она страдала от глубокого чувства одиночества.
dilapidated housing	Мы хотим участвовать в программе переселения их ветхого жилья.
adjusting to retirement	Очень трудно приспособляться к пенсионному возрасту.
adult day-care services	Иногда персонал в учреждениях по уходу за взрослыми очень груб.
aging parents	Мне больно смотреть на моих стареющих родителей.
agonizing	Жизнь надо прожить так, чтобы не было мучительно больно за бесцельно прожитые годы.

READING

The Best Years of Your Life—Retirement

The Best Years of Your Life—Retirement Tom Townsend had been with the ironworks plant for 42 years. Being promoted to supervisor 16 years ago had fulfilled his dreams, and there was nothing he wanted more than to be on the job and managing his crew. He has been married to Laura for the past 37 years. At first their marriage had some rough moments, but Laura and Tom grew accustomed to and comfortable with each other over the years. They have a traditional view of the role of women in society. Her main job has always been to maintain the home. They have two grown children who have moved away and now have homes of their own. Life was at the factory for Tom. He didn't have time to develop other hobbies and interests, nor was he interested in picnics or socials. When he had time off from work, he used it to repair things around the house and to "tool up" for getting back to work. Television replaced talk in his home, and Tom usually spent weekends watching a variety of sports programs.

On May 18, Tom turned 70. The company marked the occasion with a retirement dinner that was well attended. Tom and Laura were there, along with their children and families, the members of Tom's crew and their wives, and the company managers and their wives. At first everyone was a little anxious because these people did not often get together with one another socially. The dinner, however, went fairly well. Tom was congratulated by everyone, received a gold watch, and made appropriate remarks about his years with the company. After a few more cocktails, everyone went home. Tom was feeling sentimental, but also quite good about himself because everyone was acknowledging his contributions. Tom awoke at 7 o'clock the next morning—the usual time for him to get ready for work. Then it hit him. He was retired, with nowhere to go and no reason to get up. His life at the plant was over. What should he do now? He didn't know. He spent the next week following Laura around the house, getting on her nerves. At times he complained about feeling useless. Twice he commented that he wished he were dead.

He went back to the plant to see his men, but they were too busy to talk. Besides, Bill, who had been promoted to supervisor, delighted in showing Tom how the department's productivity had increased and bored Tom with his plans for making changes to increase production further. Long walks didn't help much, either. As he walked, he thought about his plight and became more depressed. What was he going to do? What could he find to occupy his time meaningfully? He looked into a mirror and saw his receding hairline and numerous wrinkles. More and more, he started to feel a variety of aches and pains. He thought to himself, "I guess I'm just a useless old man." He wondered what the future would hold. Would his company pension keep pace with increasing bills? Would he eventually be placed in a nursing home? What was he going to do with the remainder of his life? He just didn't know.

Exercise 5. Render the article as if you were Tom Townsend.

Text 2

Problems Faced by Older Adults

We have a personal stake in improving the status and life circumstances of older adults. They are what we are becoming. In earlier societies, older adults were also valued because of the knowledge they possessed. Their experiences enabled them to supervise planting and harvesting and to pass on knowledge about hunting, housing, and craft making. They also played key roles in preserving and transmitting the culture. But the rapid advances of science and technology have tended to limit the value of older people's knowledge; books and other "memory-storing" devices have rendered older adults less valuable as storehouses of culture and records.

There are other reasons why the status of older adults has declined over time. Children no longer learn their future profession or trade from their parents; instead, these skills are acquired through institutions, such as the school system. In addition, the children of older adults are no longer dependent on their parents for their livelihood; they make their living through a trade or profession that is independent of their parents. Finally, older adults no longer perform tasks that are viewed as essential by society: Often the older workers' skills are viewed as outmoded even before these individuals retire.

Retirement often removes people from the mainstream of life. It diminishes their social contacts and their status and places them in a roleless role. Individuals who were once valued as salespeople, plumbers, accountants, or secretaries are now considered non-contributors in a roleless role on the fringe of society.

Several myths about the older worker have been widely accepted by both employers and the general public. Older workers are thought to be less healthy, clumsier, more prone to absenteeism, more accident prone, more forgetful, and slower in task performance. Our society fears aging and old age more than most other societies do. Our emphasis on youth is indicated both by our dread of getting gray hair and wrinkles or becoming bald and by the pleasure we experience when someone guesses our age to be younger than it actually is. We place a high value on change and newness.

Old age is a social problem partly because of the high costs of health care. Most older adults have at least one chronic condition, and many have multiple conditions. The most frequent health problems are arthritis, hypertension, hearing and visual impairments, heart disease, orthopedic impairments, sinusitis, cataracts, diabetes, and tinnitus (a sensation of hearing ringing or other noises). Older people visit their doctors more frequently, spend a higher proportion of their income on prescribed

drugs, and are hospitalized for longer periods than younger people. As might be expected, the health status of the old (85 and over) is worse than that of the young old.

The medical expenses of an older person average more than four times those of a young adult. This is partly because older adults suffer much more from long-term illnesses, such as cancer, heart problems, diabetes, and glaucoma. Of course, the physical process of aging (senescence) contributes to health problems. However, research in recent years has demonstrated that social and personal stresses also play a major role in causing diseases. Older adults face a wide range of stressful situations: loneliness, death of friends and family members, retirement, changes in living arrangements, loss of social status, reduced income, and a decline in physical energy and physical capacities. Medical conditions may also result from substandard diets, inadequate exercise, cigarette smoking, and excessive alcohol intake.

Many older people live in poverty. A fair number lack adequate food, essential clothes and medicines, and perhaps even a telephone. One of every ten older adults has an income below the poverty line. Only a small minority have substantial savings or investments. Poverty among older people varies dramatic by race, sex, marital status, ethnicity, and age. Women, the old-old, people of color, and those who are widowed or single are most likely to be poor.

Older people who are single are generally less well off than those who are married. The longer life span of women has left nearly 60% of women over age 65 without a spouse. The older person's life becomes more isolated and lonely when close friends and relatives move away or die. Of course, later adulthood is a time when close friends are most likely to die. The needs of aging parents can present some painful dilemmas for their children, especially if the parents are poor or in ill health. The children may have families of their own, with heavy demands on their time and finances. For people on tight budgets, deciding how to divide their resources among their parents, their own children, and themselves can be agonizing. Some face the

difficult question of whether to maintain a parent within their home, to leave the parent living alone, to place the parent in a nursing home, or to place the parent in some other type of housing for older adults (such as a group home).

The older person is often a lonely person. Most people 70 years of age or older are widowed, divorced, or single. When someone has been married for many years and his or her spouse dies, a deep sense of loneliness usually occurs that seems unbearable. The years ahead often seem full of emptiness. It is not surprising, then, that depression is the most common emotional problem of older adults. Symptoms of depression include feelings of uselessness, of being a burden, of being unneeded, of loneliness, and of hopelessness. Somatic symptoms of depression include loss of weight and appetite, fatigue, insomnia, and constipation. It is often difficult to determine whether such somatic symptoms are due to depression or to an organic disorder.

Depression can alter the personality of an older person. Depressed people may become apathetic, withdrawn, and show a slowdown in behavioral actions. An older person's reluctance to respond to questions is apt to be due to depression rather than to the contrariness of old age. Those who have unresolved emotional problems in earlier life will generally continue to have them when older. Often these problems will be intensified by the added stresses of aging.

Two major barriers to good mental health in the later years are failure to bounce back from psychosocial losses (such as the death of a loved one) and failure to have meaningful life goals. Later adulthood is a time when there are drastic changes thrust on older adults that may create emotional problems: loss of a spouse, loss of friends and relatives through death or moving, poorer health, loss of accustomed income, and changing relationships with children and grandchildren.

There are a variety of reasons why older adults have a high rate of suicide, including declining health, loss of status, reduced income, and lack of relationships

with families and friends. The higher suicide rate for elderly males is thought to be due to the fact that males are more apt than females in our society to make work the central focus of their lives; once they retire, many no longer see a reason for living. Parent abuse refers to abuse of older parents by their children. It occurs most often when the parents live with the children or are dependent on them.

The problems of older adults are coming into the public spotlight. Many state governments now have an office on aging, and some municipalities and counties have established community councils on aging. A number of universities have established centers for the study of gerontology, and nursing, medicine, sociology, social work, architecture, and other disciplines and professions have established fields of study on gerontology. (Gerontology is the scientific study of aging and the problems of older adults.) Government research grants encourage gerontological study by academicians. Publishers are now producing books and pamphlets to educate the public about older adults, and a few high schools are offering courses to help teenagers understand older adults and their circumstances. Present services and programs for older adults are principally “maintenance” in nature; that is, they are primarily designed to meet basic physical needs. Nonetheless, there are a number of programs, often federally funded, that provide needed services to older adults.

Exercise 6. Answer the questions.

1. What is ageism?
2. Why do retirees face with problems after their retirement?
3. How can early retirement be useful for society?
4. How do our society prepare older adults for retirement?
5. Why do most old employers avoid hiring aged people?
6. Why are old people considered to be a social problem?

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7. What stressful situations do older adults face?
 8. How do many older people live?
 9. Where do older adults usually live?
 10. What somatic symptoms of depression do aged people have?
 11. What are major barriers to good mental health of aged people?
 12. What are the reasons why older adults have a high rate of suicide?

Text 2

Gerontological social work

Social work education is taking a leading role in identifying the problems of older adults and is developing gerontological specializations within the curricula. Social workers are a significant part of the staff of most agencies serving older adults. Some states, for example, are now requiring that each nursing home employ a social worker. Some of the services in which social workers have expertise in providing to older adults are the following:

- **Brokering services.** In any community, there are a wide range of services available, but few people are knowledgeable about the array of services or the eligibility requirements. Older adults are in special need of this “broker” service because some have difficulty with transportation and communication and others may be reluctant to request needed assistance to which they are entitled.
- **Case management or care management services.** Social workers are trained to assess the social service needs of a client and the client’s family. When appropriate, the social worker case manages by arranging, coordinating, monitoring, evaluating, and advocating for a package of multiple services to meet the often complex needs of an elderly client. Common functions of most case management programs for older

adults include case finding, prescreening, intake, assessment, goal setting, care planning, capacity building, care plan implementation, reassessment, and termination.

- **Advocacy.** Because of shortcomings in services to older adults in our society, social workers need at times to advocate for needed services for older adults.
- **Individual and family counseling.** Counseling interventions focus on examination of the older client's needs and strengths, the family's needs and strengths, and the resources available to meet the identified needs.
- **Grief counseling.** Older adults are apt to need counseling for role loss (such as retirement or loss of self-sufficiency), loss of a significant other (such as a spouse, a child, or an adult sibling), and loss due to chronic health or mental health conditions.
- **Adult day-care services.** Social workers provide individual and family counseling, outreach and broker services, supportive services, group work services, and care planning services for older adults being served by adult day-care services.
- **Crisis intervention services.** Social workers providing crisis intervention seek to stabilize the crisis situation and connect the older person and the family to needed supportive services.
- **Adult foster care services.** Foster care and group homes are designed to help the older person remain in the community. Social workers providing foster care match foster families with an older person and monitor the quality of life for those living in foster care settings.
- **Adult protective services.** Social workers in adult protective services assess whether adults are at risk for personal harm or injury owing to the actions (or inactions) of others. At-risk circumstances include physical abuse, material (financial) abuse, psychological abuse, and neglect (in which caregivers withhold medications or nourishment or fail to provide basic care). If abuse or neglect is determined, then adult protective services workers develop, implement, and monitor a plan to stop the maltreatment.

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- Support and therapeutic groups. In some settings, social workers facilitate the formation of support groups and therapeutic groups for older adults or for family members (some of whom may be caregivers). Support and therapeutic groups are useful for such issues as adjusting to retirement, coping with illnesses such as Alzheimer's disease, dealing with alcohol or other drug abuse, coping with a terminal illness, and coping with depression and other emotional difficulties.
 - Respite care. Social workers are involved with the recruitment and training of respite care workers as well as identifying families in need of these services. When an older person requires 24-hour at home care, respite services allow caregivers (such as the spouse or other family members) time away from caregiving responsibilities, which alleviates some of the stress involved in providing care around the clock.
 - Transportation and housing assistance. Social workers operate as brokers for finding appropriate housing in the community and for arranging safe transportation services.
 - Social services in hospitals and nursing homes. Social workers in these settings provide assessment of social needs; health education for the older person and the family; direct services (such as counseling) to the older person, the family, and significant others; advocacy; discharge planning; community liaison; participation in program planning; consultation on developing a therapeutic environment in the facility; and participation in developing care plans that maximize the older person's potential for independence.

Exercise 7. Read the text and find the English equivalents for the following collocations:

1. геронтологическая социальная работа
2. играет ведущую роль

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3. в рамках учебных программ
 4. для пожилых людей
 5. заключаются в следующем
 6. особенно нуждаются
 7. могут быть склонны
 8. оценка потребностей социального обслуживания клиента и его семьи
 9. мониторинг
 10. для удовлетворения потребностей пожилого клиента
 11. выявление
 12. пересмотр
 13. информационно-пропагандистская деятельность
 14. индивидуальные и семейные консультации
 15. из-за хронических заболеваний или психических заболеваний
 16. дневной уход
 17. разъяснительная работа
 18. стабилизировать кризисную ситуацию
 19. пренебрежение
 20. остановить жестокое обращение.
 21. содействовать созданию групп поддержки
 22. справляться с депрессией
 23. предоставлять помощь круглосуточно
 24. социальное обслуживание в больницах и домах престарелых

Exercise 8. Say whether the following statements are true (T) or false (F), and if they are false, say why.

T F 1 Some of the services in which social workers have expertise in providing to older adults include brokering services.

T F 2. Social workers can't assess the social service needs of a client and the client's family.

T F 3. Counseling interventions focus on examination of the older client's needs and strengths, the family's needs and strengths, and the resources available to meet the identified needs.

T F 4. Social workers provide only individual counseling

T F 5. Social workers provide assessment of social needs only in medical treatment centers.

Exercise 9. Translate the text in writing.

Development of Social Roles for Older Adults

It is essential for our society to find a meaningful, productive role for older adults. At present, many companies' early retirement programs and society's stereotypic expectations of older adults often result in older citizens' being unproductive, inactive, dependent, and unfulfilled. There are several steps that can be taken to provide productive roles for older people. Older adults who want to work and are still performing well should be encouraged to continue working well past age 65 or 70, even if only half time or part time. Two older people working half time could be allowed to fill a full-time position. New roles might also be created for older adults as consultants after they retire in the areas in which they possess special knowledge and expertise. For those who do retire, there should be educational and training

programs to help them develop their interests and hobbies (such as photography) into new sources of income.

The Service Corps of Retired Executives (SCORE) offers retired business people an opportunity to help owners of small businesses and managers of community organizations who are having management problems. Volunteers receive no pay but are reimbursed for out-of-pocket expenses. The Foster Grandparent Program employs low-income older people to help provide personal, individual care to children who live in institutions. (Such children include those who have a severe cognitive disability, those who are emotionally disturbed, and those who have a develop mental disability.) Foster grandparents are given special assignments in child care, speech therapy, physical therapy, or as teachers aides. This program has been shown to be of considerable benefit to both the children and the foster grandparents. The children served become more outgoing and enjoy improved relationships with peers and staff. They have increased self-confidence, improved language skills, and decreased fear and insecurity. The foster grandparents have an additional (although small) source of income, increased feelings of vigor and youthfulness, an increased sense of personal worth, a feeling of being productive, and a renewed sense of personal growth and development. For society, foster grandparents provide a vast pool of relatively inexpensive labor that can be used to do needed work in the community.

The success of these programs illustrates that older adults can be productive in both paid and volunteer positions. Many role models of productive older adults are now emerging. These role models are challenging the formerly pervasive picture of old age as a time of inevitable physical and mental decline. Many 70-year-olds are now acting, thinking, and feeling like 50-year-olds did a decade or two ago. Preparation for Later Adulthood Growing old is a lifelong process.

Turning 65 does not interrupt the continuities in what a person has been, presently is, and will be. Recognition of this fact should reduce the fear of growing

old. For people of modest means who have prepared thoughtfully, later adulthood can be a period, if not of luxury, then at least of reasonable comfort and pleasure.

Exercise 10. Find the English equivalents in the text to the following phrases:

1. Ему уже почти 60 лет, скоро он уйдет на пенсию.
2. Образование должно соотноситься с нуждами и способностями детей.
3. Он недавно овдовел, и мысль о том, что он вновь остался один, повергала его в уныние.
4. На нее нахлынуло чувство одиночества и потери.
5. Она валилась с ног от усталости.
6. Он чувствовал такую апатию, что даже не хотел двигаться.
7. Маленькие дети часто болеют, но они быстро выздоравливают (приходят в норму).
8. Болезнь была неизбежным следствием плохих условий жизни.
9. Вы можете столкнуться с отменой льгот.
10. Мы уедем точно в срок, если только не случится чего-то из ряда вон выходящего.
11. Пожилой вдовец был одним из первых в очереди на квартиру в новом многоквартирном доме.
12. Моя сестра не допустит, чтобы маму поместили в дом престарелых.
13. Все расходы будут вам возмещены.
14. У него хватит сил все сделать?
15. То, что он пережил во время войны, нанесло ему глубокую травму.
16. Она попала в ещё большую передрыгу, и далее причиняя муки своей бедной матери.

17. Мы должны действовать в рамках весьма ограниченного бюджета.

18. Не обременяй меня своими проблемами.

Case tasks

1. Examine your current lifestyle. Are you living the kind of life that will lead to your later adulthood being a dream or a nightmare?
2. Do you believe that the terminally ill have a right to die by refusing treatment? Do you believe that assisted suicide should be legalized? If you had a terminally ill close relative who was in intense pain and asked you to assist her or him in acquiring a lethal dose of drugs, how would you respond? Would you be willing to help? Or would you refuse?
3. Do you have negative stereotypes about being old?
4. Do you dread being old? Are you guilty of ageism?
5. What are the best years for retirement? Explain.

Exercise 11. Choose one of the following topics and prepare a report on it.

1. Describe the specific problems faced by older adults.
2. Discuss current services to meet these problems. Also, note gaps in current services.
3. Describe the role of social work in providing services to older adults.

Discuss social and political changes needed to improve the status of older adults.

Appendix 1
THE PLAN OF RENDERING NEWSPAPER ARTICLES

<p>1. The headline of the article. The title of the article is ... The article is entitled ... The headline of the article is ... The article is headlined ...</p>	<p>Статья озаглавлена</p>
<p>2. The date-line of the article. The author of the article is... The author of the article is The article was written by The article was published (issued) in ... The article is taken from the newspaper... The article was written by ... The article was published (printed) in ... (www.wikipedia.com – w w w dot w i k i p e d i a dot c o m)</p>	<p>Автор статьи ... Статья была опубликована в ...</p>
<p>3. The central idea of the article. The main idea of the article is ... The central idea of the article is.. The main idea of the article is... The article is devoted to... The article deals (is concerned) with... The article touches upon... The purpose of the article is to give the reader some information on... The aim of the article is to provide a reader with some material on... The central idea can be worded in the following way ...</p>	<p>Главная идея статьи ...</p>
<p>4. Give a summary of the article (no more than 10-20 sentences). At first the author gives some information about (informs us, describes, states)</p>	<p>В начале автор предоставляет информацию (информирует нас, описывает, утверждает ...)</p>

<p>The author starts by telling the reader about...</p> <p>According to the text...</p> <p>The author stresses...</p> <p>Further the author reports that...</p> <p>As is clear from the article ...</p> <p>He touched upon... .</p> <p>I want to single out the key points on which the article is based.</p> <p>Let's look through the text for figures, data which are very important for the general understanding the problem discussed.</p> <p>I want to point out the following facts that turned out to be new for me.</p> <p>I'm going to state the main problem discussed in the article.</p> <p>The text came to the conclusion that...</p> <p>Then he</p> <p>Further he dwells upon (tries to convince, argues, boasts of ...)</p> <p>In conclusion, the author ...</p> <p>I think (consider, believe) ...</p> <p>There is no doubt ...</p> <p>As the title implies the article describes ...</p> <p>The paper is concerned with...</p> <p>It is known that...</p> <p>It should be noted about...</p> <p>The fact that...</p> <p>... is stressed.</p> <p>A mention should be made about ...</p> <p>It is spoken in detail about...</p> <p>It is reported that ...</p> <p>The text gives valuable information</p>	<p>С самого начала автор дает информацию о (сообщает нам, описывает, утверждает)</p> <p>Автор начинает с того, что...</p> <p>Согласно тексту ...</p> <p>Автор подчеркивает ...</p> <p>Далее автор сообщает, что..</p> <p>Как ясно из статьи ...</p> <p>Он затронул...</p> <p>Я хочу выделить ключевые моменты, на которых основана статья...</p> <p>Давайте рассмотрим цифры, данные, которые очень важны для общего понимания обсуждаемой проблемы.</p> <p>Я хочу выделить те факты, которые оказались новыми для меня..</p> <p>Я собираюсь установить главную проблему статьи.</p> <p>Текст заканчивается тем, что...</p> <p>Затем он...</p> <p>Далее он рассматривает (пытается убедить, утверждает, хвастается ...)</p> <p>В заключение, автор ...</p> <p>Я считаю</p> <p>Без сомнения ...</p> <p>Как следует из названия, в статье описывается</p> <p>Этот документ касается...</p> <p>Известно, что...</p> <p>Следует отметить, о...</p> <p>Дело в том, что ...</p> <p>... подчеркивается.</p> <p>Также следует упомянуть о ...</p> <p>Подробно рассказывается о...</p> <p>Сообщается, что ...</p> <p>Текст дает ценную информацию о...</p>
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<p>on... Much attention is given to... It is shown that...</p>	<p>Большое внимание уделяется... Показано, что...</p>
<p>5. Express your own point of view on the problem discussed. The following conclusions are drawn... The paper looks at recent research dealing with... The main idea of the article is... It gives a detailed analysis of... It draws our attention to... It is stressed that... The article is of great help to ... The article is of interest to is/are noted, examined, discussed in detail, stressed, reported, considered In my opinion, the article is interesting (useful, amusing, instructive, boring, depressing) It's extremely hard to predict... Needless to say that... As far as can be judged from the text... The article contains a lot of key, important words (terms). The article contains (very) important facts. The essence of news is... To appeal to a wide readership; The article expresses (doesn't express)</p>	<p>Можно сделать следующие выводы... В статье рассматриваются последние исследования, связанные с... Основная идея статьи... Он дает подробный анализ... Он обращает наше внимание на... Он подчеркнул, что... Эта статья является большим подспорьем для Статья представляет интерес для можно отметить, изучен, обсужден в деталях, подчеркнул, сообщила, рассмотреть По моему мнению, статья интересная (полезная, развлекательная, поучительная, скучная, угнетающая). Чрезвычайно трудно предсказать... Нет необходимости говорить, что... Насколько можно судить из текста... Статья содержит много ключевых, важных слов (терминов). Статья содержит (очень) важные факты. Сущность событий состоит в том, что... Обращаться к широкому кругу читателей. Статья выражает (не выражает)</p>

<p>the opinion of the author; it just states the facts.</p> <p>The information is very actual and important not only for... but for...</p> <p>As for me, I'm sure that...</p> <p>The article made a lasting impression on me because...</p>	<p>мнение автора, она просто констатирует факты.</p> <p>Информация очень актуальна и важна не только для но и для ...</p> <p>Лично (что касается меня) я уверен, что....</p> <p>Статья произвела на меня неизгладимое впечатление, потому, что...</p>
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Appendix 2

LINKING DEVICES TO AGREE / DISAGREE

TO AGREE USE THE FOLLOWING:

0. I'm exactly of the same opinion.
1. That's quite right.
2. Oh, exactly.
3. I can't help thinking the same.
4. I absolutely agree.

TO DISAGREE USE THE FOLLOWING:

- As a matter of fact, I don't agree.
- I'm not sure, in fact.
- I'm not at all convinced.
- I'm afraid I entirely disagree with ...
- I don't think that's right.
- I can't say I share your view.
- That's not my way of looking at it.

TO SAY YOU PARTLY AGREE USE THE FOLLOWING:

- I agree with you up to a point/ in a sense/ in a way, but ...
- I see what you mean, but ...
- There's some truth in what you say. However, ...
- I agree with much of what you say, but ...
- To a certain extent, yes, but...
- That may be true, but on the other hand ...
- That's all very well, but ...
- I agree in principle, but...
- There's much in what you say, but ...
- In spite of what you say, I think ...
- That's one way of looking at it, but ...
- I think it goes further than that.
- Well, I wouldn't say that exactly.
- Yes, but another way of looking at it would be (to say) that...
- OK, but ...

Appendix 3

GIVING OPINIONS AND REASONS

TO INTRODUCE YOUR OPINION USE THE FOLLOWING:

- I think ...
- It seems to me ...
- (Personally,) I believe ...
- From my point of view / viewpoint...
- (Personally,) I feel ...
- As far as I'm concerned, ...
- In my view/opinion ...
- As I see it, ...
- For all I know, ...
- As far as I can see, ...
- To my knowledge,...
- I guess ...
- At my best guess, ...
- To my way of thinking, ...

TO CHECK THAT YOU'VE BEEN UNDERSTOOD USE THE FOLLOWING:

- Do you see what I mean?
- I hope that's clear?
- That's clear, isn't it?
- Does it seem to make sense?
- ..., if you see what I mean.
- Are you with me?
- Do you see? Right?
- OK? Get it? /Got it?
- Am I making myself clear?
- Is that reasonably clear?

TO SAY SOMETHING IS NOT CORRECT USE THE FOLLOWING:

- Sorry, that's not right.
- I'm afraid you are not quite right.
- I'm not sure you're right about...
- I'm sorry, but you must be mistaken.

-
- Nothing of the kind.
 - I might have misunderstood you, but ...
 - You must have missed the point.
 - No, that's all wrong.
 - Far from it.
 -

Appendix 4
INTRODUCTORY PHRASES

The point (The matter/ The fact) is that ...	Дело в том, что ...
It is generally agreed today that ...	Сегодня общепризнано, что
To begin with,	Начнем с того, что
Firstly, ... / Secondly, ... / Finally, ...	Во-первых, ... / Во-вторых,.../Наконец,...
One argument in support of	Один из аргументов в поддержку ...
The first thing that needs to be said is	Прежде всего, следует сказать...
Let's consider some pros and cons of it.	Давайте рассмотрим некоторые плюсы и минусы (этого).
First comes ...	Прежде всего нужно обсудить ...
Let's go on to the point of ...	Перейдем к вопросу о ...
Let us start by considering the facts.	Начнем с рассмотрения фактов.
Let us start by considering pros and cons of it.	Начнем с рассмотрения плюсов и минусов (этого).
First and foremost	В первую очередь
It is true that ... / clear that ...	Это правда, что ... / Ясно, что ..
One should note here that	Следует отметить, что ...
Another good thing about ... is that	Еще один положительный момент
The second reason for	Вторая причина
It is often said that	Часто говорят, что
It is undeniable that...	Нельзя отрицать, что
It is a well-known fact that	Хорошо известно, что
A number of key issues arise from the statement...	Это утверждение затрагивает ряд ключевых вопросов...
One of the most striking features of this problem is ..	Один из самых поразительных аспектов этой проблемы
What is more,	Более того,
Besides, ... because it is	Кроме того, ... потому что
Doubtless,	Несомненно,
One cannot deny that	Нельзя отрицать, что
It is (very) clear from these observations that	Из этих наблюдений (абсолютно) ясно, что ...
On the other hand, we can observe that	С другой стороны, мы можем наблюдать, что
The other side of the coin is, however, that	Однако, с другой стороны,
Another way of looking at this question is to	Чтобы взглянуть на эту проблему с другой стороны, надо
One should, however, not forget that	Тем не менее, не следует забывать, что
On the one hand,	С одной стороны,
On the other hand,	С другой стороны,
Although	Хотя

Besides,	Кроме того,
Moreover,	Более того,
Furthermore, one should not forget that	Кроме того, не следует забывать, что ..
In addition to	Кроме того,
Nevertheless, one should accept that	Тем не менее, следует признать, что
Experts believe that..	Эксперты считают, что...
According to some experts...	По мнению некоторых экспертов, ...
Perhaps we should also point out the fact that	Возможно, нам также следует отметить тот факт, что
It would be unfair not to mention that fact that	Было бы несправедливо не упомянуть тот факт, что
One must admit that	Надо признать, что
We cannot ignore the fact that	Мы не можем игнорировать тот факт, что ...
One cannot possibly accept the fact that	Трудно смириться с тем фактом, что ...
From these facts, one may conclude that	Из этих фактов, можно сделать вывод
Which seems to confirm the idea that	Что, по-видимому, подтверждает мысль (о том), что
Thus, ... / Therefore,...	Таким образом, ... / Поэтому
In conclusion, I can say that although ... ,	В заключение я могу сказать, что, хотя ... ,
To draw the conclusion, one can say that	Подводя итог, можно сказать, что
The arguments we have presented indicate that ...	Представленные нами аргументы указывают на то, что
From these arguments we may conclude that	Исходя из этих аргументов, можно ... прийти к заключению о том, что

