

Україна
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ ТА
ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ

Кафедра англійської філології

Методичні рекомендації
“Life in society”
з англійської мови
для студентів ОС «Бакалавр»
спеціальності
231 «Соціальна робота»

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Методичні рекомендації “Life in society” розраховані на студентів ОС «Бакалавр» спеціальності 231 “Соціальна робота” для вивчення нормативного курсу англійської мови та специфіки фаху.

Мета даних методичних рекомендацій “Life in society” - розвиток комунікативних навичок з фаху, навичок читання та перекладу іншомовних джерел.

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Рецензенти: канд. філолог. наук, доцент Є.О. Мансі, д.пед.н, доц., зав. кафедри англійської філології Арістова Н.О.

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Укладач: Шанаєва-Цимбал Людмила Олексіївна

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ПЕРЕДМОВА

Методичні рекомендації “Life in society” розраховані на студентів ОС «Бакалавр» сільськогосподарських вузів спеціальності 231 «Соціальна робота» для вивчення нормативного курсу англійської мови та специфіки фаху.

Мета методичних рекомендацій - розвиток комунікативних навичок з фаху, навичок читання та перекладу іншомовних джерел.

Добір навчального матеріалу узгоджений з метою методичних рекомендацій - закріплення лексичного матеріалу та розвиток навичок усного мовлення. Методичні рекомендації містять тексти за фахом, які висвітлюють різні аспекти соціальної роботи.

Кожен урок спрямований на:

- навчання студентів читанню та перекладу текстів за фахом;
- засвоєння лексичного матеріалу з фаху;
- розвиток навичок усного мовлення з фаху.

Крім цього, методичні рекомендації містять граматичний матеріал, за допомогою якого закріплюється основний курс з граматики англійської мови.

Окрім основних тематичних текстів у методичних рекомендаціях подано додаткові (для самостійного опрацювання) тексти.

Методичні рекомендації можуть бути використані для аудиторної та самостійної роботи студентів. Вони відповідають сучасним вимогам вищих аграрних закладів.

UNIT1 ABOUT MYSELF

Lead-in

***Congratulations!!!!
You've made it to University!!!
The world of independence and excitement!!
You are a student entering your first year of studies. You are going to meet
a lot of new people and make friends with them!!!***

Task 1. Work with a partner. Ask each other these questions. And then tell the class about him or her.

Hello!! Nice to meet you

1. What are your name/ patronymic name? Is your name common in your country?
2. What's your surname? Does your name have a meaning in your language? What?
3. Do you know why your parents chose this name for you? Are you named after someone?
- 4 Do you believe that a person's name influences his/her character and predetermines his/her life?
- 5 Do you know when your name day is?
- 6 How old are you? Where are you from?
7. How many members are there in your family?
8. Have you got any brothers or sisters?
9. Where do your parents work?
10. When did you leave school?
- 11 Have you got grandparents?
- 12 What is your address?

13. Are you married?

MY FAMILY

Before I start talking about my family, let me introduce myself. I am Sasha Petrenko. I am 17. I have left school this year. I was born in Kaniv. Now I am a student of the National Agricultural University. I study at the College of Pedagogics. My favorite subjects at school were the history of Ukraine, mathematics and the English language.

My hobbies are football, rock music and fishing. Now I am going to tell you about my family. We are family of five. My father is Serhiy Petrovych, he is 45. He is an agronomist. He is a good-looking man, rather thin, with dark brown hair. He is a very sociable person. He is a bread-maker in our family. My mother's name is Halyna Mykholayivna. She is 42. She works as a teacher at school. My mother is rather slim and pretty. She is fond of her work and spends a lot of time there. Boris is my elder brother. He is 24. He is an engineer. He is married. His wife is a doctor. They have got a child, my nephew. It is a lovely little boy of two with golden hair and dark blue eyes.

My brother's family live separately. Also I have a grandfather. He is 70. He is on pension. He was an officer. He has many orders and medals. We are united and friendly family.

Active Vocabulary

To introduce oneself- представляти себе

to leave school - закінчувати школу

engineer - інженер

subject – предмет

hobby – улюблене зайняття

agronomist - агроном

bread-maker - годувальник

sociable – комунікативний
slim - стрункий
pretty - гарненька
to be found of- захоплюватись чимось
to spend – проводити
to be married – бути одруженим
nephew - племінник
separately - окремо
to be on pension – бути на пенсії
officer - офіцер
order – орден

Task 3. Put the letter in the right order.

Dear Mariam,
and very intelligent, too.
They are dark and very good-looking,
We've got two children:
I'm Spanish, from Barcelona.
Here's a photograph.
I am tall and dark,
our daughter Rosa is four,
my name is Teresa Riera.
I speak Catalan, Spanish, and a little French.
and my husband Patricio is an artist.
I am an English student at a language school.
I'm a photographer for a fashion magazine?
Please write.
And Patricio is tall and fair.
And our son Antonio is fair.
And our son Antonio is two.

Your sincerely? Teresa.

Task 4 Discuss the following questions in your group

- 1) Do any of your friends have nicknames?
- 2) Why do people take pseudonyms?
- 3) Can you give full names for the following short ones: Bill, Ben, Steve, Pat, Bobby, Mike?
- 4) Name 3 writers who used pen names.
- 5) How has the fashion for first names changed during the last two decades?
- 6) Do we know all pop and film stars by their real names?
- 7) What English and Ukrainian pet names do you know?

Task 5 Classroom interview.

Interview one of your groupmates. Ask him/her questions to fill the form given on the right.

Last name _____	
First name _____	
Date of birth _____	
Marital status (single, married) _____	Sex (male, female) _____
Place of birth: town(village) _____	Country _____
Place of residence: town (village) _____ Country _____	
Telephone number _____	
Father`s name _____	Age _____
Mother`s name _____ Age _____	

Brothers`/ sisters` names _____ **Age**

School finished

College/University _____

Foreign languages

Interests _____

UNIT 2
NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL
SCIENCES OF UKRAINE (NULES OF UKRAINE)

Task 1. Before you read.

Discuss these questions

- 1 What do you know about your University?
- 2 What colleges of the NAU do you know?
- 3 How can you translate the names of such colleges as : Agrarian Management, Land Management, Economics, Animal Science, Veterinary medicine, Forestry, Agronomy, Electrical Engineering, Mechanical Engineering, Plant Protection?

NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL
SCIENCES OF UKRAINE

Kyiv belongs to the biggest scientific and educational centers in our country. NULES of Ukraine is located in one of the most beautiful places - Golosiyivo Park. Around the campus there is a forest of about 2500 acres with many wonderful lakes and recreation zones. The history of the University starts on September 30, 1898 with creation of agricultural college at Kyiv Polytechnic Institute.

Later, in 1954 Agricultural and Forestry Institutes were united into the Ukrainian Agricultural Academy. Then it was called the Ukrainian State Agricultural University and in 1994 it received the status of National.

Now the University includes many colleges which consist of more than 1200 lecturers and scholars including 150 doctors and 600 candidates of science, over 17 thousand students, 250 postgraduate students, 20 persons working for the degree of a doctor. The students study at such colleges as: Agrarian Management, Economics, Animal, Science, Forestry, Land Management, Plant Protection and others.

Many state and political figures graduated from our University: deputies of the

Supreme Rada of Ukraine I.S. Plushch and O.O. Moroz; director of the Institute of Agrarian Economy of Agri-Industrial Complex P.T. Sabluk and others. NULES is the leading educational and scientific center of the agrarian education in Ukraine. NULES cooperates with Universities and Institutions of foreign countries such as the USA, Great Britain, Germany, China, Poland and many others.

University has very good facilities for the study and the rest. Students who don't live at home get accommodation in very modern and comfortable hostels.

Active vocabulary

To belong - належати

science - наука

scientific - науковий

scientist - вчений

education - освіта

educate - виховувати

to locate - розташовувати

creation - створення

to receive - отримувати

scholar – вчений

consist – складається

lecturer – лектор, викладач

post-graduate student – аспірант

Forestry – лісове господарство

Plant Protection – захист рослин

to graduate – закінчувати вищий навчальний заклад

deputy – депутат

to cooperate - співпрацювати

Task 2 Answer the following questions.

1 Where is NAU located?

- 2 What do you know about Golosiyivo Park?
- 3 When does the history of NAU start?
- 4 What do you know about the University's structure?
- 5 What prominent figures finished our University?
- 6 What countries does NAU cooperate with?

Task 3. Read the following sentences. Write T if the sentence is true and write F if the sentence is false, say the right variant.

- 1 Kyiv belongs to the biggest scientific centers in our country.
- 2 NAU is located near Puscha Voditsa forest.
- 3 It didn't receive the status of National.
- 4 The University includes 10 colleges.
- 5 Many political figures graduated from our University.
- 6 NAU cooperates only with Universities from Russia.
- 7 All of our students live at home.

Task 6 . Make a dialogue about your first days in the University.

Task 7. Write an essay about your being student, about light and dark sides of students life.

Unit 3

Social Work

Task 1. Before you read answer the questions.

1. What do you know about your future specialty?
2. What are the main tasks of Social Work?
3. What are the main social problems in our society?
4. How is psychology connected with Social Work?
5. What are the most important problems in student's life?

Social Work

The science of Social Work is positioned in the field of tension between the individual and society. It deals with the individual and society. It deals with the individual human being, with families and groups of people, who are in problematic situation and difficult phases in life.

The fields of activity of Social Work are found in institutions of in- and outpatient treatments for children, adolescent and adults, in institutions for mentally and physically challenged. Furthermore, in public social services, social services in health care, in educational establishments at care, in educational establishments at informational centers the unemployed, in social planning and community work, as well as social work in companies.

The course prepares the students for work as teachers and counselors for children and youths in the primary and secondary school and other institutions. It focuses on the mental development of a human being from a child's mind to a ground-up independent thinking person, and how the social context impacts this development. These are the main topics of the course: youth in development and interaction(youth as a social category, the

importance of the same age social group for the individual), youth and grown-up authority; communication, language, culture, culture and interaction amongst youth; interaction between humans with different abilities), socialization and qualification (socialization and qualification in tomorrows society); the importance of the family in the socialization process; the same age social group as an arena for socialization; social networks as socialization , children and youth culture and problems with identity.

Also students learn such items as different explanations to social handicaps, legislation and socio-political goals and means for work among children and adolescents, gender related aspects of social handicaps, current research of children's and adolescents` environment. Students develop awareness of their own attitudes and values concerning social handicaps, ability to apply theoretical knowledge of psychology, sociopsychology and sociology in preventive work, planning of treatment and social training. They acquire an international perspective of social work among children and adolescents and knowledge of international agreements.

The future specialist must know the development process within a group, the importance of “the Group” in the learning process, the social pedagogical support functions in the school.

Practice in a school is an important part of the course and shall normally be part of a project work. The course also includes team work and project work.

Active vocabulary

to position – ставити, розташовувати

tension – натягнутість, напруженість

human being – людська істота

field of activity – поле діяльності

in and outpatient treatment – лікування в лікарні та амбулаторно

adolescent – підліток

adult - дорослий

mentally challenged – психічно хвора людина

furthermore – крім того

counselor – радник

mental development – психічний розвиток

to impact – впливати

interaction – взаємодія

social network – соціальна мережа

social –handicaps – соціальні перешкоди

legislation – законодавство

goal – ціль, межа

gender aspect – родові аспекти

environment – навколишнє середовище

awareness – обізнаність

to acquire – набувати, одержувати

project work – планова робота

team work – командна робота

Task 2. Answer the following questions.

1. What are the fields of activity of Social Pedagogics?
2. What is the main task of this science?
3. Where could you work after finishing your college?
4. What are the main topics of the course of Social Pedagogics?
5. Why the problems of socialization are very important?
6. What must students develop during their studying?
7. What process must they know?
8. What is important part of the course?
9. What kinds of work does course include?

Task 3. Put the right word in blanks.

Field of tension, deals, consellers, mental, socialization, acquire, team work

- 1 Itwith the individual human being, with families and groups of people.
- 2 They an international perspective of social work among children and adolescents.
- 3 the science of Social Work is positioned in the between the individual and society.
- 4 The course prepares the students for work as teachers and for children and youth.
- 5 Family is very important in theprocess.
- 6 The course includesand project work.
- 7 It focuses on the development of a human being.

Task 4. Translate the following sentences into English.

1. Курс готує студентів , як викладачів та консультантів, до роботи з дітьми та молоддю в початковій , середній школі та інших закладах освіти.
2. Головні теми курсу: молодь в розвитку та взаємодії; спілкування та культура; соціалізація і кваліфікація; важливість сім'ї в розвитку соціалізації; соціалізація, як соціальна мережа.
3. Майбутній спеціаліст повинен знати важливість « Групи» в навчальному процесі.
4. Практика в школі – найважливіша частина курсу.

I. Read und learn new words and word combinations

abuse- образа, зловживання
adjustment – пристосування
assessment – оцінка
behavior – поведінка

community – спільнота, суспільство
dependent - утриманець
alcohol dependent - алкозалежний
drug dependent - наркозалежний
disability - непрацездатний, інвалід
disadvantage - збиток, шкода, не вигідне становище
disorder - хвороба, безлад
distress - горе, злидні
faculty - факультет
illness - хвороба, захворювання
impairment - погіршення, завдання шкоди
interaction - взаємодія
offender - правопорушник
selling - оточення
service - обслуговування
health services - медичне обслуговування
social services - соціальне обслуговування
support - підтримка
treatment - лікування, догляд
work - робота
rural social work - соціальна робота в сільській місцевості
social work - соціальна робота
worker – робітник
family support worker – сімейний соціальний працівник

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 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.

V. Find the Ukrainian equivalents to the following

1. rural social work	a) соціальна робота по місцю працевлаштування
2.psychiatric social work	b) клінічна соціальна робота
3.occupational social work	c) профілактична соціальна робота

4. police social work	d) психіатрична соціальна робота
5. preventive social work	e) соціальна робота в міліції
6. medical social work	f) соціальна робота в сільській місцевості
7. school social work	g) соціальна робота в школі
8. gerontological social work	h) соціальна робота на виробництві
9. clinical social work	i) геронтологічна соціальна робота
10. industrial social work	j) соціальна робота в медичних закладах

Answer the questions

1. What is social work?
2. What knowledge does the practice of social work require?
3. What specialties within social work do you know?
4. Is school social work oriented towards helping students make satisfactory school adjustments?
5. What is rural social work practice oriented to?

Ann is a student. She is a future social worker. Read and translate the text about her future major.

MY SPECIALITY

I'm the first-year student of National University of Life and Environmental Sciences. I study at the Pedagogical faculty. It trains personnel for working at social services.

The students study different subjects: psychology, history of social work, philosophy, foreign languages and others.

The term «social work» has some meanings. It is the applied science of helping people achieve any effective level of psychological functioning; any of numerous publicly or privately provided services intended to aid disadvantaged, distressed or vulnerable persons or groups and it is also the

profession engaged in rendering such services. There are many different aspects in the profession: medical social work, school social work, police social work and others.

As I already have experience of working with people who have mental health problems I have been offered a good job this year. I have joined a highly successful home treatment team, providing early assessment and support for people with acute mental health illness who otherwise would be admitted to hospital. Our team operates 24 hours a day, 365 days a year, so I work flexible hours.

After graduating from the university I want to be a family support worker. I want to provide outreach and support for families, especially women and children. A family support worker works closely with families and children to identify their needs. He also provides emotional and practical support to the clients. A family support worker like any other social worker should behave in a calm and understanding manner to enhance communication and understanding within the family.

Answer the questions

1. What faculty trains personnel for working at social services?
2. What does the term «social work» mean?
3. What does a home treatment team provide?
4. What does a family support worker do?
5. How should a family support worker behave?

Write 10-15 sentences about your specialty

Translate the text. Write the terms of "social worker"

A CAREER AS A SOCIAL WORKER

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.

HISTORY OF SOCIAL WORK

I. Read and learn new words and words combinations

Almoner – той, що дає милостиню; працівник сфери соціального обслуговування

Hospital almoner – працівник сфери соціального обслуговування, що має справу зі сплатою та побутовими умовами

Medical almoner – – працівник сфери соціального обслуговування , що має справу зі сплатою лікування і побутовим обслуговуванням хворого

Aged – особа похилого віку

Alms – пожертва

Assistance – допомога

Charitable work – благодійна робота

Guardian – опікун

Law – закон

Poor Law – закон про бідних

Orphan – сирота

Overseer – наглядач

Poor – бідний

Guardian of the poor – опікун бідних

Overseer of the poor – опікун з догляду за бідними

Poverty – бідність

Official – службовець

Sick – хворий

Unemployed – безробітний

Welfare – добробут

Welfare officer – працівник з питань соціального добробуту

Welfare state – держава загального добробуту

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.

Find the English equivalents in the text

Полегшити бідність -

Турбота про бідних і хворих -

Допомога бідним і злидінням -

Підтримувати закон і порядок -

Неохоче давати допомогу -

Грубо поводитися -

Гостра необхідність -

Відсутність роботи -

EVOLUTION OF SOCIAL WORK

Social work as a profession engaged in rendering services intended to aid disadvantaged, distressed or vulnerable persons or groups appeared in the 19th century. But 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.

SOCIAL SERVICES AND THE CHURCH

All former republics undergo a period of lost ideals and spiritual degradation, one of the way 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 every-day 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 all 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. 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.

SOCIAL SERVICES

I. Read and learn new words and words combinations

allowance - неоподаткований мінімум допомоги, що виплачується дітям і утриманцям

Children's allowance - державна допомога багатодітним сім'ям

Cost-of-living allowance – індексація заробітної плати у зв'язку зі зміною прожиткового мінімуму

exclusion allowance - частина неоподаткованої допомоги

family allowance - державна допомога багатодітним сім'ям

housing allowance - допомога на житло

prenatal allowance - допомога при народженні дитини
retirement allowance — пенсія (за *вислугою років*)
benefit – пенсія, допомога
cash benefit - грошова допомога
disability benefit –допомога по інвалідності
in kind benefit – допомога в натуральній формі
insurance benefit – страхова допомога
maternity benefit – допомога при народженні дитини
medical benefit – медична допомога
public assistance benefit – допомога за державним соціальним забезпеченням
sick benefit – допомога по хворобі
social benefits – соціальні пільги
social security benefits/social service benefits – допомога по соціальному забезпеченню
survivors` benefit –допомога у зв'язку із втратою годувальника
unemployment benefit – допомога з безробіття
unemployment-compensation benefit – допомога з безробіття
insurance – страхування
insurance scheme – порядок страхування
payments – виплати
insurance payments – страхові виплати
unemployment – безробіття

The social services in the 20th century

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.

Translate the text into Ukrainian.

FUNDING OF SOCIAL SERVICES

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 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.

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.

LARGE FAMILIES AS AN OBJECT OF SOCIAL WORK

The problem addressed in this research project is one of extreme urgency. It is a long time since we have proclaimed public care for large families without any actual care being provided. In fact, both the children and their parents have often been left to cope with extremely complicated pedagogical, psychological and economic problems unaided.

Of course, the Perm model for providing social aid to large families can neither exhaust all available possibilities nor solve all problems. However, the basic ideas and the objective itself are so urgent that they could serve as the foundation for the development of a Russian version of social work with regard to large families.

The current demographical situation in Russia's major cities dictates that any family with three children can be considered as large. They are entitled to some benefits. However, this inconclusive kind of measures falls short of improving the demographic situation at large. It is a real catastrophe. Last year, the number of deaths exceeded that of births by 187,000 for the first time since WWII.

In the main, the situation comes a result of reckless government policies with regard to the family in general and large families in particular.

The policies have been much acclaimed, large family mothers being awarded all sorts of orders and medals. However, the idea of a large family has inexorably been going down in public opinion. And it comes as no surprise for every fourth large family is a problem household.

“I myself had a full experience of problems facing a large family when, having had my third child, I started working as a social pedagogue with the local social security committee. My colleagues and I had to face a number of practical

aspects of helping large families. The problem was how to make it easier for the parents to provide several children with clothing, footwear, food and upbringing.”

To answer all these questions, we had to study large families in order to identify their typical features, needs and requirements. It was even more difficult because there are virtually no specialist books available on the subject.

Task 5. Render the text.

Task 6. Read and translate the text.

Basic approaches to Psychology

Psychology, the science of mind and behavior, emerged in the nineteenth century. It is the branch of biological science which studies the phenomena of conscious life and behavior in the origin, development and manifestation.

Psychology is one of the most rapidly developing social sciences, touching almost every aspect of our lives. It analyses and studies the inner life of human being, the personality, and the patterns of thought, consciousness and behavior of the person. Society which has become more complex is turning more and more to psychology to answer some of

the serious human problems of our day and age. Psychology solves diverse problems such as mental illnesses, human factors in many activities as well as relations between people in their everyday life.

The main task of psychology is materialistic investigation of the highest forms of human mental activity, of their evolution in the process of socio-historical development.

Psychologists study a wide variety of problems. The basic task is to find out the answer “Why people act as they do? ». The human behavior as the subject of psychology was first advanced by the American scientist John B. Watson in the early 1900s. He mentioned that the person’s development and behavior makes his environment. This approach is referred to as stimulus-response psychology.

Another approach to the study of man is psychoanalysis, founded by Sigmund Freud. Freud concluded that personality and our degrees of mental health depend on the actions of three major forces: our unconscious instincts, our intellect and the conditional reflexes of social rules and values. For Freudists, what is hidden is more important and real than what we feel and do. The humanistic school view is that man becomes what he makes of himself by his own actions and thoughts. Humanists believe that man is born basically good, and that conscious forces are more important than unconscious forces.

Present-day psychology is a complex research system extending throughout general, social, development, pedagogical, child, medical, engineering psychology.

Task 7. Answer the questions.

1. When did Psychology emerge?
2. What are the main aspects of Psychology?
3. What problems do psychologists study?
4. Who was Sigmund Freud?

Unit 4

The family relationships

Task1 Warm up.

- 1 What are the relations in your family?
- 2 Who is the leader in it?
- 3 Do you want the same relations in your future family?
- 4 What are the main problems in every family?
- 5 What does the proverb “Absence makes the heart grow fonder” mean?

Task 2 Read and translate the text

The family is very important as a unit in our society. Nothing else but family can be an emotional center of people's life. Every mother feels great affection for her children and tries to bring them up in a proper way. Understanding between the members of the family and consideration for others are very important in family relationship. Tenderness, warm-heartedness and respect must always be present in the family to make it friendly. A lot of activities help members of the family to be on friendly terms: discussing all the family plans together, going on trips hikes together, visiting museums, theatres, exhibitions and exchanging opinions about them, sharing the same joys and sorrows. If you think of the others in the family you show your love and attention in everyday life, you can hurt them if you are selfish, not sincere and rude. It is very important to visit relatives on holidays, on birthdays and develop close relationship. When the family is friendly, everybody has the warmed feelings of returning home where dear relatives are waiting for them. We feel more affection for our relatives when we are parted from them. The proverb says: “Absence makes the heart grow fonder”.

There are different opinions on how children should be treated if they disobey their parents, break the rules, do forbidden things, and don't keep their words or promises. Some people think that parents should be patient, kind and understanding. The rules and children's behaviors are discussed in such families. But others believe that children ought always to obey the parents and if they won't they should be punished. But I think that such principles won't do a lot of good. Fear and punishment will lead to selfishness, cruelty and lies, but "Love and kindness will save the world".

Active vocabulary

1. affection – любов, прихильність
2. consideration – уважність, запобігливість
3. tenderness – ніжність, чуйність
4. respect – повага
5. to share – діяти, розподіляти
6. joy – радість, задоволено
7. sorrow – горе, журба
8. to be selfish – бути егоїстичним
9. rude – грубий
10. to disobey – не слухатися
11. forbidden things – заборонені речі
12. to keep a word – тримати слово

13. to punish – карати
14. fear – страх, побоювання
15. selfishness – егоїстичність
16. cruelty – жорстокість

Task 3 Questions:

- 1 What is emotional center of people's life?

- 2 What activities help members of the family to be friendly?
- 3 How should children be treated if they disobey their parents?
- 4 What do you think about the punishment in a family?
- 5 Have you got any sisters or brothers? Analyze your own feelings towards your sister/brother. Have you ever been jealous of her/him? If yes, on what occasions?
- 6 Have you ever been punished or praised of your sister/brother?
- 7 Have you ever wanted to be or to look like your sister/brother? Why? Why not?
- 8 If you are the older/elder brother, can you say that you have always been a good example for the younger one/ones?
- 9 Have you ever wanted to be an only child in the family? Why? Why not?

Task 4. Fill in the missing vowels into the words expressing relations in the family.

- | | |
|-------------------|----------------------|
| 1 a h__sb__nd | 10 a gr__ndp__r__nts |
| 2 an __ncl__ | 11 a m__rr__ __g __ |
| 3 a st__pm__th__r | 12 a h__lf-br__th__r |
| 4 an ____ __ nt | |
| 5 a d__ __ ght__r | |
| 6 a n__ph__w | |
| 7 a n__ __ c __ | |
| 8 a c__ __s__n | |
| 9 tw__ns | |

Task 5 Match the features of character given below with their opposites.

- | | |
|-------------|----------------|
| 1 friendly | a) sociable |
| 2 generous | b) messy |
| 3 selfish | c) indifferent |
| 4 efficient | d) passive |

5 open	e) bossy
6 well-organized	f) stubborn
7 energetic	g) inefficient
8 humble	h) secretive
9 agreeable	i) irritable
10 brave	j) impulsive
11 tidy	k) greedy
12 calm	l) disorganized
13 caring	m) selfish
14 solitary	n) hostile
15 cautious	o) cowardly

Task 6. Now complete the sentences about yourself

- 1 in my childhood I used to
- 2 I didn't use to like, but now I think it's OK.
- 3 My parents used to
- 4 My friends and I used to
- 5 I didn't use to

Task 7. Use the guiding questions given below to write a composition about your family.

- 1 Leo Tolstoy believed that all happy families are alike while the unhappy ones are different. Do you agree with his opinion? Why? Why not?
- 2 Do you think that your family is just like all the other families in your country or there is something special about it? If yes, what is it?
- 3 Are the characters of all the members of your family different or alike?
- 4 Can you say that you are closer to some members of your family than to the others? If yes, why?

- 5 Which member(s) of your family contributed more to your upbringing and education?
- 6 Which member of your family do you use as a model for yourself?
- 7 Do the members of your family resemble each other in appearance?
- 8 Do you all share the same hobbies or do you like to do different things?
- 9 How often do you get together and what do you like to do together?

CHILDREN

I. Read and learn new words and words combinations

abandonment - залишення дитини

childp/. - children дитина- діти

adultified children - діти, що несуть обов'язки характерні дорослим

exceptional children - «виняткові» діти, з відхиленням від норми в одну чи іншу сторону

gifted child - обдарована дитина

home alone children - бездоглядні діти

latchkey children - діти, які частину дня залишаються

недоглянутими runaway children – діти утікачі

stolen children - викрадені діти

throwaway children - безпритульні діти

unwanted child - небажана дитина

care - турбота, піклування

nursing care - догляд за дітьми

divorce - розлучення

hospital- 1. лікарня 2. притулок

foundling hospital - притулок для підкидьок

limitation - обмеження

orphanage - дитячий будинок

parent - батьки

legal custodial parent - батько, з якою неповнолітній залишається
після розлучення
supervision - нагляд
youngster - неповнолітній

Children are youngsters who are under the legal age of responsibility or emancipation. In most states this age is 18 years. 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.

CHURCH CARE FOR WIDOWS AND ORPHANS

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.

CHILD ABUSE

There are **4 types** of child abuse. They are defined as:

1. *PHYSICAL*: An injury or pattern of injuries that happen to a child that are not accidental. These injuries may include beatings, burns, bruises, bites, welts, strangulation, broken bones or death.

2. *Neglect*: Neglect occurs when adults responsible for the well being of a child fail to provide for the child. Neglect may include not giving food, clothing, shelter, failure to keep children clean, lack of supervision and withholding medical care..

3. *Emotional*: Any chronic and persistent act by an adult that endangers the mental health or emotional development of a child including rejection, terrorizing, corrupting, constant criticism, menace remarks, insults, and giving little or no love, guidance and support.

4. *Sexual*: Sexual abuse is the sexual assault or sexual exploitation of children. Sexual abuse may consist of numerous acts over a long period of time or a single incident. Children can be victimized from infancy through adolescence. The perpetrator keeps the child from disclosing through intimidation, threats and rewards.

In the United States between 1:3 and 1:4 females are sexually abused as children. At least 1:7 to 1:10 males have been sexually assaulted before they reach the age of 18.

In 80 % of the sexual abuse cases the child knows the offender and in 50 % of all cases, the offender is a member of the child's household.

Abuse crosses all socio-economic backgrounds.

In cases reported in Massachusetts and California the greatest number of cases are those of neglect, followed by cases of physical abuse, with sexual abuse cases ranking third and finally emotional abuse. Two million cases of child abuse are reported each year and of these reported cases, two thousand of the children die.

Child abuse has serious consequences, which may remain as indelible pain throughout the victim's lifetime. The violence and negligence of parents and caretakers serve as a model for children as they grow up. The child victims of today, without protection and treatment, may become the child abusers of tomorrow.

As with any social issue, child abuse is a problem for the entire community . Achieving the goals of protective services requires the coordination of many resources. Each professional group and agency involved with a family assumes responsibility for specific elements of the Child Protective Service (CPS) process. The Department of Human Services works closely with physicians, nurses, educators, mental health practitioners, law enforcement agencies, and the judiciary. These parties are involved in the identification, reporting, investigation, and treatment of cases of child maltreatment.

Protective services are provided by the Department of Human Services to abused and neglected children and their families without regard to income. Special rehabilitative services for prevention and treatment of child abuse are provided by D.H.S. and other community resources to children and families such as: homemaker services, parenting classes, respite day care, foster care, financial assistance, psychological and psychiatric services, and sexual abuse treatment

Addiction

1. Read and learn the words

abuse - ЗЛОВЖИВАННЯ

alcohol abuse - алкоголізм

drug abuse - наркоманія

substance abuse - зловживання алкоголем і наркотиками

abuser - особа, що вживає алкоголь чи наркотики

alcohol abuser - алкоголік

drug abuser - наркоман

addiction - залежність (наркотична, алкогольна, тютюнова та ш.)

drug addiction - наркотична залежність

alcoholism - алкоголізм

compulsions - непереборний потяг, манія

crime - злочин

dependence - залежність

physical dependence - психологічна залежність

substance dependence - алкогольна, наркотична, тютюнова та ін залежність

medication - 1. лікування, 2. ліки

obsession- 1. нав'язлива ідея, 2. одержимість

overeating – переїдання

tolerance - терпимість

gambling - азартна гра

withdrawal - поміркованість, відвикання (від алкоголю, наркотиків, куріння)

2. Read and translate the texts

The term «addiction» is used in many contexts to describe an obsession, compulsion, or excessive physical dependence or psychological dependence, such as: drug addiction, crime, alcoholism, compulsive overeating, problem gambling, computer addiction, pornography, etc.

In medical terminology, an addiction is a state in which the body relies on a substance for normal functioning and develops physical dependence, as in drug addiction. When the drug or substance on which someone is dependent is

suddenly removed, it will cause withdrawal, a characteristic set of signs and symptoms. Addiction is generally associated with increased drug tolerance. In physiological terms, addiction is not necessarily associated with substance abuse since this form of addiction can result from using medication as prescribed by a doctor.

However, common usage of the term addiction has spread to include psychological dependence. In this context, the term is used in drug addiction and substance abuse problems, but also refers to behaviors that are not generally recognized by the medical community as problems of addiction, such as compulsive overeating. The term addiction is also sometimes applied to compulsions that are not substance-related, such as problem gambling and computer addiction. In these kinds of common usages, the term addiction is used to describe a recurring compulsion by an individual to engage in some specific activity, despite harmful consequences to the individual's health, mental state or social life.

NOW PREVALENT ARE ALCOHOL AND TOBACCO USE?

The National Institute on Alcohol Abuse and Alcoholism's (NIAAA's) 2001-2002 National Epidemiologic Survey on Alcohol and Related Conditions (NESARC), which is one of the largest comorbidity studies ever conducted, included extensive questions about alcohol and tobacco use and related disorders. NESARC data confirmed the widespread use of alcohol with tobacco: Approximately 46 million adults used both alcohol and tobacco in the past year, and approximately 6.2 million adults reported both an AUD and dependence on nicotine.

Alcohol and tobacco use varied according to gender, age, and ethnicity, with men having higher rates of co-use than women. Younger people tended to have a higher prevalence of AUDs, nicotine dependence, and co-use. Although Whites were more likely to drink alcohol, American Indians/Alaskan Natives were most

likely to smoke, or to smoke and drink concurrently. Asians/Native Hawaiians/Pacific Islanders were least likely to smoke or drink, or smoke and drink concurrently.

Alcohol and tobacco use may lead to major health risks when used alone and together. In addition to contributing to traumatic death and injury (e.g., through car crashes), alcohol is associated with chronic liver disease, cancers, cardiovascular disease, acute alcohol poisoning (i.e., alcohol toxicity), and fetal alcohol syndrome. Smoking is associated with lung disease, cancers, and cardiovascular disease. Additionally, a growing body of evidence suggests that these substances might be especially dangerous when they are used together; when combined, alcohol and tobacco dramatically increase the risk of certain cancers.

The American Heart Association estimates that more than 34 percent of the United States population has some form of cardiovascular disease. Tobacco use and alcohol consumption both are major risk factors for various forms of cardiovascular disease. However, little evidence exists to suggest that drinking and smoking together raise the risk more than the sum of their independent effects.

Determining the risk factors for cardiovascular disease is difficult because the issues involved are extremely complex. First, cardiovascular disease encompasses a variety of conditions (such as heart attack, stroke, and hardening or narrowing of the arteries), which result from numerous factors. Second, although tobacco has been shown to raise the risk for cardiovascular disease in a dose-dependent manner - the more a person smokes, the more his or her risk of developing cardiovascular disease increases - alcohol's effect on cardiovascular disease depends on many factors, including gender, age, and drinking patterns. Overall, moderate drinking appears to reduce the risk for many forms of cardiovascular disease, whereas drinking large amounts of alcohol generally increases the risk.

Write the summary of the text

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.

Find the equivalents between English and Ukrainian word combinations

1 Abuse	1 залежність
2 Addiction	2 злочин
3 Compulsions	3 азартна гра
4 Crime	4 одержимість
5 Dependence	5 лікування
6 Medication	6 манія, непереборний потяг
7 Obsession	7 зловживання
8 Overeating	8 наркоман
9 Gambling	9 відвикання
10 withdrawal	10 перегрів

Unit 5

The Generation Gap

Task 1.

Step 1. *Before you read. Answer the questions.*

- 1 Do you think that the friction between young people and the older generation is inevitable?
- 2 What are the reasons for conflict and friction between the generations in your country?
- 3 What subjects and topics do you agree on?
- 4 What subjects and topics do you usually disagree on? Is there one topic that causes the most problems?

Step2 .The teenage years can be both difficult and wonderful. What are some of things you like about being a teenager and what makes you sad now and then? Fill in the table and show your list to your group mates. What is similar and different in your lists? Report your findings to the group.

<i>I like being a teenager because...</i>	<i>I don't like being a teenager because....</i>
1	1
2	2
3	3

Step3. Read the statements about teenagers given below. Agree or disagree with them and give your reasons.

- 1) Young people often have arguments with their parents about clothes and make-up.
- 2) Most teenagers in Ukraine have to work part-time.

- 3) The relations with peers are more importance for most teenagers than their relations with their parents.
- 4) All young people realize that good education gives them better prospects for their career.
- 5) Teenagers tend to imitate people they look up to, mainly film stars and pop performers.
- 6) Many young people become intensely concerned about their appearance.
- 7) Many teenagers who drop out of school or neglect their studies come from families where learning is not encouraged.

The Generation Gap and Youth problems

Youth is the time when a person is trying to find his place in the world. And during this search he or she comes across different problems which are as important as those of the adults. The youth of the 21st century face almost the same problems which were acute to their parents when they were young. One of them is a generation gap. Every generation is unique in its experience. It has its own ideas and a system of values concerning every aspect of human life. Adults always complain that the young people do not blindly accept the ideas of their parents. And this is inevitable as different generations take different directions. Grown-ups always teach the young how to live. But the latter want to live their own life. And it generates the conflict of the generations. Another problem of the youth is the problem of love. Young people fall in love when they reach the age of Romeo and Juliet. Romanticism and idealism very often accompany the love of the young. It is regrettable, but the young are not always ready to have stable relations. For a happy family life two people must understand and respect each other. It should be said, that the young have other problems as well. They are concerned with education (which is rather expensive), money, employment, hobby, spending, their free time, communication and the accommodations problem. Not many young people in our country have their own apartments. In

the main, they share the apartments with their parents even after getting married. Another problem that should be stressed is unemployment. The number of people looking for job is constantly increasing. They are looking for a job not only for the sake of earning money, but because they want to be independent from their parents. Job gives the young people the chance to adjust themselves to the real life of adults and stir their ambitions. School-leavers can be part-time workers, seasonal workers and so on. In general their job is not welcomed. Very often preference is given to adult people. So, our government should work out some social employment programmers. Other problems are drug-taking, alcohol, smoking, prostitution, murders, stealing. Young people are more violent then ever. All groups or subcultures are awful, because all of their members are violent. They only think about rebellion against society, its laws, they reject everything, they protest against their parents and school.

To be a success is important in our time. Society doesn't like those who have achieved nothing. That's why a lot of young people all over the world want to work hard and to be a success. And the first step to it is a high diploma. Without it, it's almost impossible to be successful.

Active vocabulary

acute – гострий

Generation gap – розбіжності поколінь

unique – незвичайний

to complain – скаржитися

blindly – сліпо, нерозсудливо

to accept – приймати, визнавати

stable relations – сталі стосунки

accommodation – пристосування

unemployment – безробіття

to increase – зростати

sake - for the sake – заради

to adjust – регулювати
to stir – збуджувати
drug-taking – наркоманія
murder – вбивство
stealing – крадіжка
rebellion – повстання

Task.2 Step 1. Answer the following questions.

- 1 What is it “Generation Gap”?
- 2 What is your opinion on the problem of love?
- 3 How does unemployment influence on young people?
- 4 What the most dangerous problems of youth?
- 5 What must young individual do to be successful?

Task 3. Read and translate the text.

The age between 14 & 17

The age between 14 & 17 is considered to be one of the best periods in people's life . Grown-ups remind it with excitement & tenderness. But most teens wouldn't agree with this opinion if they were asked. They're sure & that's quite true that they are overwhelmed with different problems. These problems are quite serious & they can't be considered trifles. Teenagers have psychological problems which can be explained by their psychological instability. This is the reason of their strange & sometimes aggressive behavior. Their aggression can be aimed at their friends, teachers, parents & people around them. If these problems aren't solved & regulated by experienced specialists, psychologists, teachers it can lead to far more serious problems. Drinking & taking drugs have become the most actual problems of the modern society. As for drinking , teenagers don't

realize the harm it does to their health , they just don't want it to the privilege of grown-ups but unlike grown-ups they are notable to drink responsibly .

Government surveys on all aspects of drinking have found that about 40 percent of teenagers are attracted by bright & impressive advertisements of alcohol. They really believe that certain drinks will make them look like they're accepted. So, we can say that the low level of self-appraisal is the main reason of drinking & drug problem. Teenagers are greatly influenced by social problems such as unemployment, dysfunctional families & the stress of getting into new college. They don't know how to cope with the problems which do not depend on them. They're badly prepared for their solution mentally, spiritually & even physically. If they fail, they can be driven to despair & won't find the way out if not helped by their families, school & some other representatives of society. In fact, teenagers have got a lot of work. They're busy with their studies, household chores; some of them have a paid job. But there's no time for fun & they want to be entertained at least sometimes. This excessive work leads to an inner conflict which's usually expressed in the form of an open, direct protest against the world of grown-ups. The next steps the conflict with parents which's very difficult to solve. On the other hand, most teens don't know how to organize their free time for raising their cultural level, enriching their knowledge & improving their physical forms.

Task4. Step 1.

Imagine that your best friend, aged 16, has changed a lot. Share your worries with your group mate. Describe the problem using the ideas below:

- has become very secretive beyond a normal need privacy;
- is always depressed;
- has suddenly changed his school performance for worse;
- is often extremely hostile and sometimes violent;
- stayed out all night;

- plays truant or refuses to go to university
- won't let on what's going on

Step 2 Try to help your friend with your advice. What his/her actions should be in this situation?

Task5 . Translate into English

- 1) Опитування молодих людей доводить, що багато підлітків сподіваються вирішити свої нагальні проблеми в консультаційних центрах, де фахівці допомагають віднайти правильні рішення, намітити реальні цілі і сформуванати позитивний образ життя. Проблеми нашого суспільства у перехідний період відбиваються на становищі молодих, тому необхідна практична державна підтримка різноманітних програм для молоді.
- 2) Конфлікти з батьками й однолітками є типовими проблемами для підлітків. Брак розуміння в сім'ї і надійних друзів призводить молодих людей до поганих компаній.
- 3) Найбільш серйозні проблеми, з якими стикаються підлітки, - це наркоманія, токсикоманія, алкоголізм, проституція та інші вади.
- 4) Багато підлітків розуміють, що гарна освіта відкриває їм перспективи у житті та кар'єрі. Щоб реалізувати свій потенціал, вони намагаються добре вчитися, займаються спортом, та беруть активну участь у громадському житті.
- 5) Музика та телебачення є найбільш важливим сторонами життя молоді. Дуже часто поп- і рок – виконавці, кінозірки впливають на підлітків. Молоді люди намагаються наслідувати своїх кумирів у всьому: зачісках, манері одягатися, манері поведінки.
- 6) Агресивна і груба поведінка підлітків дуже часто породжується їх бажанням кинути виклик умовностям навколишнього середовища. Вони бажають також бути незалежними від своїх батьків, їх обмежень та контролю.

Life is no bed of roses

1. Read the quotation and explain how you understand it.

“Happy families are all alike; every unhappy family is unhappy in its own way.”

Leo Tolstoy

2. Put the adjective into two columns:

a) broken, failed, fragile, stormy, troubled, uneasy, tense, enduring, lasting, long-standing, permanent, serious, stable, caring, love-hate, loving, special, rocky, bumpy.

1. Relations in a happy family are.....	2. Relations in an unhappy family are.....

b) What adjectives would you use to characterize your own relationships with your close and distant relatives? Have there been any changes in your relations lately?

3. a) Read the statements (1-15) and match them with the corresponding family problems (1-)

1) having no shared interests	1) My mother-in-law made it clear from the start that she didn't like me and wanted me to understand she was the head of the family...
2) different opinions about money	2)and I do all the cooking and tidying the house and washing and
3) jealousy	

4)religion	gardening, but he says shopping is the only thing he agrees to
5)having no shared interests	
6)different opinions about money	3)whatever we do and it turns out to be a failure he says I'm the only person to blame....
7)mutual misunderstanding	4)I've spoken to her about having children for a hundred times already, but she says she won't even think of that until she is promoted to the position of Personnel Manager until she is promoted to the position of Personnel Manager.
8)disagreement about having children	5)when she married me she said my being an Orthodox didn't matter. Now she insists on my changing the religion to that of her family...
9)living with in-laws	6)my daughter is evidently using me. She works up to 10 hours a day and at the weekends, while I stay with her young children. It's as though she didn't care about her family any more.....
10)rivalry between siblings	7)I know both of us weren't really well-off when we married, but I work really hard to support the family and he says the only thing you have to do is to buy lottery tickets and wait for your lucky chance.....
11)not doing one's share of the housework	8)my in-laws are always making fun of me for my reading habits and theatre-going. They say I'm "too sophisticated" for their family, but with them I feel really bored...
12)shifting the blame on other members of the family	9)and he never allows my elder daughter to see my ex, her father. He says a child must have only one dad.
13)living in a step family or in a second marriage	10)....it's a real war – each of my daughters insists on my living with her, spending time with her, going on holiday with her, watch claims she loves me more than the other....
14)alcohol addiction	11) ...he's constantly out somewhere drinking – our four children start
15)career addiction	

	<p>hating him as they are growing up...</p> <p>12)Everything seems to be fine – home, jobs, and children. But I often find her bursting into tears for no apparent reason..</p> <p>13)... I wouldn't mind him to spend an occasional Sunday with his daughter, or invite her to our place for dinner once a week, but his leaving me to babysit five evenings a week plus taking her out every</p> <p>14) I've never caught him red-handed, I've never seen him with anyone. But I still feel he's having affairs from time to time, and it's killing me...</p> <p>15) Last week I told my kids I've been seeing a man, we are thinking of getting married and now he wants to meet them. My son blew his top and my daughter burst into tears....</p>
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b) Brainstorm in small groups to think of other problems a family can face.

4 a) Which of the following actions are likely to worsen things in family and which of them would patch things up?

- Blaming your spouse for your own mistakes.
- Losing your temper when there is family discord.
- Doing your fair share of housework.
- Apologizing to the member of the family you offended.
- Willingness to make compromises.
- Trying to dominate other members of the family.

b) Work in small groups to discuss what are some other things you should do and shouldn't do to avoid family problems.

5 a) Highlight the expressions denoting aggressive ways of speaking:

- To answer back
- To apologies
- To blame other people for one's own mistakes
- To insult
- To make nasty remarks about
- To murmur
- To offend
- To raise one's voice
- To remain speechless
- To remark casually
- To roar
- To scream
- To shout/ to yell at
- To shout to
- To shout wildly
- To speak calmly
- To speak sharply
- To stammer
- To whisper

b) Recall a scene you witnessed or one from any film you remember well which you can describe using the expressions you have chosen.

11. Find translation of these phrases and memorize them:

1) звинувачувати кого-небудь у своїх власних помилках; 2) сімейні незгоди; 3) іти на компроміс; 4) ображати кого-небудь; 5) різко говорити з ким-небудь; 6) огризатися у відповідь; 7) слабкі стосунки у родині; 8) міцні стосунки; 9) Нерівні стосунки; 10) Жити відповідно до своїх статків; 11) розкидатися грошми; 12) серйозна тріщина у сімейних стосунках; 13) мати достойний прибуток; 14) владувати; підкоряти інших членів родини своїй волі; 15) він тягне гроші з родини; 16) припинити (перервати) сімейні стосунки; 17) перервати дружні стосунки; чіплятися до кого-небудь; 18) чіплятися до кого-небудь; 19) призвести до відвертої ворожнечі; 20) перетворити роботу по дому у предмет нескінченних сварок;	a) to sever friendship; b) to splash out money; c) to dominate other members of the family; d) he is a financial drain on the family; e) to blame smb for your own mistakes; f) to make compromises; g) to answer back; h) fragile relationships in a family; i) to break off family relationships; j) to find fault with smb; k) to lead to open hostility; l) to tailor one's lifestyle to fit one's income; m) to have a comfortable income; n) family discord; o) to insult; p) a serious rift in family relationships; q) enduring relationships; r) to speak sharply; s) bumpy relationships; t) to turn housework into a battleground;
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Act out a dialogue based on the following situation:

You have a family problem. You want to share it with your best friend on condition he/she doesn't spread this information. Your friend, in return, shares his/her problem on the same condition.

Use phrases from the Useful Language box:

<ul style="list-style-type: none">• Can you keep a secret/problem?• I'd like to let you in on my secret/problem.• I'd like to have a word in your ear.• Let's keep it between ourselves/ you and me.• Promise to keep mum about what you are going to hear.• Mum's the word!• I'd like to tell you smth in confidence.• This is very personal, but I know I can rely on your discretion.• But remember it's not meant to be shared with	<ul style="list-style-type: none">• We never had this conversation• I won't tell a soul• My lips are sealed• I won't breathe a word• I'll never give your secret away• I promise to keep it under my hat. Take my word for it!
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<p>others.</p> <ul style="list-style-type: none"> • Remember – not a word to anyone! 	
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Speaking

Talk show “Family matters”

Imagine that you are participating in a radio talk show on family problems. The topic of the show is “Modern Relationship Wreckers”. You are guests and one of your groupmates is the host. Read the stories told by people who called up the program sharing their problems and seeking some advice.

Career addiction (Chris , 32, a computer consultant):

Helen and I have been married for years. Helen is a singer, and I am a freelance computer consultant. We only ever argue about one thing – the amount of time we spend together. For example, whenever I go over to see my friend, Tom, Helen always phones to ask what time I’m coming home. Not that she’s a nag. She just says she never has any quality time with me. I realize this but all this is because of the kind of work we do. I get a call for a job that needs to be done the next day and I have to do it - it makes it impossible to plan anything. Besides, having a huge market of skilled, unemployed workers waiting to take our jobs, for half the pay, means we feel

huge pressure to sacrifice everything for work. We both work long days – sometimes nights – and, because we’re both self-employed, we hate to turn down work. We know the UK has the longest working hours in Europe – but what kind of effect is this having on our love life?

“Me and him at home” (Crystal, 25, a music teacher)

Two month ago my boyfriend Tom proposed to me and I said “yes”. We set the wedding date and decided to start living together. This is the first time I have ever moved in with a man. I thought Tom and I were made for each other. But now that we live under one roof all we do is argue – every day, at least once a day. I even started going to the gym just to get away from him. I’m beginning to think moving in was a monstrous mistake. Why? You might think it is another woman. No, something far more infuriating, far more invading. It is housework and he is awful at it. I was brought up to believe the days of women having to nag men to pick their clothes up off the floor, putt heir empty coffee cups in the sink and rinse out the bath were over. Wrong, wrong, wrong !!!! It appears that Tom exhibits behavior deliberately designed to frustrate and disgust me. He chooses to be repulsive –he obviously doesn’t care about my feelings, and his mess invades my space.

Infuriating in –laws. (Jane, 28, a lawyer)

When I married Alan, I didn’t realize I was marrying his bossy mother, too. I certainly didn’t expect his mother to pop around to see

us at all hours without warning. I didn't expect that, if something went wrong, Alan would ignore my advice and listen to his mother's. My mother-in-law duplicated our house key, without permission, while she baby-sat for us once. Since then she comes into our home whenever she feels like it and snoops around. Please help me before I say something I'll regret. I would be glad to let her keep our house key in case of an emergency, but I hate the idea of her going through my drawers, closets and desk. My parents have never used our house key even though they've had one for years. They respect our privacy. My husband and I have argued endlessly over this. He says this is his house and his mother can come over as often as she likes I feel like I am losing this battle and I need your opinion.

Engage in a discussion the purpose of which is to analyze the problems and suggest a way out for each of them. Here are some guiding questions:

- 1) Is this problem typical? Why/ Why not?*
- 2) What consequences can it lead to if not solved at this point?*
- 3) Whose fault is it? The author's or the partner's?*
- 4) Which problem do you find:*
 - the most /least serious?*
 - the most difficult to solve / the easiest to solve?*
 - the most unpleasant?*

5) Have you ever faced (come across) the same/similar problems? Give examples from your own/ your parents` / your friends`/ parents` /your friends` experience.

6) Is there a situation in which you think you would never find yourself?

7) Suggest a solution. What should each of the callers do?

Writing

Here are four letters written to the problem page of a magazine by people seeking advice. Choose one of them and write a reply. Try to express sympathy with the problem and give some explanation as well as practical advice.

1) Lately, my parents have been fighting a lot. Recently, my mom walked out and didn't come back for hours. I'm scared that they might get a divorce, and if they do I'll never forgive either of them. My older sister feels the same way. How can I help them with their problems so that they stay together?

2) I'm a 21-year-old single mother. Seven month ago, my partner of three years and the father of my child told me he didn't love me any more and asked me to move out. Six weeks later he said he'd fallen in love with his best friend's girlfriend and they were now together. Only the thought of my daughter he stooped me from attempting suicide. On Saturdays my ex and his girlfriend take my daughter on

outings, but the thought of that woman with my family makes me feel sick. I still love him and need him back desperately.

3) I am getting married in a couple of months and I am desperately unhappy about the way my family is behaving. My mother says she won't come to the wedding if my father brings my stepmother. She sees it as being a public affront. However, my father says he will appear with his new wife in public. I don't want to take sides. It is important to me that they are both there. What can I possibly do?

4) My son, who is 14, and I are very close, in fact we probably have a closer relationship than he has with his father. He has recently told me in confidence some problems he is having at school and I feel my husband should know about them too. However, to tell my husband means I have to break my son's confidence – should I do so?

READING

21 Read the text and find the words and set expressions similar in meaning to the following:

- a) to have a sexual relationship with a person who is not your wife or husband —.....
- b) to be careful not to say or do the wrong thing —
.....
- c) in one's heart of hearts (your secret thoughts)—

.....

d) to present facts to a person in order to criticise him or her

—.....

e) extremely unpleasant —.....

f) to start behaving in an unacceptable way —

Painful Time

I threw out Mark in April but it had been a long time coming. The previous November he'd admitted having an affair and since then we'd been trying to make our marriage work — at least I had. But I'd felt I was walking on eggshells, desperate to avoid an argument. I found it impossible to trust him, although he promised the affair was over. I was constantly checking our phone bills to see if her number came up. The signs were still there — when he came in smelling of perfume or arrived home two hours late — but I chose to ignore them, hoping I was wrong. Deep down, I knew the affair was still going on but I couldn't face the prospect of my family breaking up. I confronted Mark a few times but he always denied it and made me feel as though I was going crazy. But on our 13th wedding anniversary my suspicions were confirmed — Mark didn't buy me flowers. I was so upset that the following day I picked up Bethany, our daughter, from school and checked us both into a hotel so we wouldn't be there when Mark got back from work. But at 8 pm I panicked. I knew in my heart that I had to see him, or he'd spend the night

with her. I drove home with my heart pounding but as we walked through the door, Mark was coming out dressed up for a night out. I went mad and told him to pack his bags. Then I looked at his mobile phone and there was a text message from her on it. I was furious. We had a screaming row as I tried to force him out of the door. I'm ashamed to say Bethany saw everything. She stood in the doorway watching us shout insults and once I'd finally kicked him out, she cried for four hours. She kept saying, 'Why's Daddy leaving me? I've been a good girl.' I was a mess, crying hysterically. The next day was Bethany's seventh birthday party and Mark begged to come to it, so I had to let him back in for Bethany's sake. The atmosphere was awful. I sat in the kitchen crying while Mark was in the lounge, red-faced and embarrassed. Poor Bethany was very upset and I was desperate for everyone to go. Afterwards I sat Bethany on my lap. We were both in tears and she kept saying: 'I love Daddy, I don't want him to go.' The next few months were awful. I lost 5 kilos because I couldn't eat and sleep. Mark had been a part of my life for so long that I was lost without him. Bethany went off the rails for a while and was always seeking attention. In June Mark moved in with his girlfriend. That was difficult to cope with, especially as Mark still saw Bethany once a week. Worst of all, I had to take Bethany out of her school. Mark's girlfriend's children were in the same class and as I waited for Bethany in the playground I heard the woman talking about my husband. I knew I'd never move on unless Bethany changed schools. She

was quite upset but we chose a school where some of her friends go, and now she loves it. Since Mark left, I've slowly rebuilt my life. I really enjoy my job. I'm still bitter — I've put up emotional barriers and I've pushed away men who tried to get close to me. I still find it difficult to trust anyone but it's got easier with time and now I'm seeing a lovely man. Mark and I are getting divorced. Although kicking out Mark was awful at the time, I realize now that I should have done it as soon as I found out about the affair. Instead I put myself through months of agony. But I'm much stronger now and feel like I'm back on my feet. I'll never forget the day I threw him out — but I don't regret it either.

Reading and speaking

One –parent parents. Fill in the gaps with the words from the box:

around	divorced	support	childminding	self-help	swap
adopted					
chores	widower	independent	stay-at-home	running	

- About 14 per cent of all families with dependent children have only one parent. In the US about a fourth of the children live with only one-parent. A one-parent family may be headed by a

(1)_____ father or mother, by a widow or (2)_____, by a married woman separated from her husband. These days, an unmarried mother may choose to have a baby without marrying the father. She wants to keep the baby rather than have it (3)_____ by foster parents.

- Living with a working mother makes a child more (4)_____ than his peers. Maggie, aged 14, says, "I would never let Mum know how miserable I felt as I hardly ever saw her until 6 pm. But I felt grown up and proud being trusted with my own key. Mum never told me to do any (5)_____ until she got home, but in fact I helped her (6)_____ the house much more than if she were a (7)_____ mother. I know how much work goes into (8)_____ my own house and it will be no secret for me when I get married."

- However, a child can find himself neglected and lonely. Ben, aged 11, feels abandoned coming to an empty house after school. "I hate having Mom away all day. I have to go to school by myself while all other boys have their mothers with them. I would (9)_____ with anyone extra pocket money and a chance to do whatever I want while Mom is at work if it meant to have her at home.

- Coming home to the cooking and cleaning after a day's work makes her both too tired and too busy."

- There are some (10) _____ groups which a parent can join. A self-help group is one in which all the members are in a similar situation, and they help one another. An example is Gingerbread.

Gingerbread, founded in 1970, gives (11) and advice to one-parent families. Members of Gingerbread help each other with things like (12)_____, finding work and organizing holidays for parents and children.

Discuss the following questions in small groups.

- 1) What are two main pathways to a single-parent family?*
- 2) Why do children need two parents?*
- 3) How does the absence of a second parent tell on a child?*
- 4) According to statistics single mothers have poorer relations with their children than married mothers. Can you explain why?*
- 5) What are the major problems of single parenting?*
- 6) In what way can children of single-parent families grow up to be more independent?*

Read the first two paragraphs of the story and try to guess how Christine and the author of the letter are related and predict what will happen to them.

Meeting Mike

The letter came quite unexpectedly. When Christine saw it lying on the mat at the front door she didn't feel any excitement. She was even yawning as she opened it. And then she saw his name and read the words she'd been longing to read for such a long time. "I know it

was dreadful of me to leave you, but I've thought of you every day since. I shall be in your area next Saturday and I would be so happy if we could meet for lunch at the Italian restaurant we used to go to together so long ago. I have no right to ask, but would you please, please agree to meet me?"

Christine's friend, Trisha, who shared the flat with her, came downstairs. Noticing the letter, she exclaimed: "How dares he...?" But then she saw Christine's face — the sparkle in her eyes, her blushing cheeks, her smile. "Are you really going to meet him?" she asked. "Of course, I am!" Christine answered.

"But he walked out on you! Without a word of explanation, a note or phone calls. He stays out of your life completely, not one word of contact, not a card. And then the moment he decides to get round to getting in touch, you drop everything and say 'yes'!"

"I have to see him, Trisha." Christine tried to explain. "I have to find out what went wrong, why he left me and why he wants to see me now."

Trisha shook her head. She knew how vulnerable her friend was.

"He broke your heart," she said. "You told me about all those nights you cried into your pillow. Don't build up your hopes, Chris, he could hurt you that much again."

"No, I'm stronger now," said Christine. "That's one of the reasons I want to see him. To show him that I've survived without him. I want him to look at me and be sorry that he walked out on me." "Have you thought that this could be a one-off that he might not want any more contact?"

"That's a risk I have to take."

"In that case," said Trisha, "we'd better go shopping. We need to buy you a lot of new clothes, get your hair done. You don't just want to impress him, you want to stun him. You don't want to look too formal, but you have to appear smart and make a good impression. At the same time you should not look too rich, in case he asks for a loan or expects you to pay for lunch."

"Trisha, stop that!" cried Christine. "Everything's going to be fine!"

Once they'd done their shopping, they stopped for lunch. "Have you rung him up yet to say you're coming?" asked Trisha. Christine shook her head: "I can't pluck up the courage. I know I won't find the right words and will appear stupid. I keep hoping that I'll get his answer phone, but how can I be sure?" Trisha pulled out her mobile and dialed the number she had seen in the letter. "Is that Mike?" she asked. "Good. This is Miss Richmond's secretary. I'm just ringing to confirm that she will meet you for lunch on Saturday."

"Trisha!" Christine cried. "Why did you say you were my secretary?"

"Well," smiled Trisha. "You want him to think you've moved on without him, don't you? He was pretty impressed, I can tell you."

On Saturday morning Christine felt really sick with apprehension as she planned what she would say to him,

rehearsing her words over and over again. By half past eleven, she'd almost decided not to go. "But if I don't, will I regret it for ever?" she asked Trisha. "Why don't you just take a look at him and then make up your mind?" Trisha suggested. "See how he looks, how you feel when you see him. If you are upset, just leave."

It was sound advice. So, Trisha drove her to the restaurant. Christine took a deep breath, got out of the car and walked in.

She saw him as soon as she got inside. Even though he had his back to her, she was sure it was him. As she stood there, he turned anxiously and then spotted her. He stood up.

"Chrissie!" he cried and held open his arms. And she ran into them.

"Oh, darling," he cried, hugging her. "Oh, I've thought of you every day. I have so much to tell you, to apologize for, to say. I can't even begin to make up for all I've missed, but I can make a start." Christine looked up at him, tears in her eyes. Everything she had planned to say, all her speeches, had gone from her mind. But there was no need. Just one look at him told her that everything would be all right. She hugged him tight and whispered the two words that mattered the most in the world: "Hello, Dad."

25. Try to remember in what situations of the text the following words and expressions were used:

- to yawn
- to walk out on smb
- to get in touch
- vulnerable
- to survive
- to pluck up the courage
- to confirm
- to whisper
- to regret
- to hug

26. Explain why:

- 1 Christine didn't feel any excitement when she found the letter.
- 2 Trisha thought it was not a good idea for Christine to meet Mike.
- 3 Christine wanted to see Mike
- 4 The girls decided to go shopping
- 5 Trisha thought it would not be easy to choose a new outfit for Christine.
- 6 Christine didn't phone Mike herself.
- 7 Trisha introduced herself as Christine's secretary
- 8 Christine didn't say to Mike what she had planned to as soon as she saw him.

27. Discuss the following questions:

- 1) What do you think had happened in Christine's family before the events described in the story took place?*
- 2) Why was it so important for her to prove that she had survived without her father?*
- 3) Do you support Trisha's attitude to Christine's decision to meet her father? Why do you think she was so pessimistic?*
- 4) Try to imagine what Christine was going to say to her father when they met?*
- 5) How do you expect Christine and her father's relationships to continue?*

28 Translate into English

Шторми в океані любові

Як говорять психологи, сімейне життя складається в основному з криз, коли стосунки стають нерівними або дають тріщину, розпалюються сварки і виникають проблеми. Нескінченні розбіжності, натягнуті стосунки з родичами партнера по шлюбу часто призводять ворожості між чоловіком і дружиною, і сімейне життя перетворюється на бойовище. Шлюб може розпастися. А як же любов, гармонійне життя разом і спільні цілі? Американські психологи вважають, що в родині є п'ять віків, і зміна кожного є криза. Якщо всі проблеми позаду, сімейні стосунки стають міцнішими. Якщо компроміс знайдений і конфлікти улагоджені, шлюб не розпадається і подружжя упевнені одне в одному більше, ніж раніше. З

чого починається родина? Зі знайомства, побачень, освідчень у коханні, пропозиції руки і серця і весілля. Тому що саме з цього і починається...

КРИЗА ПЕРША: нас двоє, і ми повинні спочатку знайти відповіді на багато питань:

- Хто з нас і в яких випадках буде приймати рішення?
- Який дохід є прийнятним? Як створити відповідний йому стиль життя і не розтратити даремно гроші?
- Чи буде чоловік єдиним добувачем? Чи буде дружина вносити свій грошовий внесок, чи ж вона буде основним розтратником?
- Може, ми будемо мати роздільні доходи?
- Хто планує відпочинок і розваги?
- Коли ми збираємося народити дитину?

Хіба наше кохання, глибоке і щире, не може вирішити ці питання само? Ні, чесні відповіді ми повинні шукати самі, щоб потім дотримуватися тієї ж думки з багатьох питань, уникаючи напотрібних суперечок.

КРИЗА ДРУГА: нас троє.

«Молодість скінчилася,— буде думати розстроєний чоловік, — ця рутина тепер назавжди. Їй була потрібна дитина, а не я». «Де були мої очі, коли я виходила заміж? Хіба я можу жити з такою людиною?» На думку психологів, розбіжності в родині після народження першої дитини не дають чоловіку домогтися успіху в кар'єрі і часто викликають зловживання

алкоголем чи зради. Головна ознака того, що друга криза переборена, — успіхи чоловіка на роботі.

ТРЕТЯ КРИЗА: йдемо до школи. Чому ми так хвилюємося, коли наша дитина перший раз йде в школу? Тому що складаємо перший суспільний іспит, як ми його виховали в родині. Знак того, що іспит складений успішно, — дитина росте здоровою і з задоволенням ходить до школи.

ЧЕТВЕРТА КРИЗА: цей важкий підлітковий період! Ваш бунтівний підліток утверджує своє «я». А в батьків криза середини життя. Чого мені вдалося досягти? Чи збулися мрії? Усе важливе вже позаду? Деякі батьки намагаються якомога довше вважати своїх дітей маленькими. «Він ще маленький» можна перекласти як «Я ще молодий (молода)». Але дитина однаково заживе своїм життям. Може, настав час згадати про любов? Якщо, як і раніше, нам є про що говорити і мовчати разом, п'ятий сімейний вік — «знов удвох» — буде прекрасний.

Unit 6

Healthy way of leaving

Task 1. Before you read.

- 1 What is the healthy way of leaving?
- 2 Try to explain the proverb: “Healthful habits make healthy bodies.”
- 3 How often do you eat fast food?
- 4 Do you ever think about how healthy your diet is?
- 5 How are physical exercises connected with your health?

Healthy way of leaving

Healthy way of living has special importance in our country. We need to be especially attentive to our health until the system of public health care has been reformed. I think there is nothing more important than health. If your body suffers from any disorder your mind suffers with the body, too. You can't be good either at work or at studies. Aches and pains lead to irritation, nervous breakdown and stress. So one should care for its own health and not be lazy. We need to do a lot of physical exercises or go in for sport, to spend some time outdoors, every day to take cool or better cold shower every morning, to eat plain food and never overeat. Fresh air is absolutely necessary for our body. Remember the proverb:

“Healthful habits make healthy bodies”. Another thing that is very important, it is good mood and positive thinking.

Fast food restaurants such as McDonald’s, Burger King and others are very popular among young people in Britain and Ukraine. Over recent years there has been a sharp increase in the number of these American-style restaurants in all parts of the UK and Ukraine. Many teenagers often want to eat this type of food at home as well.

Vegetarianism: There are many vegetarians in Britain who don’t eat any meat or animal products. They do, however, usually eat eggs, milk, and cheese. Some people become vegetarians for health reasons others are concerned about cruelty to animals and inhumane farming conditions. Many restaurants have vegetarian dishes on their menus and most supermarkets sell vegetarian food.

Active vocabulary

to be attention – бути уважним

to suffer – страждати

disorder – безладдя, хвороба

irritation – дратування

nervous breakdown – нервовий розлад

plain food – проста їжа

good mood – добрий настрій

vegetarian dish – вегетаріанська страва

Read and translate the text

Medicine and Health

Medicines are not meant to live, an English proverb says. Yes, that's true and we may add that good health is better than the best medicine. If your health is good, you are always in a good mood. You have a sound mind in a solid body, as an Old Latin saying goes. The English proverb "Sickness in the body brings sickness to the mind, expresses the similar idea, but from the different point of view. The profession of a doctor is one of the most noble, respected and needed in the worlds, as we turn to a doctor for advice at the hardest moments of our life, when we fall ill or suffer from pain or some disorder in our body and soul. We complain of low medical treatment, poor equipment of hospitals, difficulties in getting this or that medicine and so on. What a pity we start to value our health only when it is necessary to take medicine. Taking medicine is an unpleasant thing of course, and if we want to avoid it, we should go in for sport and keeps ourselves fit. Physical exercises to my mind are necessary. Physically inactive people catch cold more often than those who do plenty of exercises. Physical exercises are good pastime. That is true that good health is better than the best medicine. If you do early exercises you feel refreshed you have a good posture and that makes you felled so pay attentions to the way you stand waken sit. Here some rules for good health. 1. Take long walks in the open air as often as you can. 2. Keep your body clean. 3. Keep your teeth clean. 4. Wear clean clothes. 5. Sleep with your window open. 6. When you are reading or writing let the light come

from your left shoulder. 7. Have plenty of fruits and vegetables all the year round "An apple a day keeps the doctor away.

Of all things people probably have diseases most. There is nothing more unpleasant than being taking ill. If you are running a temperature, have a splitting headache feel dizzy or cough you go and see a doctor or send for him at once. She or he will come and feel your pulse, take your temperature, listen to your heart, tested your lungs, measure your blood pressure, etc. Certainly, he or she will prescribe some medicine which you can get made up at chemists [drug-store] at chemist's shop you can get different kinds of medicines: pulls, tablets, ointments and many other things.

Task 2 Step 1 Answer the questions given below

- 1 Do you “eat to live” or “live to eat”?
- 2 Do you keep to any kind of a diet?
- 3 Is there a dish you are never tired of eating?
- 4 Is there dish or food you have always hated?
- 5 Do you watch TV programmes where chefs, cooks or famous people offer different recipes?
- 6 Have you ever tried to cook their dishes? If yes, what was the result? If no, why not?
- 7 What food is healthy?
- 8 What food can be dangerous? What does it depend on?
- 9 What fresh vegetables and fruit can you eat each season in Ukraine?

10 Do you prefer to eat fruit fresh, stewed, frozen, dried or in a salad?

11 Why are many people afraid of eating mushrooms?

Step 2

Situation : If your family had a garden or a kitchen garden, what fruit and vegetables would you grow there? Draw a plan to show where and what fruit trees, bushes and vegetables beds you would have.

Task 3 What might you say about food if ...

- *your bread is just out of the oven?*
- *your chips had too much oil on them?*
- *your orange isn't ripe enough?*
- *your dish had obviously been cooked too much / too long?*
- *you see blood in you chop?*
- *your piece of meat was absolutely perfectly cooked?*
- *your dish seemed to have no flour at all?*
- *strawberries are in the freezer?*
- *if the bottom of your pie is black?*

Task4 What food can be described as:

- | | | |
|-------------|-----------|---------|
| -bitter | - savoury | -juicy |
| - hot/spicy | - tender | - sweet |
| - sour | - tough | |
| -mild | - stodgy | |

-salty

-fresh

Task 5 Speak about dishes and foods which fit the following descriptions:

- exotic
- simplest to prepare
- you find them uneatable
- make your mouth water
- low-calory
- eaten raw
- cheapest
- most expensive

Task 6 Find the odd one out in each line of the words given below and explain your choice.

1 dough past buckwheat bun

2 vinegar mayonnaise mustard yeast

3 parsley date plum mango

4 cod turkey trout pike

5 gooseberry cranberry raspberry strawberry

6 lemon orange tangerine pineapple

7 rolls buns rusks croissants

8 spaghetti grains poultry spices

9 turkey goose duck hen

10 onion pepper radish turnip

Task 2. Compare the menu of Mc Donald's restaurant with vegetarian's dishes? Which are healthier?

Task 3. Try to think about your own way of living. Is it healthy? How can you improve it?

Task 4. Write the composition about your way of living.

Task 6 Translate into English

Скажи мені, що ти їси, і я скажу, хто ти.

Чи можна визначити за столом характер людини? Дослідження закордонних психологів показали, що так. Експерт японської асоціації Куріями виділяє шість груп людей у залежності від їхніх улюблених страв.

Любителі тушкованої моркви й інших овочів найчастіше жадібні до знань і амбіційні, але в побуті це милі люди, які зовсім не піклуються про здоров'я .

М'ясоїди, фанати соковитого біфштекса імпульсивні, часто домагаються успіху в житті, але в їхній кар'єрі злетів і падінь порівну.

Любителям фруктів властива підвищена емоційністю. Вони займаються творчими професіями, уважні до інших і легко заводять друзів.

«Рибні душі» відрізняються спокоєм і постійністю, користуються повагою, але трохи холодні у стосунках.

Гострі приправи подобаються темпераментним, схильним до пригод людям, що люблять ризик і відрядження.

Любителі жирного часто піднімаються на верхню сходинку професійних сходів. Вони відкриті, чарівні і люблять флірт.

Норвезький вчений Олаф Ліндсрем вивчає вплив на людську психіку овочів. Якщо вірити професору, салат розвиває музикальність, цибуля порей –логічне мислення, морква і шпинат уселяють меланхолію, картопля діє заспокійливо.

Скнари віддають перевагу прісним стравам. Егоїсти віддають перевагу кислому смаку. А схильні до самопожертви і романтики не можуть устояти перед солодощами і кондитерськими виробами.

Відомий дієтолог пише, що коли ми просто щасливі і задоволені своїм життям, то нас тягне на солодке. Коли сердимосся , віддаємо перевагу холодним закускам. Почуття самотійності збільшує потребу організму в рідині: супах, соках, молоці. Обсіли турботи, гнітить страх, і от ми, самі того не завважуючи, налягаємо на тверде, холодне, але солодке. У такі хвилини шоколад виявляється поза конкуренцією.

Unit 7

The protection of nature

Task 1. Step 1. Before you read.

1. What are the most harmful influences on the nature in Ukraine?
2. How we must protect nature?

Step 2. Read and translate the text

The protection of nature

The protection of nature has become one of the most burning problems of the 21st century. We need certain things to stay alive and healthy. We need clean air to breathe, and pure water to drink. We need also food that is safe to eat and housing to shelter us. The Earth provides people with mineral resources, rivers, forests, fields – everything that makes the foundation of industrial and agricultural production.

The development of industry has a bad influence on the nature of the whole world. People often do the things that pollute lands and waters greatly. It is very dangerous because it hurts the health of people and provokes different diseases. We live in a community so we can save our health only working together.

An intensive development of industry results in air pollution. *What do people do to cut down on air pollutions?*

Today many factories use devices to reduce smoke, dust or harmful gases. Special kinds of gasoline for cars are effectively used in many countries, including Great Britain. It is very important to ensure pure air, oceans, and seas by improving technological progress, the quality of raw materials and fuel, to do everything possible to protect people and nature from radioactive and air pollution. The only way to overcome the catastrophe is to put the air, oceans great seas and lakes, under international control, perhaps under that of the United Nations.

Step 3. Study active vocabulary

burning problem – пекуча проблема pure water – чиста вода

to provide – забезпечувати

foundation – основа

to pollute – забруднювати

to provoke – викликати

to reduce – зменшувати

harmful gases – шкідливі гази

gasoline – бензин

Task 2. Answer the following questions.

1. What is the most burning problem of the 21st century?
2. What is pollution?

Task 3 . Read and translate the text.

Ecological problems.

Since ancient time's nature has served man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase. Large cities with thousands of smoky industrial enterprises have appeared all over the world today. The byproduct of their activity pollutes the air we breathe, the water we drink, the land we grow grain and vegetables. Every year world industry pollutes the atmosphere with about 1000 million tons of dust and harmful substances. Many cities suffer from smog. Vast forests are cut and burn in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of lakes and rivers dry up. The pollution of air and the world's ocean destruction of the ozone layer is the result of man's careless interaction with nature, a sign of ecological crises. As a result of the Chernobyl tragedy the Belarusian people faced the most horrible ecological disaster. About 18 per cent of the territory of Belarus was contaminated with radioactive substances. A great damage has been done to the republic's agriculture, forests and people's health. The consequences of the atomic power station explosion are tragic for the Belarusian nation. Only a small percent of Belarusian land remains contamination are being discovered every year. Not only Chernobyl but many of our "peaceful" factories and towns cause a great

damage to the environment. Dangerous dust and blow-outs of the enterprises are being carried out by winds for long distances destroying the life around. People all over the world are worried about what is happening to the environment. They understand that the earth is their home, a big green home. The environment protection should be our universal concern. Some progress has been already made in this direction. As many as 159 countries - members of the UNO have set up environmental protection agencies. Numerous conferences have been held to discuss questions of ecologically poor regions including the Aral Sea, the South Urals, Kuzbass, Donbass, Semipalatinsk and Chernobyl. An international environmental research center has been set up on Lake Baikal. The international organization Greenpeace is also doing much to preserve the environment. But these are only the initial steps that must be carried forward to protect not only for the sake of the present but for the future generations.

Task 4 Answer the questions

- 1 What is the main problem facing humanity nowadays?
- 2 What image has become firmly established in the public mind lately?
- 3 What are soil, water and air contaminated with/
- 4 What are specialists of many countries concerned about?

- 5 Why have the weather patterns changed recently?
- 6 What is the major reason for the global warming-up process?
- 7 What is the greenhouse effect created by/
- 8 Why do people get much worried about the state of the environment?
- 9 What is it necessary to do to solve the problem of environmental protection?
- 10 What measures will help us to prevent dangerous illnesses and diseases?

Task 5 Find the right translation of the word

Image	majority	humanity	natural world	soil
		drought	major	

Effect	state	toxic wastes	ozone hole	hurricane
		carbon dioxide		
Chemicals	greenhouse effect	to cut down	deterioration	
		solve		
Fairly	monitor	prevent	disease	dangerous

- людство
- образ
- більшість
- вплив
- природа, світ природи
- стан
- ґрунт
- токсичні відходи
- посуха
- озонова дірка
- хімічні речовини
- ураган
- головний
- парниковий ефект
- двоокис вуглецю
- скорочувати
- достатньо
- погіршення
- вирішувати
- контролювати
- запобігати
- небезпечний
- захворювання

Unit 8

Education in Great Britain

Lead –in

I Next to each letter write a word, a phrase or a sentence characterizing a student. Follow the example.

S – serious when dealing with serious matters

T - _____

U - _____

D - _____

E - _____

N - _____

T - _____

S - _____

L - _____

I - _____

F - _____

E - _____

II Answer the questions:

- 1) What is your opinion is it like to be a student?
- 2) Which do you like better : your school life or your student's life?
- 3) Did you take a “ gap year” between school and university?

4) How did your life change after you entered university?

Task1. Before you read.

1 Do you think education in our country differs from education in Britain?

2 At what age do British finish school?

Education in Great Britain

Education in Great Britain is provided by the Local Education Authority (LEA) in each county. Until recently, each LEA was free to decide how to organize education in its own area. However, in 1988 the «National Curriculum» was introduced. It means that there is greater government control over is what taught in schools now.

Children under five don't have to go to school, but there is some free nursery-school education before that age. The places are usually given to families in special circumstances, for example families with one parent only. That's why in many areas parents have formed play groups where children under five years can go for a morning or afternoon a couple of times a week.

At the age of five children go to primary schools, first to infant schools for pupils aged from 5 to 7 and then to junior schools for pupils from 8 to 11 years.

Some parents choose to pay for private education though there are Free State schools. Private schools are called by different names compared to state schools. The preparatory schools are for pupils aged up to 13, and the public schools are for 13 to 18 year-olds.

These schools are very expensive and they are attended only by about 5 per cent of the schoolchildren.

Free secondary education has been available to all children in Britain since 1944. Children must go to school until the age of 16, and pupils may stay on for one or two years more if they wish.

Over 80 per cent of schoolchildren go to comprehensive schools at the age of 11. These schools are not selective — you don't have to pass an exam to go there. But before 1965 all children took an exam at the age of 11 called the «11 +». The top 20 per cent were chosen to go to the academic grammar schools. Those who failed the «11+» went to secondary modern schools. A lot of people thought that this system of selection at the age of 11 was unfair on many children. So comprehensive schools were introduced to offer education for pupils of all abilities. There are a few LEAs who still keep the old system, but most LEAs have now changed over completely to non-selective education in comprehensive schools.

Comprehensive schools want to develop the talents of each individual child. So they offer a wide choice of subjects, from art and craft, woodwork and domestic science to the sciences, modern languages, computer studies, etc. All these subjects are enjoyed by both girls and boys. All pupils move to the next class automatically at the end of the year.

At the age of 14 or 15 pupils begin to choose their exam subjects. In 1988 a new public examination — the General Certificate of Secondary Education (GCSE)—was introduced for 16 year-olds. This examination assesses pupils on the work they do in the 4" and

5th year at secondary school. For University entrance pupils have to take «A» Level (Advanced Level) GCE exam.

Many people decide to leave school at the age of 16 and go to a Further Education (FE) College for practical vocational training, for example in engineering, typing, cooking or hairdressing.

Active vocabulary

curriculum – навчальний план

nursery-school education – навчання в дитячому садку

preparatory schools – підготовча школа

comprehensive schools – загальноосвітня школа

to select – вибирати

take an exam – здавати екзамен

to assess – оцінювати

advanced level – екзамен з програми загальноосвітньої школи
другого рівня важкості

vocational training – професійне навчання

Task 2. Answer the following questions.

- 1 What is LEA?
- 2 Where do children under five go?
- 3 At what age do they start studying at a primary school?
- 4 What do you know about private English schools?
- 5 When do schoolchildren go to comprehensive school?
- 6 What must children take at the age of 11?

7 What do comprehensive schools offer to develop the talents of each child?

8 What is GCSE?

9 What can children do after leaving school at the age of 16?

Task 3. True or false statements from the text.

1 Education in Great Britain isn't provided by the Local Education Authority in each country. T F

2 In 1987 the "National Curriculum" was introduced. T F

3 At the age of five children go to junior schools. T F

4 Free secondary education has been available to all children in Britain since 1944. T F

5 Comprehensive schools don't want to develop the talents of each individual child. T F

6 At the age of 12 or 13 pupils begin to choose their exam subjects. T F

7 Many people decide to leave school at the age of 16. T F

Higher education in Ukraine

Higher education in Ukraine has centuries-old history, national traditions and high prestige in the world. Ukraine was one of the most developed republics of the former Soviet Union, distinguished by high level of training of highly qualified specialists and research workers. Higher school in Ukraine has got developed training, scientific and social infrastructure and is ready to give an opportunity to every citizen of Ukraine or citizen of any other

country to obtain education of different levels, to study at proficiency improvement or advanced courses, to study at post-graduate courses or to write doctorate dissertation, to take part in fundamental and applied researches. Every year almost 200 thousand Ukrainians and citizens of other countries become students of higher educational institutions in Ukraine after passing entrance examinations based on secondary education. The system of higher education in our country has flexible structure, corresponds to modern trends and tendencies to those in advanced countries recognized by UNESCO, UN Organization and many other international organization. Almost 900 thousand undergraduates study at the universities, academies and institutes, about 600 thousand of them are full-time students. About 40% of school-leaves have the opportunity to get higher education. Scientific and teaching staff accounts about 80,000 persons; among them — 4,506 doctors of science, 32,825 candidates of science, 5,228 professors and 26,665 assistant professors. Graduates of higher educational institutions who have outstanding inclinations for scientific-research work have an opportunity to continue their studies at the post-graduate and doctorate course. The vast net of post-graduate courses on different specialties satisfies the needs in highly qualified specialists for different branches of industry, economics, science, culture and education. Training is carried out for 20 branches of science and 366 specialties and it includes all the branches of training of the specialists of high qualification. There are 16,000 post-graduate students and 930 persons working for a doctor's

degree. Training on specialties which determine the reformatinal processes in the country (economics, law, social and political studies) is expanded now.

New Ukrainian educational laws, state policy give certain autonomy to the higher educational institutions in their activities classical academic liberties in the self-government.

Ukraine has entered into the world educational system, and its higher education system fulfils important social functions creating the intellectual potential of Ukraine which is inseparable part of the world civilization. Higher education supplies all spheres of national economy with highly-qualified professionals; it looks for better ways of development, leading the humanity to the XXIst century.

Task 4 Translate into Ukrainian

- an applicant
- a first year student (BE) = a freshman (AE)
- a graduate (student) = a grad student
- a group monitor
- a junior (AE)
- a post-graduate (student)
- a second-year student (BE)= a sophomore(AE)
- a senior
- an undergraduate (student)

University teachers

- a dean

- a deputy dean
- head of the department
- an instructor= a university teacher
- a lecturer
- a professor
- a rector
- teaching staff = faculty (AE)
- a tutor
- a vice-rector

Task 5 . Answer the questions below.

- 1 Why did you decide to go on for higher education?
- 2 What or who helped you to make a decision to apply to this university?
- 3 What papers did you have to submit to the admission office?
- 4 In what subjects did you have to sit university entrance examinations?
- 5 Are you a full-time or part-time student?
- 6 Is your education free or do you have to pay for it?
- 7 What subjects do you major in?
- 8 How many years do you have to study to receive your bachelor's degree?
- 9 What qualifications will you get when you graduate from university?
- 10 Why do students need a student's identity card a library card?

Task 6 Translate into English.

- 1 конспектувати
- 2 пропускати заняття
- 3 відставати від групи
- 5 добре встигати з англійської мови
- 6 здати курсову роботу вчасно
- 7 мати здібності до мов
- 8 добре володіти французькою мовою
- 9 наздогнати групу
- 10 приймальна комісія
- 11 готуватися до іспиту
- 12 повторювати матеріал перед іспитом
- 13 гарна академічна успішність
- 14 погана відвідуваність
- 15 студент першого-другого курсу
- 16 аспірант
- 17 педагогічний склад кафедри
- 18 бути кращим студентом групи
- 19 староста групи
- 20 студент-стаціонару/ студент-заочник(вечірник)
- 21 подавати заяву про прийом до університету
- 22 студентський квиток
- 23 основний предмет
- 24 зубрити перед іспитом

HISTORY OF EDUCATION

I. Read and learn new words and word combinations

B.C. – до нашої ери

the Sumerians - шумери

Tigris-Euphrates Valley – долина річок Тигр і Єфрат

Awkward - незручний

the Mediterranean Sea – Середземне море

Hebrew – юдей; (давньо) єврейський

civic duty – громадянський обов'язок

the Lyceum - ліцей

to be patterned after – бути створеним за зразком

major milestone – головна віха

apprenticeship – учнівство, навчання

to be responsible for- бути відповідальним за

behavior – поведінка

to flourish- процвітати

shelter – притулок

warfare – війна

involve – залучати

invention – винахід

to attend school- відвідувати школу

II. Text

The first major milestone in the history of education occurred in prehistoric times when man invented language. Language enabled man to communicate more precisely than he could by signs and

gestures. But early man had only a spoken language. He had no system of writing or numbering and no schools.

Young people in prehistoric societies were educated through apprenticeship, imitation and rituals. Through apprenticeship a young man learned, for example, how to build a shelter by working with an older, experienced master builder. Through imitation, young people acquired the language and customs of their parents and other adults in their society. Through the performance of rituals, they learned about the meaning of life and the ties that bound them to their group. The rituals consisted of dancing or other activities. They were performed at times of emotional stress, such as death, warfare, or drought. The rituals usually involved myths, which dealt with such things as the group's history and its gods and heroes.

Today, in all societies, young people still learn through apprenticeship, imitation and ritual. But as a society grows increasingly complicated, teachers and schools take on more and more responsibility for educating the young.

The Beginning of Formal Education

About 3000 BC, the Sumerians, who lived in Tigris-Euphrates Valley, and the Egyptians each invented a system of writing. Both systems included a method of writing numbers as well as language. The invention of writing was the second major milestone in the history of education. It made possible the beginning of schools as we know them today.

Before man developed writing, teachers had to repeat orally what was to be learned until the young had memorized it. A child could thus learn only what his teacher already knew, and had memorized. But by teaching the child to read, a teacher could make available the knowledge of many men, not only his own, yet reading and writing could not be learned while the child served as an apprentice, imitated the behaviour of his elders, or took part in rituals. In addition, the first writing systems, which were a kind of picture writing, were awkward and hard to learn. As a result, special schools arose in which teachers taught reading, writing, and calculation.

Sumerian and Egyptian Education

Shortly after 3000 BC, both the Sumerians and the Egyptians established schools to teach boys the newly invented arts of reading and writing. The schools were taught by temple priests. Only exceptionally talented boys could attend the schools. Girls were not allowed to attend school, but some girls learned reading and writing in their homes.

A boy's training, which lasted from about the age of 5 to 17, was strict and monotonous. He learned to write by copying the same literary selections again and again. He learned arithmetic by copying business accounts. Boys who completed their education formed a separate social class called "scribes." Scribes were hired for any task that required the knowledge of reading, writing, or arithmetic.

Other Middle Eastern Education

Civilization spread from Sumer and Egypt to the eastern shores of the Mediterranean Sea. Certain tribes in this region each spoke one of the closely related Semitic languages. Between about 1500 BC and 1000 BC, these tribes developed the world's first alphabet and so gave education another valuable tool. Alphabetic systems make writing easier than picture systems because they require far fewer symbols.

Certain Hebrew Semitic tribes developed a remarkably democratic educational system. Other educational systems had been designed mainly for the sons of upper-class families. But the Hebrews required boys of every social class to attend school. The Hebrew schools were religious -schools conducted by priests called scribes. They taught boys to read the sacred writings of the Hebrew people, which were collected in a volume called the Torah. Hebrew girls did not attend school but were taught at home by their mothers.

Ancient Greek Education

Greek civilization flourished from about 700 BC to about 330 BC. During this period, the Greeks made the greatest educational advance of ancient times. In fact, Western education today is based on the ancient Greek model.

Ancient Greece was divided into independent city-states. The educational system of each city-state aimed to produce good citizens. Athens and Sparta, two of the most powerful city-states,

had different ideals of citizenship. In Sparta, a citizen was judged largely by his political and military service. The government controlled education. Boys received physical and military training, but few learned to read and write. In Athens, unlike Sparta, a citizen was judged more by the quality of his mind. But Athenian citizens were also expected to develop their bodies and to serve the state.

Athens made the greatest educational advances of any Greek city-state. But Athenian education was far from democratic. Education was limited to the sons of Athenian citizens. Only about a fifth of the Athenians were citizens. Most of the rest were slaves, who were not considered worthy of an education.

Athenian boys started their education at about age 6. But they did not go to schools as we think of schools today. A trusted family slave simply took them from teacher to teacher, each of whom specialized in a certain subject or certain related subjects. Boys studied reading, writing, arithmetic, music, dancing and gymnastics. As the boys advanced, they memorized the words of Homer and other Greek poets. Boys continued their elementary education until they were about 15 years old. From about ages 16 to 20, they attended a government sponsored gymnasium. Gymnasiums trained young men to become citizen-soldiers. They emphasized such sports as running and wrestling and taught civic duty and the art of war. Students held discussions to improve their reasoning and speaking ability.

Some Athenian gymnasiums became centres of advanced learning. By the 400s BC, advanced learning in Athens consisted of philosophy and rhetoric. Philosophy included the study of logic,

mathematics, morals, and science. Rhetoric included the study of government, history, and public speaking.

During the 400s and 300s BC, Athens produced such great philosophers and teachers as Aristotle, Plato, and Socrates. About 387 BC Plato founded a school of philosophy that became known as the Academy.

Some scholars believe the Academy was the Western world's first institution of higher learning. Aristotle founded a similar school called the Lyceum about 330 BC.

Most young Athenian women received no formal education. The Greeks believed girls could learn all they needed to know from their mothers - that is, how to prepare food, make clothing, and care for infants. However, some women belonged to religious organizations through which they developed skills in music, poetry, and dancing.

Ancient Roman Education

By 100 BC, the Romans had built the most extensive educational system of that time. Their system was patterned after that of ancient Athens. But unlike the Athenians, the Romans provided schooling for girls as well as boys. The children of wealthy citizens were taught by a *ludus* (elementary-school teacher) from about the age of 7 to 10. They learned to read and write both Greek and their native language, Latin. Girls received only an elementary education. Boys from about 10 to 15 years old attended a secondary school run by a *grammaticus* (teacher of grammar). In a secondary school, they

continued their study of Greek and Latin grammar and literature. The Romans also established institutions of higher learning. These institutions were schools of rhetoric, which prepared young men for careers in law and government.

II. Give the English equivalents for

Успіх	Переписувати
Відбуватися	Завдання
Винаходити	Плем'я
Учнівство	Рослинний
Набувати	Цінний
Зв'язки	Вимагати
Зв'язувати	Процвітати
Мати відношення до	Давній
Складний	Базуватися на
Включати	Обмежувати
Усно	Раб
Запам'ятовувати	Наголошувати на
Доступний	Міркувати
Поведінка	давати
Виникати	
священик	

Unit 9

The importance of foreign language in our time

Task1. Before you read. Act such situation.

You are Ivan's/ Kate's English teacher. You are very worried about his or her work and behavior. He/she has made things very difficult for you because she shows no interest in English. His/her work is well below the standard of the others in the class. At the end of this year he/she can choose between English and music. You are looking forward to meeting his/her parents and learning more about him/her. Speak to him/her trying to persuade him/her to change his/her attitude to English.

The importance of foreign language in our time

Today it is quite evident that everyone should know at least one foreign language. Knowing one or more foreign languages makes it possible to get acquainted with different ways of thinking, to understand a new civilization. Learning a foreign languages stimulated mental abilities and gives you a chance to appreciate a new literature, a different culture and to broaden your horizons.

Besides, knowing foreign languages has a practical value. It makes it easier to choose a profession and provides job promotion. It helps to improve the quality of your work, because it reduces the

time lost on obtaining the necessary information. At present many professions, such as a pilot, a doctor, an engineer, a cosmonaut and many others, require a working knowledge of at least one foreign language. This is most commonly English, German, French or Spanish.

Languages are meant to be spoken, not simply to be conjugated or analyzed. That's why it is interesting to learn, to understand English and speak it. If you don't know any language, you will not speak with any of foreign boys or girls.

As for me, I am learning English, because in the recent years it has become not only an international language, it is now a number one language in the world. Besides, English is becoming a lingua franca. It is used a great deal by businessmen from different countries, which don't have a common language, in order to do business. It is already a lingua franca at international conferences. Besides, every person who travels in Europe, Asia or Africa, even in the South America gets around by using English. So English is becoming more and more the language for practical use.

English has become the world's most important language in politics, science, trade and cultural relations, aviation, international sport and music.

Active vocabulary

to get acquainted with – познайомитися

mental abilities – розумові здібності

to appreciate – оцінювати

to broaden – розширювати

to provide – постачати, забезпечувати

to obtain – отримувати

to conjugate – відмінювати дієслово

a lingua franca – лінгва-франка

Task 2 . Answer the following questions.

1 Why is it important to know one or more foreign languages?

2 In what professions is it necessary to know foreign languages?

Task 3.

Why are you learning English? People learn English all over the world. Why do you think most of them do it? Put these reasons in order of importance.

- *to read English literature*
- *to do business in English*
- *to travel to English-speaking countries*
- *to understand songs and films in English.*
- *to use English for international communication*
- *just because they like the language*
- *because they have to learn it at school*
- *for other reasons (what?)*

Task 4. What do you like more in language learning? What is more

difficult for you in language learning? Rank the following:

- reading English books in the original
- reading adapted English books
- learning new words
- listening to English songs
- using the language in the classroom
- using the language while traveling
- communicating with native speakers
- doing grammar exercises
- doing tests for self-check
- writing e-mail letters to your foreign friends
- watching video in English
- listening to English stories on audio cassettes
- browsing the Internet

Task 4. Questions:

1 Have you ever asked your parents about the way they were taught foreign languages at the university?

2 What are your experiences in learning a foreign language?

3 Whose lessons in foreign language were more interesting in your parents' or yours?

4 Would you like to have a native-speaking teacher? Why?

5 Is it interesting for you to learn about the culture of the country whose language you learn? If yes, what aspects of its culture are most interesting for you?

- 6 Can you say that you will do everything possible to achieve your aim in learning English? How are you planning to do it?
- 7 Do you think you have a good ear for languages? How well can you imitate your teacher or a native speaker's voice on the tape?
- 8 How good, in your opinions, is your memory? How many times do you have to repeat a word to learn it by heart?
- 9 Do you realize the necessity of revision? Do you have your own techniques of revising words, grammar rules, and irregular verbs? What are they?
- 10 How do you understand the term "an independent learner"?
- 11 Who do you think is responsible for your getting knowledge and developing language skills? Your parents? Your teachers? Yourself?

Task 5. *Write a 150-200 words composition about your experience in learning English. The guiding questions below can help you to do it.*

- 1 How old were you when you began learning English?
- 2 Do you remember your first English lesson? Did you enjoy it?
- 3 Who was your first English teacher? Did you like him/her?
- 4 What marks did you get?
- 5 Were you afraid to speak at your English lessons?
- 6 Are you satisfied with your level of English now?
- 7 Are you going to continue learning English in future?

Unit 10

Mass Media

Task 1 . Decide to which kind of media : *a) television; b) press; c) radio* the words given below belong. Note that one and the same word can belong to all the categories. The first one is done for you.

- | | |
|------------------------------------|---------------------------|
| 1 <u>b</u> an editorial
showman | 11 _____ a |
| 2 _____ a channel | 12 _____ a presenter |
| 3 _____ a listener | 13 _____ newsreader |
| 4 _____ a soap opera
column | 14 _____ a gossip |
| 5 _____ a tabloid | 15 _____ coverage |
| 6 _____ a documentary
show | 16 _____ a quiz |
| 7 _____ a viewer | 17 _____ a beauty contest |
| 8 _____ an article | 18 _____ an advertisement |
| 9 _____ a review | 19 _____ classified ads |
| 10 _____ a news program | 20 _____ a cartoon |
| | 21 _____ a sitcom |

TASK 2. *Below are some adjectives commonly used to describe*

viewers', readers' and listeners' feelings about the things they have watched, read or heard on the media. Match them with their opposites.

The first one is done for you.

- | | |
|-----------------|------------------|
| 1. boring — | a) sophisticated |
| 2. modern | b) dull |
| 3. worthwhile | c) relaxing |
| 4. noisy | d) peaceful |
| 5. funny | e) old-fashioned |
| 6. truthful | f) exciting |
| 7. naïve | g) worthless |
| 8. violent | h) quiet |
| 9. stressful | i) biased |
| 10. depressing | j) gentle |
| 11. superficial | k) falsified |
| 12. tough | l) sad |
| 13. objective | m) romantic |
| 14. thrilling | n) elating |
| 15. realistic | o) deep |

TASK 3 Answer the questions

1. *How do you usually answer the question "What are your plans for tonight?" Do your plans usually include*

- a) going to the theatre?
- b) entertaining your friends?

- c) watching TV?
- d) listening to the radio?
- e) reading a newspaper?

2. Which member of your family is most addicted to watching television?

3. Do you have one or several TV sets at home? Where do they stand?

4. Do you ever argue what TV programme or channel to watch?

5. Do you usually watch TV for entertaining or educational purposes?

6. Tick the programmes you watch most often and cross out those you never watch:

- | | |
|--|----------------------------|
| a) feature films | i) soap operas |
| b) quiz shows | j) nature documentaries |
| c) talk shows | k) commercials |
| d) news programmes | l) political debates |
| e) current affairs/analytical programmes | m) sports programmes |
| f) classical music concerts | n) criminal coverage |
| g) cartoons | o) modern music programmes |
| h) detective series | p) beauty contests |

7. Are there any programs that all your family watch together?

8. Have you ever been accused of being lazy because you watch too

much of TV?

9. Do you think your life would be more or less interesting without television?

10 Has the national and local television in your country improved or got worse in your opinion?

11 How many TV channels can your TV set receive?

12 Are all these channels state-owned?

13 What difference can you notice between the state-owned and non-governmental (private/ independent/ commercial) channels?

14 What can you say about the quality of programmes both on state-owned and commercial channels?

15 Where are more advertisements: on state-owned or commercial channels?

16 Have you ever used TV as an educational aim? What was the result?

Task 4 . *You are going to read a story about how useful television can be in learning foreign languages.*

Step 1. *Fill in the gaps with one word which best fits each space and read the story.*

How TV Helped me Learn a Language

Same	world	watched	because/as	kinds
enjoy/like	programmes	speak	main	turned
anything	quickly/fluently			

When I first came to live in Spain, I could not _____(1) any Spanish. I had to learn to speak _____(2) because of my job. Some friends suggested buying a television and this _____(3) out to be really good advice. At first, I did not really understand _____(4) at all, but little by little I began to pick up the newspaper the _____(5) ideas. I would read an English newspaper the _____(6) day so I knew what was happening around the _____(7) anyway and I could understand the news. But the best _____(8) for learning Spanish were the game shows. I must have _____(9) hundreds of them in the first few months after I came to live here. _____(10) the same patterns are repeated again and again, you learn the rules of the language _____(11) automatically. Despite the fact that they were not the _____(12) of programmes I would normally have watched, I began to quite _____(13) them. Although I speak Spanish well now, I still watch them sometimes.

STEP 2. Answer the questions below

1. Have you ever seen any language programmes on TV? Did you like them? Why? Why not?
2. Did you find them useful? Why? Why not?
3. Different people have different learning styles. The man in the story could learn Spanish with the help of TV. Do you think you could try this method too?
4. Do you think the same results can be achieved by watching video

films or listening to radio programmes?

5. What do you think one should do to learn a foreign language in this way successfully?

Task 5. *Read and translate the text*

Mass Media

The press, the radio and TV play an important role in the life of society. They inform, educate and entertain people. They also influence the way people look at the world and make them change their views. Mass media shapes public opinion. Millions of people in their spare-time read newspapers. It is impossible to imagine our life without newspapers. Millions of copies of them appear every day. Many people subscribe to two or more newspapers; others buy newspapers on the news-stands. There are national daily newspapers such as "The News" and "The Economic newspaper". There are also national weekly newspapers such as "The arguments and the facts". Most national newspapers express a political opinion and people choose them according to their political beliefs. Most newspapers contain news, detailed articles on home and international affairs, reviews of book are and TV-shows. Mane of them covers sport events. There are local newspapers in every city and town of Ukraine. One can also find newspapers for teenagers and children, for sports fans and people of different professions. In Britain there are great differences between the various daily newspapers - in the type of news they report and the way they report it. On the one hand there are

"quality" newspapers: "The Times", "The Guardian ", "The Daily Telegraph". These concern themselves, as far as possible, with factual reports of major national and international events, with the world of politics and business, and with the arts and sport. On the other hand there are the popular and tabloids, so-called because of their smaller size. The tabloids - the most widely read of which are "The Daily Mail", "The Daily Express" and "The Sun" - concentrate on more emotive reporting of stories often featuring violence, the Royal Family, film and pop stars and sport. The tabloid press is much more popular than the quality press. In addition to the national daily newspapers there are some national papers which are published on Sundays. Most of the Sundays contain more reading matter than daily papers. Besides, nearly every area in Britain has one or more local newspapers. The British are one of the biggest newspaper-reading nations in the world. Millions of people watch TV. In our technological age TV has become a part of daily life. It broadens our horizons and enriches our mind because there are different programs on the arts, history, archeology, technical inventions. The strength of our television lies in its high quality, in its willingness to experiment and its ability to please most tastes. But a peculiar feature of modern TV is a soap-opera. It is s sentimental serial drama dealing with domestic problems. Most people find soap-operas boring. There is a lot of advertising on TV. The same advertisements are repeated dozens of times every day which bores the viewers. In my opinion some new American films pull the rest of the people down to their own intellectual level. But it hardly fair to say that our media do not

try to raise the cultural level of the people or to develop their artistic taste. Many of the TV programs are excellent, they are made in a good taste and with a great professional skill. The radio is turned on most of the time. It doesn't interfere with your activities. You can listen to the radio while doing some work about the house, reading a book or driving a car. On the radio one hear the music, plays, news and various commentaries and discussions. Radio and TV bring into millions of homes not only entertainment and news but also cultural and educational programs. For instants you can take a TV course in history, political, economy, management and many other subjects, learn a foreign language by radio. My favorite is "Current affairs". This program deals with political and social problems of modern society. Its aim is to give an analysis of the problems and to show different view points.

Active vocabulary

entertain people – розважати людей

influence –впливати

change the views –змінювати погляди

spare-time – вільний час

impossible to imagine – неможливо уявити

subscribe – підписуватись на (газети, журнали)

Task 6. Agree or disagree with the statements given below

1 Television kills conversation in families.

2 Television has led to an increased of violent crimes among young people.

3 Parents should not limit the amount of television their children watch.

4 Children have to learn to be selective in watching television.

5 there are more entertaining than informative programs on TV.

Task 7. Imagine that your friend and you were offered to run a youth channel on local television and you agreed.

Step1. Decide on the following:

1 How would you call your channel?

2 How are you going to make it different from the existing adults' and children's channels?

3 What kind of programmes do you want to have on your channel?

4 When will the programmes on your channel begin and finish?

5 What programs are you going to show in prime time?

6 Will there be any commercials? If yes, what kind?

7 What kind of films (if any) would you show on your channel?

Step2. Make a 3 minute presentation about the channel you are going to run. Illustrate it with a poster about your new channel.

Unit 12

Love or infatuation?

Task 1 Discuss the following questions with your group mates.

- 1) Do you believe in true love? What is it like in your opinion?
- 2) Do you believe in love at first sight?
- 3) Do you know any people who had unrequited love? Speak about them.
- 4) Where do young couples usually go out on dates?
- 5) How do people try to find the way to the heart of the person who they are in love with?
- 6) What happens when people fall out of love with each other?
- 7) Do you believe in a blind date? What is your attitude to it?
- 8) Have you ever told anybody about your love? How did you feel about it?
- 9) Have you ever written a love letter to your boyfriend/girlfriends?
- 10) Why do you think love letters were so often used in the past?
- 11) What romantic things are associated with love?

Task 2 Read and translate the text.

Love or infatuation?

Infatuation is instant desire. Love is friendship that has caught fire. It takes root and grows – one day at a time. Infatuation is marked by a feeling of insecurity. You are excited and eager but not

genuinely happy. There are nagging doubts, unanswered questions, little bits and pieces about your beloved that you would just as soon not examine too closely. It might spoil the dream.

Love is quite understanding and the mature acceptance of imperfection. It is real. It gives you strength and grows beyond you – to bolster your beloved. You are warmed by his presence, even when he is away. Miles do not separate you. You want him nearer. But near or far, you know he is yours and you can wait.

Infatuations say, “We must get married right away. I can’t risk losing him”. Love says, “Be patient. Don’t panic. Plan your future with confidence.”

Infatuation has an element of sexual excitement. If you are honest, you will admit it is difficult to be in one another’s company unless you are sure it will end in intimacy. Love is the maturation of friendship. You must be friends before you can be lovers.

Infatuation lacks confidence. When he’s away, you wonder if he’s cheating. Sometimes you check. Love means trust. You are calm, secure and unthreatened. He feels that trust, and it makes him even more trustworthy.

Infatuation might lead you to do things you’ll regret later, but love never will. Love is an upper. It makes you look up. It makes you think up. It makes you a better person than you were before.

Active vocabulary

infatuation – захоплення

maturation – розвиток

bolster – підтримувати

imperfection – недосконалість

Task 3 Discussion. Do you agree with the quotations below?

Give your reasons and example to illustrate your point of view.

- 1) “The love that lasts longest is the love that is never returned”.
(S. Maugham)
- 2) “We can only learn to love by loving”. (Iris Murdoch)
- 3) “Love can be understood only “from the inside”, as a language can be understood only by someone who speaks it, as a world can be understood only by someone who lives in it”. (Robert C Solomon)
- 4) “There is more hunger for love and finding the perfect person, but by seeking an imperfect person perfectly”. (Henry Ward Beecher)

Task 4 Comment on the following proverbs and sayings. Give the Ukrainian equivalents to them. Think of the situations which can be illustrated by these proverbs and sayings.

1 Love conquers all.

2 Love is blind.

3 All is fair in love and war.

4 Love in a cottage

5 Love is never without jealousy

6 Love is the mother of love.

Task 5 How do you understand these proverbs and sayings? If you can, give the Ukrainian equivalents to them. Do you agree with all of them? Prove your point view.

- 1 Marry in haste and repent at leisure.
- 2 Marriage goes by contrasts.
- 3 Marriage is a lottery.
- 4 Marriage makes or mars a man.
- 5 Marriages are made in heaven.
- 6 A good husband makes a good wife.

Task 6. Discuss the following questions.

- 1) What is the best age to get married?
- 2) What is your attitude to arranged marriages?
- 3) What are the main factors that contribute to a successful marriage?
- 4) How is a marriage proposal usually made?
- 5) Do you think proposals nowadays differ from those made about a hundred years ago?
- 6) Traditionally men propose to women. When can it happen that women propose to men ?
- 7) Have you ever been to a bridal salon?
- 8) What wedding customs and traditions do you know?

Task 7. Translate into English

- 1) З першої секунди знайомства з Джейн ф зрозумів, що до нестями в неї закохався.

Мені коштувало великих зусиль запросити дівчину своєї мрії на побачення і ще більше - зізнатися, що я від неї в захваті.

- 2) Ви коли-небудь страждали від кохання без взаємності? Я виявляв до дівчини увагу, але цього було явно недостатньо, щоб знайти шлях до серця красуні.
- 3) Як водиться, перед весіллям молодий влаштував парубочий вечір, на який запросили найближчих друзів.

Task 8 Read and translate the text.

Growing up children

Most parents imagine that bringing up children is something that comes naturally, without any need for their having any special guidance or teaching for this purpose. Most parents need guidance because there's the right way and the wrong way of bringing up children.

Most parents are so anxious about their children that they try to rush their development. But that only does harm. The parent's role in the child's growing up must be one of helping the child's own efforts. Parent should treat their children like flowers. Let them grow naturally. But instead of water and manure, give them plenty of love. Growing up is always a difficult business. And it's not only their physical growth; even more important is their mental development.

- For goodness sake, don't fight with children – if you do, you are bound to lose because children have far more time and energy to resist you than you have to force them. Parents should listen their children with understanding and sympathy.

- We all realize that anger is harmful to our children and most parents try their hardest to keep anger under control.
- To the normal child his parents are kill-joys. They are always say “No”. No getting dirty, no jumping on the sofa, no running around naked, no hitting the little sister. ..
- Parents should never compare children.
- Much more than a direct rebuke, sarcasm infuriates children. It makes them completely irrational and they direct all their energies to planning counter-attacks.
- A child should be given the responsibility of choosing his own friends.
- Let the child spend his allowance his way. If he wants to spend the whole lot on chewing gum or toffee, it’s his decision. Don’t interfere.
- All children are great imitators. Give your child a chance to make his own bed, set the table.

Children must be given every opportunity to think what they like. Their feelings, their fantasies, their thoughts and their ambitions, no matter what they are, should be accepted and respected. A child must feel it has a right to all kinds of feelings and wishes.

Task 9 Questions for discussion:

- 1 Should parents be always strict with their children?
- 2 What are the main ways of spoiling a child?
- 3 How should parents teach a child to be responsible?
- 4 How can parents teach a child to be an independent thinker?

- 5 Which kinds of encouragement are the most effective?
- 6 What kinds of punishment can be applied in bringing up children?
- 7 Should parents force their children to succeed in their studies at any cost?
- 8 Is TV an enemy or a friend for parents in raising their children?
- 9 Should parents make their children follow strictly fixed daily routine? Why? Why not?
- 10 In what cases do parents need a babysitter or a nanny?
- 11 How can parents stop their children's whining and throwing tantrums?

Business and society

Qualities Important for Success

quality — якість/качества	opinion poll — опит суспільної
success — успіх /успех	думки/опрос общественною
complex — складний/сложный	мнения
graduate — випускник	numerical — чисельний
/випускник	/численний
unemployment – безробіття/	to improve — покращувати/
безработица	улучшать
employer — Работодавець/	adaptability — пристосованість
работодатель	/приспосабливаемость
shortage — нестача/ нехватка	awareness – обізнаність/
to include — включати/включать	осведомленность
to solve – вирішувати/ решать	experience — досвід/опыт

to afford - могли собі дозволити /мочь себе позволить extended — широкий minority — меншість/ меньшинство contribution — вклад range — спектр, діапазон vocational -- професійний / професіональний to possess — володіти/владеть	to consider — Розглядати/ рассматривать substantial – істотний / существенный to interact — взаємодіяти, взаимодействовать to annoy — докучати/досаждать flexible — гнучкий/гибкий certain — визначений /определенный to realize — розуміти/ понимать to adapt — адаптуватися/ адаптироваться
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A diploma is becoming the minimum qualification requirement for any white-collar job today. We now live in a far more complex world and most jobs today require a much higher level of intellectual skills than ever before. Graduates not only continue to enjoy higher pay and lower unemployment than non-graduates, but most employers will tell you that there is still a shortage of good graduates.

So what do employers look for in graduate recruits? The list of typical job requirements includes

communication skills, the ability to gather, analyze, process and present information; and to solve problems. In the past this was enough. When graduates were small elite, employers could afford to invest in extended training programs.

Although small numbers of graduates of exceptional potential are still reunited into training schemes, they are a small minority. Most graduate recruits today are expected to make an immediate contribution to the organization. This means that they need more than their academic qualifications. Employers look for a range of vocational skills, which are useful in almost all types of work; they are usually known as "key skills". Employers have produced long lists of desirable skills, which they would like their new graduate recruits to possess.

According to a recent **opinion poll** among employers the top six "key skills" are the following:

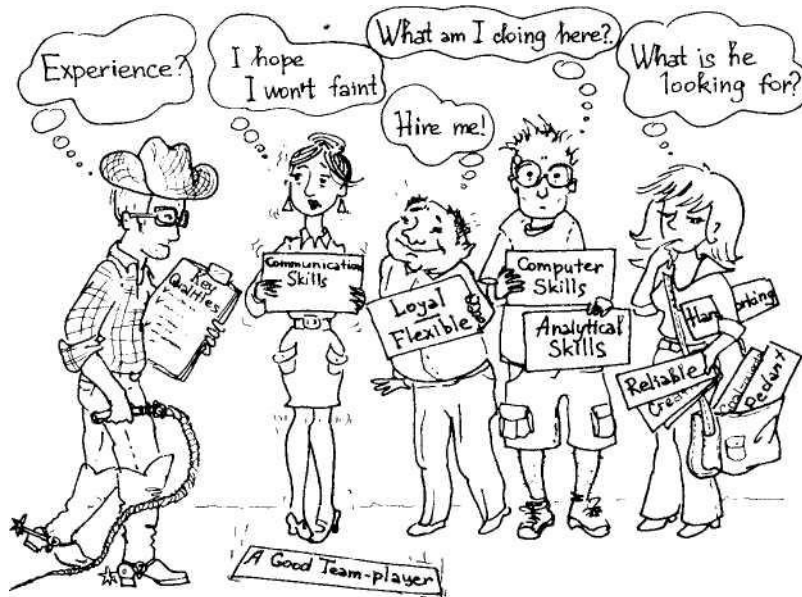
- communication skills;
- ability to analyze, process and present **numerical** data;
- computer skills and basic knowledge in information technology;
- team-working;
- ability to learn and develop new skills fast and to improve

performance;

- problem solving skills

Employers also want candidates to have some additional qualities such as adaptability and commercial awareness. Above all, they want recruits to have already had some practical experience.

The most important quality most employers emphasized is work experience. Most of today graduates do have work experience of one kind or another, but most of them do not usually use all the learning opportunities it provides. Many students still consider part-time jobs only as a source of money



Most employers want candidates to have **substantial** work experience, however, not enough employers offer suitable vacancies to provide this. Ideally, you would get vacation or part-time work relevant to your area of study so that you could start to apply theory to the world of work. Many students work in retail shops, bars and fast-food outlets, or waiters in restaurants. The money is certainly useful, but does menial work provide opportunities for useful learning and help your career prospects? Well, it does.

Even in the most jobs you can analyze everything you see and do and what your colleagues at all levels are doing. You can try and work out why things are organized the way they are and why people act the way they do; how to **interact** with a boss, colleagues and customers; what the customers like, do not like and what **annoys** them. The job can be used as a learning opportunity so you can tell future recruiters what skills and understanding you have gained.

Few people will find a lifetime employer. They will move between employers to gain greater experience and expertise. Many will be offered short-term contracts. Others will work on a part-time or self-employed basis. Graduates have to be more **flexible** because their future careers are less **certain**. In going to university it is important to **realize** that the future will be very different from the past, that you

must learn to **adapt** and that you can and should learn from every experience.

Useful Language

Student A	Student B
<ul style="list-style-type: none">• Why don't you...?• If I were you, I'd...• I think you should...• You could try... (V+ing)• In my opinion the best thing to do is• Have you thought about ... (V+ing)• I see no reason to open	<ul style="list-style-type: none">• What advice could you give to me?• What should I do?• I don't know what to begin with• I know it's risky but I'm all optimistic about starting...• Is dealing with...risky?• The thing that worries me most is ...

Work in groups of three or four.

Student A has a problem and is asking you for a piece of advice. Students B, C and D try to help Student A by giving advice. Use phrases from "Useful language" above.

Example:

Student A: I want to work for an international company. I am optimistic about it.

Student B : In my opinion the best thing to do is **to study English. It is an international language.**

Student C: Why don't you **look for a job as a secretary in one of the companies? It can be a very good beginning.**

Student D: I think you should **choose a sector: catering, tourism or cosmetics.**

Student A: Thank you. I think, you are right.

Ideas for dialogues:

1. You want to leave a company. You do not like the Boss.
2. You need a place to live but you do not have money.
3. Your secretary does not work quite well.
4. You are promised positions in two companies at the same time.
5. You know that your friend does not tell you the truth.
6. Your computer does not work and you cannot do the work you promised.



5. Pair work

Role play the following situation:

Student A	Student B
You are a business consultant and have been working in this sphere for a long time. One of your clients wants to set up his own company. But you are not	You want to start your own business but you don't know what to begin with. You are thinking about opening hairdressers` or a bookshop

<p>Sure whether it will be successful. Give him (her) advice on how to start a business, which you think would be profitable.</p>	<p>and you don't know which business sector to choose. You ask your business consultant for advice.</p>
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Grammar exercises

Unit 1,2

Ex.1 In this exercise you have to put the verb into the correct form.(Present Continuous)

1. Please be quiet. I(try) to concentrate.
2. Look! It (snow).
3. Why(you /look) at me like that? Have I said something wrong?
4. You(make) a lot of noise. Can you be a bit quieter?
5. Listen! Can you hear those people next door? They
(shout) at each other again.
6. Why ...(you/wear) your coat today? It's very warm.
7. I(not/work) this week. I'm on holiday.
8. I want to lose weight. I(not/eat) anything today.

Ex.2 In this exercise you have to put the verb into the correct form (Present Simple)

1. The swimming bath(open) at 9.00 and (close) at 18.30 every day.
2. What time(the banks/close) in Britain?
3. I have a car but I(not/use) it very often.
4. How many cigarettes(you/smoke) a day?

5. What.....(you/do) ?” “I’m a doctor.”
6. Where(your father/come) from?
7. If you need money, why(you /not/get) a job?
8. I don’t understand the word “deceive”. What
.....(“deceive”/mean)?

Ex.3 In this exercise you have to make question with the words given.(Present perfect)

1. (you/read/a/newspaper recently/)

2. (you /see/Tom in the past few days?)

3. (you /play/tennis recently?)

4. (you /eat/anything today?)

5. (you /see/any good films recently?)

6. (you / have / a holiday this year yet?)

Ex 4. This time you have to ask a question for each situation (Present perfect continuous)

1. You see a little boy. His eyes are red and watery. (you /cry?)

2. You have just arrived to meet your friend who is waiting for you.(you/wait/long?)

3. Your friend comes in. His face and hands are very dirty.(what / have /do?)

Present Time

**

Exc.1 Directions: You and your classmates are going to interview each other and then introduce each other to the rest of the class.

PART 1. Read and discuss the dialogue.

A: Hi. My name is Kunio.

B: Hi. My name is Maria. I'm glad to meet you.

KUNIO: I'm glad to meet you, too. Where are you from?

MARIA: I'm from Mexico. Where are you from?

KUNIO: I'm from Japan.

MARIA: Where are you living now?

KUNIO: On Fifth Avenue in an apartment. And you?

MARIA: I'm living in a dorm.

KUNIO: How long have you been in (this city)?

MARIA: Three days.

KUNIO: Why did you come here?

MARIA: To study English at this school before I go to another school to study computer programming. How about you?

KUNIO: I came here two months ago. Right now I'm studying English. Later, I'm going to study engineering at this school.

MARIA: What do you do in your free time?

KUNIO: I read a lot. How about you?

MARIA: I like to get on the Internet.

KUNIO: Really? What do you do when you're online?
MARIA: I visit many different Web sites. It's a good way to practice my English.
KUNIO: That's interesting. I like to get on the Internet, too.
MARIA: I have to write your full name on the board when I introduce you to the class. How do you spell your name?
KUNIO: My first name is Kunio. K-U-N-I-O. My family name is Akiwa.
MARIA: Kunio Akiwa. Is that right?
KUNIO: Yes, it is. And what is your name again?
MARIA: My first name is Maria. M-A-R-I-A. My last name is Lopez.
KUNIO: Thanks. It's been nice talking with you.
MARIA: I enjoyed it, too.

**Exc.2. Pair up with another student in the class.
Interview each other. Then introduce each other to the rest of the class.**

Questions:

1. What is your name?
2. Where are you from?
3. Where are you living?
4. Why are you here (in this city)?
 - a. Are you a student? If so, what are you studying?
 - b. Do you work? If so, what is your job?
 - c. Do you have another reason for being here?
5. What do you like to do in your free time?
6. What is your favorite season of the year? Why?
7. What are your three favorite books? Why do you like them?

8. Describe your first day in this class.

Exc. Present verbs.

Directions: Use the given verb to complete each sentence that follows. Use the simple present or the present progressive.

1. sit I am sitting at my desk.
2. read I _____ the second sentence in this exercise.
3. look I _____ at sentence 3 now.
4. write Now I _____ the right completion for this sentence.
5. do I _____ a grammar exercise.
6. sit I usually _____ at my desk when I do my homework. And right now I _____ at my desk to do this exercise.
7. read I often _____ the newspaper, but right now I _____ a sentence in my grammar workbook.
8. look I _____ at the newspaper every day. But right now I _____ at my grammar workbook.
9. write When I do exercise in this workbook, I _____ the answers in the book.
10. do I _____ grammar exercises every day. Right now I _____ an exercise in this workbook.

Exc. Present verbs: questions.

Directions: Complete the questions with Does he/she or Is he/she.

1. _____ a student?
2. _____ have class now?
3. _____ know his teachers?
4. _____ in the classroom?
5. _____ like school?
6. _____ a hard worker?
7. _____ tired?
8. _____ study every day?
9. _____ need help with his homework?
10. _____ studying right now?
11. _____ at work?
12. _____ work five days a week?
13. _____ working right now?
14. _____ sitting at her desk?
15. _____ come to the office every day?
16. _____ like her job?
17. _____ on the phone?
18. _____ in a meeting?
19. _____ work overtime often?
20. _____ working overtime now?

Exc.3. Pretest (error analysis): present verbs.

Directions: All the sentences contain mistakes. Find and correct the mistakes.

Example: I no tike cold weather.

- I don't like cold weather.

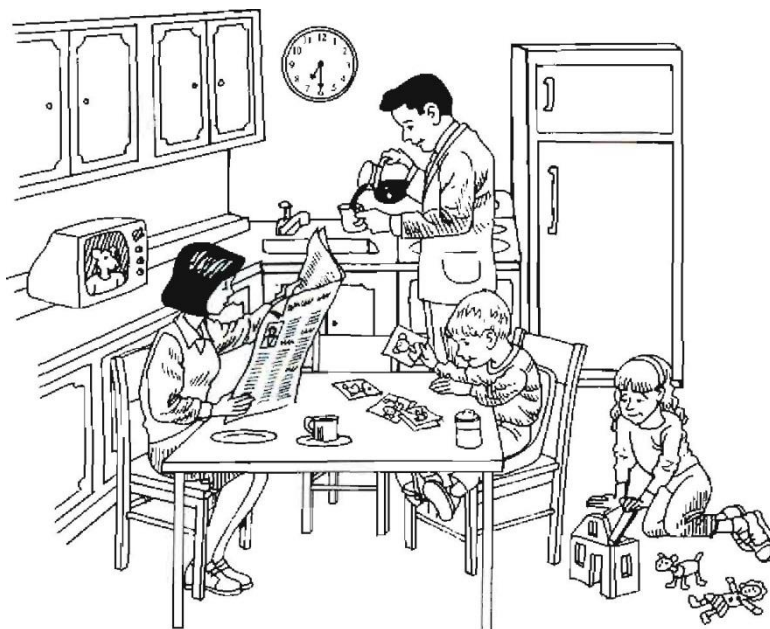
1. Student at this school.
2. I no living at home right now.
3. I be living in this city.
4. I am study English.
5. I am not knowing my teacher's name.
6. (*supply name*) teach our English class.
7. She/He* expect us to be in class on time.
8. We always are coming to class on time.
9. Omar does he going to school?
10. Tom no go to school.
11. My sister don't have a job.
12. Does Anna has a job?

Exc.4. Simple present vs. present progressive.

***Directions:* Discuss the verbs in *italics*. Is the activity of the verb**

a)daily or usual habit? OR

b) happening right now (i.e., in progress in the picture)?

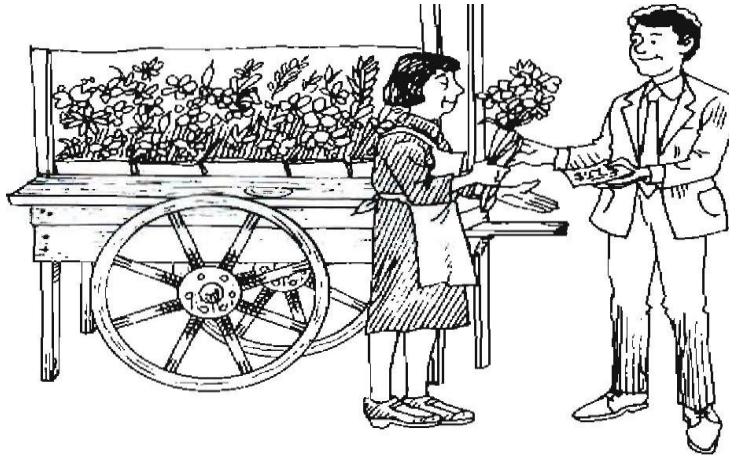


It's 7:30 A.M., and the Wilsons are in their kitchen. Mrs. Wilson (1) *is sitting* at the breakfast table. She (2) *is reading* a newspaper. She (3) *reads* the newspaper every morning. Mr. Wilson (4) *is pouring* a cup of coffee. He (5) *drinks* two cups of coffee every morning before he (6) *goes* to work. There is a cartoon on TV, but the children (7) *aren't watching* it. They (8) *are playing* with their toys instead. They usually (9) *watch* cartoons in the morning, but this morning they (10) *aren't paying* any attention to the TV. Mr. and Mrs. Wilson (11) *aren't watching* the TV either. They often (12) *watch* the news in the evening, but they (13) *don't watch* cartoons.

Exc.5. Simple present vs. present progressive.

Directions: Complete the sentences by using the words in parentheses. Use the simple present or the present progressive.

1. Shhh. The baby (*sleep*) is sleeping . The baby (*sleep*) sleeps for ten hours every night.
2. Right now I'm in class. I (sit) _____ at my desk. I usually (sit) _____ at the same desk in class every day.
3. Ali (speak) _____ Arabic. Arabic is his native language, but right now he (speak) _____ English.
4. A: (it,rain) _____ a lot in southern California?
B: No. The weather (be) _____ usually warm and sunny.



Exc. Simple present.

Directions: Complete the sentences with do, does, or 0.

1. Jack _____ not work at his father's store.
2. _____ you have a job?
3. Kate _____ works at a restaurant.
4. _____ she work the day shift or night shift?
5. Denise and Scott _____ own a small company that does home repairs.
6. They _____ have different job skills.
7. They _____ not do the same work.
8. Denise _____ enjoys painting, and Scott _____ prefers woodworking.
9. Scott _____ not like painting very much.
10. They _____ get along well with each other.
11. _____ they plan to work together for a long time? Yes. They are married.

Exc. 6 Activity: using the present progressive.

First: One member of the group pretends to do something, and the rest of the group tries to guess what the action is and describe *it*, using the present progressive.

Example: painting a wall

STUDENT A: (*pretends to be painting a wall*)

OTHERS: You're conducting an orchestra. (No.)

- Are you washing a window? (No.)
- You're painting a wall. (Yes!)

Suggestions for actions:

- | | |
|--------------------------------|-----------------------------------|
| - painting a wall | - playing the piano |
| - drinking a cup of tea/coffee | - diving into a pool and swimming |
| - petting a dog | - driving a car |
| - dialing a telephone | - watching tennis match |
| - climbing a tree | - pitching a baseball |

Exc. Simple present and present progressive.

Directions: Complete the sentences with does, do, am, is, are or 0.

A: What _____ that? What _____ you looking at?

B: It _____ a very rare and valuable book.

A: _____ it yours?

B: No. It _____ not belong to me. It _____ belongs to my cousin. He _____ collects old books.

A: That _____ an interesting hobby. _____ you a collector, too? _____ you collect old books?

B: I _____ have the interest but not the money. Rare old books _____ expensive to collect. I _____ becoming interested in stamps, though. Stamps _____ not as expensive as rare books. I _____ want to collect stamps from the 1800s.

A: I _____ thinking about collecting stamps, too.

_____ you want to get together sometime and talk about it?

B: Yes. Let's do that.

Exs. 7 Preview: spelling of final -s/-es.

Directions: Add final -s/-es

1. talks
2. wish
3. hope
4. reach
5. move
6. kiss
7. push
8. wait
9. mix
10. blow

Exc. Simple present.

Directions: Write -s/-es in the blanks where necessary. If the verb does not need -s/-es, use 0.

1. Alan like to play soccer.
2. My son watch too much TV.
3. Monkeys climb

Exc. Simple present.

Directions: Complete the sentences with does, do, is, are, or 0

1. A turtle _____ lay eggs.
2. _____ snakes lay eggs?
3. _____ an alligator lay eggs?
4. _____ an alligator a reptile?
5. _____ turtles and snakes reptiles?
6. Turtles, snakes, and alligators _____ all reptiles.
7. Almost all reptiles _____ lay eggs.
8. Reptiles _____ cold-blooded.
9. They _____ prefer warm climates.
10. their body temperature _____ the same as the temperature of their surroundings.
11. _____ reptiles like to lie in the sun? Yes, they do.
12. A mosquito _____ flying around Sam`s head.
13. Mosquitoes _____ pests.
14. They _____ bother people and animals.
15. _____ a male mosquito bite?
16. No, male mosquitoes _____ not bite.
17. Only female mosquitoes _____ bite animals and people.
18. A female mosquito _____ lays 1000 to 3000 eggs each year.
19. How long _____ mosquitoes live?
20. A female mosquito _____ lives for 30 days.
21. A male mosquito _____ not live as long as a female.
22. How long _____ a male mosquito live?
23. It _____ dies after 10 or 20 days.

24. Mila _____wearing mosquito repellent.
25. The mosquito repellent _____smells bad, but it
_____works.
- 26.The mosquito repellent_____effective.
- 27.Mosquitoes _____stay away from people who
_____wearing mosquito repellent.
- 28._____you ever wear mosquito repellent?
- 29._____mosquito repellentwork?

Exc.8 Simple present verbs: using final -S/-ES.

Directions: Underline the verb in each sentence. Add final -s/-es to the verb if necessary. Do not change any other words.

1. A dog bark. - barks
2. Dogs bark. - Ok (*no change*)
3. Wood float on water.
4. Rivers flow toward the sea.
5. My mother worry about me.
6. A student buy a lot of books at the beginning of each
term.
7. Airplanes fly all around the world.
8. Mr. Wong teach Chinese at the university.
9. The teacher ask us a lot of questions in class every day.
10. Mr. Cook watch game shows on TV every evening.
11. Music consist of pleasant sounds
12. Cats usually sleep eighteen hours a day.

13. The front page of a newspaper contain die most importa
nt news of the day.

14. Water freeze at 32°F (0°C) and boil at 212°F (100°C).

15. Mrs. Taylor never cross the street in the middle of a block.

She always walk to the corner and use the pedestrian walkway.

16. Many parts of the world enjoy four seasons: spring, summer,
autumn, and winter. Each season last three months and bring changes
in the weather.

Exc.9. Progressive verbs vs. non-action verbs.

Directions: Complete the sentences with the words in
parentheses. Use the simple present or the present progressive.

1. Right now I (look) am looking at the board. I (see)
_____some words on the board.

2. A: (you, need) _____some help, Mrs. Brown?
(you, want) _____ me to carry that box for you?

B: Yes, thank you. That's very kind of you.

3. A: Who is that man? I (think) _____that I
(know)_____him, but I (forget) _____his name.

B: That's Mr. Martinez.

A: That's right! I (remember)_____him now.

4. A: (you, believe) _____in flying saucers?

B: What (you, talk) _____ about?

A: You know spaceships from outer space with alien creatures aboard.

B: In my opinion, flying saucers (exist) _____ only in people's imaginations.

5. Right now the children (be) _____ at the beach. They (have) _____ a good time. They (have) _____ a beach ball, and the (play) _____ catch with it. They (like) _____ to play catch. Their parents (sunbathe) _____. They (try) _____ to get a tan. They (listen) _____ to music on a radio. They also (hear) _____ the sound of seagulls and the sound of the waves.

6. A: What (you, think) _____ about right now?

B: I (think) _____ about seagulls and waves.

A: (you, like) _____ seagulls?

B: Yes. I (think) _____ seagulls are interesting birds.

7. A: Which color (you, prefer) _____, red or blue?

B: I (like) _____ blue better than red. Why?

A: I (read) _____ a magazine article right now. According to the article, people who (prefer) _____ blue to red (be)

_____ calm and (value) _____ honesty and loyalty in their friends. A preference for red (mean) _____ that a

person (be) _____ aggressive and (love)
_____ excitement.

B: Oh? That (sound) _____ like a bunch of nonsense to me.

8. A: Does the earth turn around and around?

B: Yes, Jimmy. The earth (spin) _____ around and
around on its axis as it circles the sun. The earth
(spin) _____ rapidly at this very moment.

A: Really? I can't feel it moving. (you, try) _____ to
fool me?

B: Of course not! (you, think, really) _____ that the
earth isn't moving?

A: I guess so. Yes. I can't see it move. Yes. It isn't moving.

B; (you, believe) _____ only those things that you can
see? Look at the trees out the window. All of them (grow)
_____ at this very moment, but you can't see the growth.
They (get) _____ bigger and bigger with every second that passes.
You can't see the trees grow, and you can't feel the earth spin, but
both events (take) _____ place at this moment while you and I
(speak) _____.

A: Really? How do you know?

Exc.10 Short answers to yes/no questions.

Directions: Complete the following dialogues by using the words
in parentheses. Also give short answers to the questions as
necessary. Use the simple present or the present progressive.

1. A: (Mary, have) Does Mary have a bicycle?

B: Yes, she does. She (have) has a ten-speed bike.

2.A: (it, rain)_____right now?

B: No,_____. At least, I (think, not)_____so.

3.A: (your friends, write)_____a lot of e-mails?

B: Yes, _____.I(get)_____lots of e-mails all the time.

4. A: (the students, take)_____a test in class right now?

B: No,_____. They (do) _____an exercise.

5. A: (the weather, affect) _____your mood?

B: Yes,_____. I (get) _____grumpy when it's rainy.

6.A: (Jean, study) _____at the library this evening?

B: No, _____. She (be) _____at the recreation center. She (play)_____pool with her friend.

A: (Lean, play)_____pool every evening?

B: No, _____. She usually (study)_____at the library.

A:(she, be) _____a good player?

B: Yes, _____.She (play) _____pool a lot.

A:(you, play) _____pool?

B: Yes, _____.But I (be, not)_____very good.

Exc.11 Review: present verbs.

Directions: Complete the sentences by using the words in parentheses. Use the simple present or the present progressive. Supply the short answer to a question if necessary.

1.A: My sister (have) has a new car. She bought it last month.

B: (you, have) Do you have a car?

A: No, I don't. Do you?

B: No, but I have a ten-speed bike,

2.A: Where are the children?

B: In the living room.

A: What are they doing? (they, watch) _____ TV?

B: No, they _____. They (play) _____ a game.

3.A: Shhh. I (hear) _____ a noise, (you, hear) _____ it, too?

B: Yes, I _____. I wonder what it is.

4.A: Johny, (you, listen) _____ to me?

B: Of course I am, Mom. You (want) _____ me to take out the garbage. Right?

A: Right! And right now!

5. A: Knock, knock! Anybody home? Hey, Bill! Hi! It's me.

I'm here with Tom. Where are you?

B: I (be) _____ in the bedroom.

A: What (you, do) _____ ?

B: I (try) _____ to sleep!

A: Oh. Sorry. I won't bother you. Tom, shhh. Bill (rest) _____

6. A: What (you, think) _____ about at night
before you fall asleep?

B: I (think) _____ about all of the pleasant
things that happened during the day. I (think, not) _____ about my
problems.

7. A: A penny for your thoughts.

B: Huh

A:I (you, think) _____ about right now?

B: I(think) _____about English grammar. I (think, not)
_____ about anything else right now.

A: I (believe, not) _____ you!

8. A: (you, see) _____ that man over there?

B: Which man? The man in the brown jacket?

A: No, I (talk) _____ about the man who (wear) _____
the blue shirt.

B:Oh, that man.

A: (you, know) _____ him?

B:No, I (think, not) _____ so.

9. A: (you, know) _____ any tongue-twisters?

B : Yes, I _____. Here's one: She sells seashells down by the
seashore.

A: That (be) _____ hard to say! Can you say this: Sharon wears Sue's
shoes to zoos to look at cheap sheep?

B: That (make, not) _____ any sense.

A: I (know) _____ .

Error analysis: present verbs.

Directions: Correct the errors in verb tense usage.

(1) My friend Omar owns his own car now. It's brand new. Today he driving to a small town north of the city to visit his aunt. He love to listen to music, so the CD player is play one of his favorite CDs—loudly. Omar is very happy: he is drive his own car and listen to loud music. He's look forward to his visit with his aunt.



(2)Omar is visiting his aunt once a week. She's elderly and live alone. She is thinking Omar a wonderful nephew. She love his visits. He try to be helpful and considerate in every way. His aunt don't hearing well, so Omar is speaks loudly and clearly when he's with her.

(3)When he's there, he fix things for her around her apartment and help her with her shopping. He isn't staying with her overnight. He usually is staying for a few hours and then is heading back to the city. He kiss his aunt good-bye and give her a hug before he is leaving. Omar is a very good nephew.

Unit 3,4

Ex.1 In this exercise you have to read a sentence about the present and then write a sentence about the past.(Past Simple)

1 Tom usually wakes up early. Yesterday morning

.....

2 Tom usually walks to work. Yesterday

.....

3 Tom is usually late for work. Yesterday

.....

4 Tom usually has a sandwich for lunch. Yesterday

.....

5 Tom usually goes out in the evening. Yesterday evening.....

6 Tom usually sleeps very well. Last night

.....

Ex. 2 Put the verb into the correct form, past continuous or past simple.

1 George(fall) off the ladder while he.....(paint) the ceiling.

2 Last night I(read) in bed when suddenly I(hear) a scream.

3 Ann(wait) for me when I(arrive).

4 Tom(take) a photograph of me while I(not /look).

5 We(you/go? Out because it.....(rain).

6 What.....(you/do) at this time yesterday?

Ex.3 You have to make sentences using the words in brackets.(Past perfect)

1. Tom wasn't at home when I arrived.
(he/just/go/out).....

2. We arrived at the cinema late. (the film / already/ begin).....
3. They weren't eating when I went to see them.(they/just/finish/their dinner).....
4. I invited Ann to dinner last night but she couldn't come. (she/already/arrange/to do something else)
5. I was very pleased to see Nora again after such a long time. (I/not/see/ her for five years).....

Ex.4 In this exercise you have to read a situation and then write a sentence.(Past perfect continuous)

1. Tom was watching television. He was feeling very tired.

(he/study/ hard all day) He

2. When I walked into the room, it was empty. But there was a smell of cigarettes.

(somebody/smoke/in the room) Somebody

3. When Mary came into the house. They had a football and they were both very tired.

(they/ply /football)

4. The two boys came into the house. They had a football and were both very tired.

(they /play /football)

5. An woke up in the middle of the night. She was frightened and she didn't know where she was. (she/dream)

Unit 5,6

1. In this exercise you have to complete the sentences with I'll + a suitable verb.

1. I feel a bit hungry. I thinksomething to eat.
2. It's too late to telephone Tom now. him in the morning.
3. It's a bit cold in this room. Is it?on the heating then.
4. We haven't got any cigarettes. Oh, haven't we?and get some.
5. Would you like tea or coffee? coffee, please.
6. Did you write that letter to Jack? Oh, I forgot. Thanks for reminding me.
.....it this evening.

2 Complete the following dialogue using Future Simple or Future Continuous.

1. G : Can I phone you tomorrow , Suzy?

S : What time?

G: Well, I'm not working tomorrow so I 1)(phone) you at 9 o'clock in the morning.

S: Oh no! I 2)..... (sleep) then.

G: Ok. I 3).....(call) you at noon.

S: Well, I 4)(wash) my hair.

G: Perhaps I 5)(come) and visit you in the afternoon, then. What 6)(you/do) around 3 o'clock?

S: I 7)..... (get) ready for my aerobic class.

G: Well, if I phone you at 5 , 8)(you/be) at home?

S: No, I'm afraid not. I 9).....(visit) my aunt in hospital.

G: When can I see you, Suzy?

S: Phone me tomorrow evening. I 10)..... (not/do) anything then.

Ex 3. Put the verbs in brackets into Future Perfect or Future Perfect Continuous.

1. By 7 .00 pm they(play) cricket for eight hours.
2. I (finish) painting your room by the time you get home.
3. By the end of next month I(live) in London for exactly three years.
4. Tom(write) his third novel by the end of this year.
5. By the time he arrives in London, John (drive) for five hours.
6. This film(probably/not/finish) until midnight.
7. How long(you/study) English by the end of this term?
- 8 . Don't worry ! You(forget) all about it this time next year.
9. By Friday I(work) on this project for two weeks.
10. Hopefully, he(cook) dinner for us by the time we get home.
11. I(read) this book by tomorrow night.
12. He hopes he(make) a million pounds by the time he is thirty.
13. By 5 o'clock I(do) this crossword puzzle for three hours.

Unit 7,8

Passive Voice

Ex 1. Open the brackets using the verbs in Active and Passive Voice.

1. Nobody (to see) him yesterday. 2. The telegram (to receive) tomorrow. 3. He (to give) me this book next week. 4. The answer to this question can (to find) in the encyclopedia. 5. We (to show) the historical monuments of the capital to the delegation. 6. You can (to find) interesting information about the life in the USA in this book. 7. Budapest (to divide) by the Danube into two parts: Buda and Pest. 8. We (to call) Zhukovski the father of Russian aviation. 9. Moskow University (to found) by Lomonosov. 10. Yuri Dolgoruki (to found) Moskow in 1147.

Ex 2. Put the following sentences in Active Voice. Use the appropriate subjects.

1. The room was cleaned and aired. 2. Have all these books been read? 3. Whom were these letters written by? 4. The letters has been just typed. 5. She showed me the picture which had been painted by her husband. 6. I shall not be allowed to go there. 7. He has been told everything, so he knows what to do now. 8. All the questions must be answered. 9. The door has been left open. 10. Betty was met at the station. 11. The girl was not allowed to go to the concert. 12. She said that the new timetable had not been hung up on the notice board. 13. The chicken was eaten with appetite. 14. The papers had been looked through and corrected by the next lesson. 15. This article will be translated at the lesson on Tuesday.

Ex 3. Open the brackets using the verbs in Passive Voice.

1. Two reports on Hemingway's stories (to make) in our group last month. Both of

them were very interesting. 2. He said that Grandmother's letter (to receive) the day before. 3. Two new engineers just (to introduce) to the head of the department, 4. Don't worry, everything will be all right: the children (to take) to the theatre by the teacher and they (to bring) back to school in the evening. 5. I am sure I (to ask) at the lesson tomorrow. 6. They told me that the new student (to speak) much about. 7. The hostess

said that one more guest (to expect). 8. The newspaper said that an interesting exhibition (to open) in the Hermitage the next week. 9. This new dictionary (to sell) everywhere now. 10. All the texts (to look) through yesterday and not a single mistake (to find). 11. Why have these cups been put in this cupboard? 12. Nick was told to go home at once. 13. This mountain has never been climbed before. 14. After the facts had been thoroughly explained to her, she no longer felt worried. 15. The Greeks were attacked by the Persians from the sea.

Ex 4. Translate into English using the passive Voice.

1. Де зараз ваш брат? – Його послали у Францію. 2. Про вас тільки що говорили. 3. У дома з неї посміялися. 4. Хто написав цього листа? 5. Ці квіти щойно зірвали. 6. Тебе вчора просили прийти раніше? 7. Собор святого Павла будував архітектор Рен. 8. За лікарем пошлють завтра. 9. Вірші Роберта Бернса знають у багатьох країнах світу. 10. Цей міст ще будується. Він будувався, коли я його побачив вперше. 11. Коли Чарльз Діккенс був маленьким хлопчиком, його батька посадили до боргової в'язниці. 12. Коли я почав їм допомагати, статтю вже переклали. 13. Це оповідання обговорили на уроці літератури. 14. Коли я повернувся додому, усі мої валізи будуть уже складені. 15. Твори англійських і американських письменників видають у всьому світі. 16. За лікарем пошлють завтра. 17. Мене відрекомендували його батьку вчора. 18. Ця опера написана сто років назад. 19. Про цей епізод багато говорять у нашому будинку.

Unit 9

Conditionals

Ex.1 Open the brackets using the verbs in appropriate forms.

1. If you (not to buy) coffee, we shall drink tea. 2. If he is free tomorrow, he certainly (to come) to our party. 3. My brother would not have missed so many lessons if he (not to hurt) his leg. 4. If my friend (to work) in my office, we should meet every day. 5. If you spoke English every day, you (to improve) your language skills. 6. If I were a famous singer, I (to get) a lot of flowers every day. 7. If my brother (to be) in trouble, I shall help him, of coarse. 8. If I don't manage to finish my report today, I (to stay) at home tomorrow. 9. If she were more careful about her diet, she (not to be) so stout. 10. If you had not put the cup on the edge of the table, it (not to get) broken. 11. I should be very glad if he (to come) to my place. 12. If you (to do) your morning exercises every day, your health would be much better. 13. If he is not very busy, he (to agree) to go to the museum with us. 14. If a dog (to bite) in her leg, she would go straight to hospital. 15. If he had known it was going to rain, he (to take) his umbrella to work today.

Ex 2. Open the brackets using the verbs in appropriate forms after I wish.

1. The unfortunate pupil wished he (not to forget) to learn the rule. 2. I wish I (to have) a season ticket to the Philharmonic next winter. 3. I wish I (to consult) the teacher when I first felt that mathematics was too difficult for me. 4. I wish I (can) give up smoking. 5. She wishes she (to see) him at yesterday's party. 6. I wish I (not to forget) my friend's birthday yesterday. 7. I wish I (to bring) my camera last summer. 8. Do you wish you (to be) in the Guinness Book of Records? 9. Some people wish they (can) appear on a TV game show and become famous. 10. She often wishes things (to be) different.

Ex 3. Form the conditionals.

1. He is busy and does not come to see us. If ... 2. The girl did not study well last year and received bad marks. If ... 3. He broke his bicycle and so he did not go to the country. If ... 4. He speaks English badly: he has no practice. If ... 5. I had a bad headache yesterday, that's why I did not come to see you. If ... 6. The sea is rough, and we cannot sail to the island. If ... 7. It is late, and I have to go home. If ... 8. I was expecting my friend to come, that's why I could not go to the cinema with you. If 9. he always gets top marks in maths because it is his favourite subjects and he works a lot at it. If 10 We lost our way because the night was pitch-dark. If 11. The travelers had no camera with them, so they could not take photos of the beautiful scenery. If 12. Naturally she was angry, because you were in her way. If 13. Why didn't you watch the cat ? it ate all the fish. If 14. A huge black cloud appeared from behind the forest, so we had to turn back and hurry home. If 15. You left the child alone in the room, so he hurt himself. If

Unit 10,11

Reported Speech

Ex 1. Remake the sentences changing Direct Speech into Indirect Speech.

1. The mother said: "The children are in the nursery, doctor". 2. "I have no time for lunch today," said the boy to his mother. 3. "You speak English very well," said the woman to me. 4. My brother said to me: "I am going to become a doctor". 5. My uncle said to us: "I buy several newspapers every day." 6. The teacher said to the pupils: "Next week we shall have six hours of English a week." 7. The student said: "I can't answer this question. I don't understand it. " 8. He said to me: "They are staying at the "Europe" hotel." 9. He said: "They are leaving next Monday." 10. He said: "I shall not stay with my friends too long." 11. Boris said: "I go to the south every year." 12. He said: "I am going to a health resort tomorrow." 13. Nick said: "I have never been to London."

Ex 2. Renew Direct Speech in the sentences.

1. Tom said he would go to see the doctor the next day. 2. He told me he was ill. 3. He told me he had fallen in love. 4. They told me that Tom had not to come to school the day before. 5. I told my sister that she might catch cold. 6. She told me she had caught cold. 7. He said that while crossing the English Channel they had stayed on deck all the time. 8. The woman said she had felt sick while crossing the Channel. 9. She said she was feeling bad that day. 10. The old man told the doctor that he had pain in his right side. 11. He said he had just been examined by a good doctor. 12. He said he would not come to school until Monday. 13. The man said he had spent a month at a healthy resort. 14. He said that his health had greatly improved since then.

Ex 3. Answer the questions using Indirect Speech.

1. "My favorite books are "Gulliver's Travels" and "Robinson Crusoe"," answered

Vera. "And now I am reading a novel by Walter Scott."

What did Vera answer Nina?

2. "Last year we learnt some poems by Byron and Shelley, they are so beautiful," said Nina.

What did Nina say?

3. "I know many poems by these great poets. I have read some books about Byron and Shelley, too," said Vera.

What did Vera tell Nina?

4. "This year we shall read a play by Shakespeare in English," said Nina.

What did Nina say?

SUPPLEMENTARY TEXTS

Text 1

Character Formation

Read and translate the given text

Manifestations of Character Formation. Character formation begins very early in life. It is at all stages interrelated with social growth; therefore much of the discussion of social growth includes certain aspects of character formation. Like social growth it has its beginning in infancy and develops in harmony with various cultural forces which the child encounters. It is the product therefore of the interaction between the living child and his environment. It may be stated as a general postulate that character is largely lacking in the child during early infancy. Its nature and formation will depend upon the hereditary characteristics of the individual child and his reactions to conditions and forces in his environment.

Aggression and character development. Aggression appears as a fundamental characteristic of all living organisms. This is one of the factors that distinguish the animate from the inanimate. It is this elemental characteristic that enables the organism to reach out and mold its environment for the satisfaction of basic needs and the sustainment of its own life.

Moral growth. Children reflect the values, ideals, and practices of the adults with whom they come into contact in their everyday lives. Very early in life a child learns to submit to adult demands, even though such demands may be contrary to his own desires and wants. He learns that “no, no” means “he must not,” and he learns to accept certain forms of behavior.

During the process of learning what he can do and what he cannot do, according to adult standards, a child is likely to display many emotional outbursts, since there are constant interferences to the satisfaction of certain needs or wants. When he arrives at the nursery school he brings with him habit patterns which are somewhat in harmony

with actions acceptable to his parents. However, here he learns that certain things are not acceptable which were acceptable at his home. He learns that certain impulses must be controlled in order to carry on a co-operative educational program involving many other children. The child learns both from adults and his peers what types of behavior are acceptable and what types are not acceptable.

Animate – живий

Sustainment - витримка, підтримка

Text 2

Special Education

Read and translate the text.

A new stage in the system of education of the younger generation has been opened in our country. New radical changes were introduced in the education of intellectual backward pupils, deaf and dumb children and blind children.

From the very first days of its existence the government paid much attention to the education and upbringing of intellectually backward children, deaf and dumb children and blind children. Many special schools were opened and the teaching at these schools is free of charge.

In tsarist Russia there were no special schools for children with defective hearing, no nursery classes for born deaf children or those deafened in early childhood, and no educational establishments for adult deaf.

Later on to set up a unified educational policy, the government issued a decree (July 5, 1918): "In order to transform the system of education, to unify and to build a new one in accordance with the principles of all primary, secondary and higher establishments, whether open to all or not, whether general or specialized, and also establishments for preschool or out-of-school education will be handed over to the authority of the People's Education, no matter whether they are state-owned, public or private."

The state reorganization, planned to bring order and clarification into future development of educating the physically handicapped children, was begun at the 'All-Russian Congress to Combat Physical Handicaps among Children' (June 24—July 2, 1920).

Among children of school age there is a limited group which can't be taught in general, common school; this group includes deaf-mutes, the blind and intellectually backward pupils. Various special schools for the education of intellectually backward

children, the blind and the partially sighted, with the speech defects are provided. These children cannot follow the regular school program because of their handicaps but they can profit by a restricted and adjusted program. Among these are auxiliary schools for the children intellectually backward.

Text 3

Individual

Read and translate the text

The individual concerned with the guidance and direction of children should have a clear understanding of the nature of their growth and development. The parent who recognizes that growth follows an orderly process will not attempt to drive the child in his motor, mental, and emotional development. The teacher who recognizes that individual differences exist in the rate of growth among children will not expect all children to produce a similar quality of work in their school assignments.

The newborn infant is a product of two family lines. His development begins with the fertilization of the egg cell. From the moment of conception, the new life is influenced by various environmental stimuli. These stimuli help to mold the potentialities for growth and development which he inherits from his parents. Thus the infant at birth is patterned by hereditary and environmental influences. The interdependence of these influences may be noted in all aspects of the child's development. For example, the development of oral speech must await the maturation of certain physiological structures involved in the production of differentiated sounds.

The hereditary process. Man is composed of two types of cells: somatic and germ. Somatic cells are the body cells not directly involved in reproduction. During the period of growth they divide to produce body growth and to repair cells. The germ cells are specifically concerned with reproduction. They exist from the earlier fertile stage, but do not assume their special characteristics until after the period of puberty, when reproduction becomes possible. The union of the germ cells of the male and female under favorable circumstances produces the fertilized egg, which is the actual beginning of a new life. The male germ cells are referred to as spermatozoa, while the female germ cells are known as ova. The ovum, usually referred to as the egg cell, differs from the sperm in size and shape.

The role of selection. The gene combination present in the newly formed embryo consists of two corresponding sets of genes from each parent. This combination produces both similarities and diversities. These similarities may be observed among newborn infants in all areas of the world. However, except for identical twins, there are always differences discernible. These differences appear in their physical appearance, potentialities for development, and dynamic characteristics. The infant emerges as a physical and dynamic being. From the beginning of its existence the complex organism is a product of two sets of genes. The role of selection is such that a close system of inbreeding will ultimately separate a mixed stock into a genetically pure line.

Text 4

Early Greek Education

Read and translate the text

The development of instructional method has not taken place independently. On the contrary, it has been extraordinarily dependent upon developments in other phases of education.

The method of instruction that early men used was through imitation.

Children began to imitate their elders first in play. In fact, children of all periods have done this. Toys and games were miniature of adult activities. As children grew older, they imitated their elders more closely by participating directly in the hunt, in agriculture, in domestic duties and in religious ceremonies.

Even after the development of writing, the method of instruction continued to depend upon imitation and memorization.

The educational method of imitation and memorization also pervaded early Greek education. During Homeric age and for a long time afterward the youth were set noble examples of great men to imitate. The method of instruction aimed to affect conduct. There was no divorce of word and deed. The young were constantly under the supervision of their elders. A young man was continually being directed or reminded that 'this is just and that is unjust'; 'this is honourable, that is dishonourable'; 'do this and don't do that'. And if he obeys, he is good; if not, he is punished.

It should be noted that flogging was given not only to punish but also, especially in Sparta, to teach endurance. Flogging was another hardship like hunger, cold, and heat. It was ideal for a society that, like Sparta, was constantly on a war footing.

Text 5

Education of Roman Youth

Read and translate the text

The Romans were no innovators in educational methods. They copied their educational method from the Greek. Roman boys were expected to memorize the law of their people. Like the Greeks, Roman boys were set noble examples of manhood to imitate. But unlike the Greeks, they were under the supervision not of a pedagogue, as he often was a slave, but of their fathers. Thus a Roman youth was his father's frequent companion in forum, camp, and field. He learned the Roman virtues of fortitude, earnestness, honesty and pity not only by imitating the heroes of legend and history but also by observing these virtues in his father and his father's companions. Rome's great schoolmaster Quintilian (42—118) mentioned that the way of learning by precept was long and difficult but by example short and easy.

Later the education of Roman youth became more literary in character. More time was spent on grammar and effective speech. When they learned grammar they took up first the names of the letters; then the forms of the letters. After they had learned these, they passed to syllables and their changes and then to the parts of speech — nouns, verbs and connectives. After that they began to write and to read.

By the time the Greek or Roman youth had learned enough to begin the reading of some authors, another method of instruction was employed. Selected passages from these authors were analysed and discussed. Analysis was divided into six parts. The teacher first was to give the selected passage an exact reading with particular regard to pronunciation, punctuation, and rhetorical expression. Then followed an explanation of any poetic figures of speech. The teacher commented on the author's choice of words and gave their etymology. Next he gave attention to the grammatical forms employed and ended with a literary critique of the passage as a whole. Thus the youth were taught to express themselves artistically

Зміст

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Тексти для додаткового читання

- Character formation
- Special Education
- Individual
- Early Greek Education
- Education of Roman Youth