

**ДЕРЖАВНИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ  
ВІННИЦЬКИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ ІНСТИТУТ**

**СИСТЕМА УПРАВЛІННЯ ЯКІСТЮ**

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**Кафедра іноземної філології та перекладу**

**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ /  
FOREIGN LANGUAGE FOR SPECIFIC PURPOSES**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ**

**ДО САМОСТІЙНОЇ РОБОТИ**

Ступінь вищої освіти	«бакалавр» / «bachelor»
Галузь знань	23 «Соціальна робота» / «Social Work»
Спеціальність	232 «Соціальне забезпечення» / «Social Welfare»
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**Розробник:** Ткачук Тетяна, кандидат філологічних наук

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**Рецензент:** Терещенко Лілія, кандидат філологічних наук, доцент

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## 1. ЗАГАЛЬНІ МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО САМОСТІЙНОЇ РОБОТИ

Методичні рекомендації до самостійної роботи з дисципліни «Іноземна мова за професійним спрямуванням», призначені для підготовки бакалаврів за спеціальністю 232 «Соціальне забезпечення» галузі знань 23 «Соціальна робота». Вони є складовою навчально-методичного комплексу з цієї дисципліни. Зміст навчально-методичного видання містить 8 розділів, кожен з яких включає перелік тем для самостійного опрацювання, тематичних матеріалів з питань, що вивчаються у курсі, індивідуальних завдань для роботи студентів та питань для самоконтролю.

**Основна мета** вивчення дисципліни «Іноземна мова за професійним спрямуванням» - сформуванню у здобувачів вищої освіти професійні іншомовні компетентності у сфері соціального забезпечення, що сприятимуть їхньому ефективному функціонуванню в полікультурному навчальному та професійному середовищі та стануть запорукою конкурентоспроможності випускників Вінницького торговельно-економічного інституту ДТЕУ освітнього ступеня «бакалавр» освітньої програми «Соціальне забезпечення» на сучасному ринку праці.

Курс «Іноземна мова за професійним спрямуванням» для здобувачів вищої освіти освітнього ступеня «бакалавр» охоплює етап навчання від рівня B1+ до рівня B2 та забезпечує досягнення випускниками рівня незалежного користувача іноземної мови, що відповідає міжнародній практиці мовної освіти у вищих навчальних закладах. Критерії вказаного рівня володіння мовою (РВМ) визначено відповідно до дескрипторів, запропонованих Загальноєвропейськими Рекомендаціями з мовної освіти.

Зміст методичних рекомендацій створює умови для досягнення здобувачами вищої освіти РВМ B2, як цього вимагає освітній ступінь бакалавра. Такий РВМ забезпечує академічну і професійну мобільність здобувачів вищої освіти, дає змогу випускникам ЗВО компетентно функціонувати у професійному й академічному контекстах та забезпечує їм базу для навчання упродовж усього життя. Запропонований зміст також передбачає подальший рух у напрямі РВМ C1 для здобуття освітнього ступеня магістра.

Основними формами самостійної роботи студентів є вивчення запропонованого матеріалу, огляд наукових статей з тематики курсу, проходження тестів та підготовка тестів для самопідготовки, які будуть представлені однокурсникам на занятті, складання списку правил успішної комунікації, комунікативні задачі, підготовка коротких повідомлень та рефератів за темою, перегляд навчальних фільмів за темою тощо.

Самостійна робота з дисципліни оцінюється як складова загальної 100-бальної шкали відповідно до критеріїв системи комплексної діагностики знань здобувачів освіти.

## 2. ТЕМАТИЧНИЙ ПЛАН ДИСЦИПЛІНИ

Теми	Кількість годин					Форми контролю
	всього	з них				
		лекції	практ	лабор.	СРС	
<b>1 курс I семестр</b>						
<b>Unit 1. Business and Entrepreneurship. The Noun.</b>	<b>46</b>		<b>22</b>		<b>24</b>	
1. Key Notions of Business. Formation of Nouns.	5		2		3	УО, Т, ІЗ
2. Productive Resources. Classification of Nouns.	4		2		2	УО, Т, ІЗ
3. Natural resources, capital. Category of Number.	5		2		3	УО, ІЗ
4. Labour, technology. Countable nouns	4		2		2	УО, Т, ІЗ
5. Profit and Profitability. Uncountable nouns.	4		2		2	УО, Т, ПО
6. The Notion of Competition. Regular plurals.	4		2		2	УО, Т, ІЗ
7. Types of Business. Irregular plurals.	4		2		2	УО, Т, ПО
8. Manufacturing Businesses. Compound nouns.	4		2		2	УО, Т, ІЗ
9. Service Businesses. Invariable nouns.	4		2		2	УО, ПО, ІЗ
10. Forms of Business. Sole Proprietorships. The Case. Possessive Case.	4		2		2	УО, ПО, ІЗ
11. Partnerships. Corporations. Entrepreneurship.	4		2		2	УО, ПО, Т
<b>Unit 2. Business Organizations and Human Resources. The Article.</b>	<b>46</b>		<b>22</b>		<b>24</b>	
12. Types of Companies. The Article.	4		2		2	УО, ПО, КТ
13. Privately-owned Companies. Kinds of Articles.	4		2		2	УО, ПО, ІЗ
14. State-owned Companies.	4		2		2	УО, ПО, Т
15. Relationships between Companies. Use of articles with common nouns.	4		2		2	УО, ПО, ІЗ
16. Holding Company. Use of articles with nouns of material and abstract nouns.	4		2		2	УО, ПО, Т
17. Conglomerate. Joint Venture.	4		2		2	УО, ПО, ТЗ
18. Consortium. Use of articles with proper nouns.	4		2		2	УО, ПО, ІЗ

19. Shareholders, the Management and the Workforce of the Company.	5		2		3	УО, ПО, Т
20. The Management Structure of a Typical Company.	5		2		3	УО, ПО, Т
21. Human Resources (HR). Human Resources Department. Special difficulties in the use of articles.	4		2		2	УО, ІЗ
22. Human Resource Management. Use of articles with set expressions.	4		2		2	УО, ПО, ІЗ
<b>Unit 3. Management and Leadership. The Pronoun.</b>	<b>44</b>		<b>20</b>		<b>24</b>	
23. Key Notions of Management. Pronouns. Personal pronouns.	4		2		2	УО, ІЗ, Т
24. Basic Management Functions. Possessive pronouns	4		2		2	УО, ПО, Т
25. Planning and Organizing Functions. Reflexive pronouns.	5		2		3	УО, ПО, ІЗ
26. Directing and Controlling Functions. Reciprocal pronouns.	4		2		2	УО, ПО, Т
27. Leadership. Leadership Styles. Interrogative pronouns.	4		2		2	УО, ПО, ІЗ
28. Autocratic or Authoritarian Style. Indefinite pronouns.	4		2		2	УО, ІЗ, Т
29. Laissez-faire (Free Rein Style). Negative pronouns.	5		2		3	УО, ІЗ, ПО
30. Participative or Democratic style. Demonstrative pronouns.	5		2		3	УО, ПО, Т
31. Visionary, Coaching, Narcissistic styles. Defining pronouns.	4		2		2	УО, ІЗ, ПО
32. Toxic and Other Leadership Styles. Quantitative pronouns.	5		2		3	УО, ІЗ, ПО
<b>Unit 4. Economics. Key Economic Notions. The Adjective. Comparative and Superlative Forms of Adjectives.</b>	<b>44</b>		<b>20</b>		<b>24</b>	
33. Key Notions of Economics. The notion of Scarcity.	4		2		2	УО, ПО, ІЗ, КТ
34. Goods and Services.	5		2		3	УО, ПО, ІЗ
35. Production. Adjectives with nouns and verbs.	4		2		2	УО, ПО, ІЗ
36. Distribution. The <i>-ed</i> adjectives.	4		2		2	УО, ПО, Т
37. Types of Economic Systems. The <i>-ing</i> adjectives.	5		2		3	УО, ПО, ІЗ
38. Order of adjectives; stronger and weaker meanings.	4		2		2	УО, ПО, ІЗ
39. Microeconomics. Degrees of comparison of adjectives.	5		2		3	УО, ПО, ІЗ
40. Macroeconomics. Comparative and superlative forms of adjectives.	4		2		2	УО, ПО, Т, ІЗ

41. Main Functions of Economists. Comparative structures: <i>as...as, not so...as, the more...the less, the same as</i> with adjectives.	5		2		3	УО, ПО, ІЗ
42. Duties of Managers. The structures: <i>the+ comparative, so and such, enough and too</i> with adjectives.	4		2		2	УО, ПО, Т
<b>Разом за І семестр</b>	<b>180/6</b>		<b>84</b>		<b>96</b>	
<b>Підсумковий контроль</b>	<b>екзамен</b>					

<b>І курс</b>						
<b>II семестр</b>						
<b>Unit 1. Research areas in social welfare. The Concept of Product. The Adverb.</b>	<b>42</b>		<b>20</b>		<b>22</b>	
1. Systems of care for children. Word order.	4		2		2	УО, ПО, ІЗ
2. Systems of care for families. Types of adverb.	4		2		2	УО, ПО, ІЗ
3. Systems of care for elderly. Adverbs of frequency. Adverbs of time, place and manner.	5		2		3	УО, ПО, Т, ІЗ
4. Community, organization and policy development. Adverbs of probability and completeness.	4		2		2	УО, ПО, Т, ІЗ
5. Race, class and gender. Connecting adverbs ( <i>so, too, either, neither, first, next, then, etc</i> )	5		2		3	УО, ПО, Т, ІЗ
6. Health and healthcare disparities. Connecting adverbs ( <i>actually, fortunately, etc. only, even</i> ).	4		2		2	УО, ПО, ІЗ, КТ
7. Violence and victimization. Adverbs of degree. Comparison of adverbs.	4		2		2	УО, ПО, Т, ІЗ
8. Mental health and prevention/intervention. Adverbs of probability, degree, and completeness.	4		2		2	УО, ПО, Т, ІЗ
9. Mental health and prevention/intervention. Connecting adverbs.	4		2		2	УО, ПО, Т, ІЗ
10. Mental health and prevention/intervention. Adverbs of degree: <i>quite – rather</i> .	4		2		2	УО, ПО, Т, ІЗ
<b>Unit 2. Social welfare Policy. The Preposition. The Numeral.</b>	<b>42</b>		<b>20</b>		<b>22</b>	
11. Healthcare. Prepositions. General forms and use.	4		2		2	УО, ПО, ІЗ, КТ
12. Empowerment. Prepositions of place.	4		2		2	УО, ПО, Т, ІЗ,
13. Housing. Prepositions of movement.	4		2		2	УО, ПО, Т, ІЗ
14. Pprograms geared towards assisting the poor, unemployed and marginalized in society. Prepositions of time.	4		2		2	УО, ПО, Т, ІЗ

15. Pprograms geared towards assisting the poor, unemployed and marginalized in society. Prepositions of place.	5		2		3	УО, ПО, Т, ІЗ
16. Aid for families with dependent children. The Numeral.	4		2		2	УО, ПО, ІЗ, КТ
17. Aid for families with dependent children. Cardinal numerals. Fractions.	5		2		3	УО, ПО, Т, ІЗ
18. Women, infants and children programs. Expressing quantity.	4		2		2	УО, ПО, Т, ІЗ
19. Women, infants and children programs. Ordinal numerals.	4		2		2	УО, ПО, Т, ІЗ
20. Veteran programs and others. Reading figures. Telling the time, dates, telephone numbers, addresses.	4		2		2	УО, ПО, Т, ІЗ
<b>Unit 3. Welfare Services. Social welfare law. Word formation. The Sentence. Questions, negatives and answers.</b>	<b>42</b>		<b>20</b>		<b>22</b>	
21. Women Welfare Services. Word formation.	5		2		3	УО, ПО, ІЗ, КТ
22. Child Welfare Services. The Sentence.	4		2		2	УО, ПО, Т, ІЗ
23. Disabled Assessment and Rehabilitation. Productive and unproductive affixes.	5		2		3	УО, ПО, Т, ІЗ
24. Welfare Services for Persons with Different Abilities. The Attribute.	4		2		2	УО, ПО, Т, ІЗ
25. Elderly Welfare Services. Adverbial Modifier.	4		2		2	УО, ПО, Т, ІЗ
26. Beggars' Rehabilitation. Word Order in Different Types of Sentences.	4		2		2	УО, ПО, Т, ІЗ
27. Welfare and Rehabilitation of Drug Addicts. Simple / compound/ complex, extended/ unextended sentences.	4		2		2	УО, ПО, Т, ІЗ
28. Medical Social Services. Negative questions.	4		2		2	УО, ПО, Т, ІЗ
29. Community Development Projects. The Subject. The Object. The Predicate.	4		2		2	УО, ПО, Т, ІЗ
30. Social welfare Law. Word order in statements. Questions, negatives and answers.	4		2		2	УО, ПО, Т, ІЗ
<b>Unit 4. Social welfare payments. The Verb. Present Tense Forms.</b>	<b>54</b>		<b>26</b>		<b>28</b>	
31. Disability and illness. Types of verbs. Regular verbs. Irregular verbs.	5		2		3	УО, ПО, ІЗ, КТ
32 Disability and illness. Time, tense and aspect. <i>Be, have and have got.</i>	5		2		3	УО, ПО, Т, ІЗ
33. Carers. Present Simple.	4		2		2	УО, ПО, Т, ІЗ
34. Carers. Present Continuous.	4		2		2	УО, ПО, Т, ІЗ

35. Unemployed benefits. Present Simple (Indefinite) and Present Continuous (Progressive).	4		2		2	УО, ПО, Т, ІЗ
36. Unemployed benefits. Time indicators.	4		2		2	УО, ПО, Т, ІЗ
37. Older and retired people payments. State Verbs.	4		2		2	УО, ПО, ІЗ, КТ
38. Older and retired people payments. Present Perfect (I have done).	4		2		2	УО, ПО, Т, ІЗ
39. Extra social welfare benefits. Present Perfect Continuous (I have been doing).	4		2		2	УО, ПО, Т, ІЗ
40. Extra social welfare benefits. Present Perfect with <i>how long, for</i> and <i>since</i> .	4		2		2	УО, ПО, Т, ІЗ
41. Supplementary welfare Schemes. Personal Banking. Present Perfect with <i>when, since</i> and <i>for</i> .	4		2		2	УО, ПО, Т, ІЗ
42. Voluntary work and social welfare payments. Present Perfect (I have done) or past simple (I did).	4		2		2	УО, ПО, Т, ІЗ
43. Voluntary work and social welfare payments. Have and have got.	4		2		2	УО, ПО, Т, ІЗ
<b>Разом за II семестр</b>	<b>180/6</b>		<b>86</b>		<b>94</b>	
<b>Разом за навчальний рік</b>	<b>360/12</b>		<b>170</b>		<b>190</b>	
<b>Підсумковий контроль</b>	<b>екзамен</b>					

Умовні позначення:

УО – усне опитування;

ПО – письмове опитування;

Т – тестування;

П – проєкт;

К – кейс;

Р – реферат;

ІЗ – індивідуальне завдання;

КТ – комп'ютерне тестування.



### 3. МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО ВИВЧЕННЯ КОНКРЕТНИХ ТЕМ

І семестр

UNIT 1.

**BUSINESS AND ENTREPRENEURSHIP.  
THE NOUN**

#### **Питання до самостійного вивчення:**

1. Key Notions of Business.
2. The Profits and Profitability.
3. Competition.
4. Types of Business
5. Forms of Business.
6. Regular plurals.
7. Compounds.
8. Singularia tantum nouns.
9. Pluralia tantum nouns.
10. The Category of Case.

#### **Рекомендовані джерела:**

Основні: 1, 2, 4, 5.

Додаткові: 11, 14, 16, 22, 23, 25.

Інтернет-ресурси: 32-46.

#### **Перелік індивідуальних завдань:**

##### **Task 1. Read the text and be ready for further discussion.**

Multiple factors go into starting a successful business, including a strong concept and initial funding. But, perhaps the most important ingredient is the entrepreneur. These are individuals who must transform their ideas into a fully operational business.

If you're thinking about launching your own venture, you might be wondering if you have what it takes to be an entrepreneur. But first, what is an entrepreneur, and what do they do?

While entrepreneurship is commonly thought of as the process of starting a business, there are several nuances to consider.

In the HBS Online course Entrepreneurship Essentials, entrepreneurship is defined as "the pursuit of opportunity beyond the resources currently controlled." An opportunity can be a myriad of things, but the course goes on to describe it as "a proposed venture to sell a product or service for which customers are willing to pay more than the required investments and operating costs."

Great entrepreneurs come from all walks of life. In Entrepreneurship Essentials, it's noted that "there's no single personality profile, and it's important to pay attention to the entrepreneurial team, rather than focus on the individual." And while that's true, there are certain characteristics and skills that are particularly important for entrepreneurs to have when starting and leading a venture.

Here are 10 characteristics shared by successful entrepreneurs.

## 1. Curiosity

Successful entrepreneurs have a distinct personality trait that sets them apart from other organizational leaders: a sense of curiosity. An entrepreneur's ability to remain curious allows them to continuously seek new opportunities. Rather than settling for what they think they know, entrepreneurs ask challenging questions and explore different avenues.

This is validated in the online course *Entrepreneurship Essentials*, where entrepreneurship is described as a “process of discovery.” Without curiosity, entrepreneurs can’t achieve their main objective: discovering new opportunities.

The drive they have to continuously ask questions and challenge the status quo can lead them to valuable discoveries easily overlooked by other business professionals.

## 2. Structured Experimentation

Along with curiosity, entrepreneurs require an understanding of structured experimentation. With each new opportunity, an entrepreneur must run tests to determine if it’s worthwhile to pursue.

For example, if you have an idea for a new product or service that fulfills an underserved demand, you’ll have to ensure customers are willing to pay for it. To do so, you’ll need to conduct thorough market research and run meaningful tests to validate your idea and determine its potential.

## 3. Adaptability

The nature of business is ever-changing. Entrepreneurship is an iterative process, and new challenges and opportunities present themselves at every turn. It’s nearly impossible to be prepared for every scenario, but successful business leaders must be adaptable. This is especially true for entrepreneurs who need to evaluate situations and remain flexible to ensure their business keeps moving forward, no matter what unexpected changes occur.

## 4. Decisiveness

To be successful, an entrepreneur has to make difficult decisions and stand by them. As a leader, they’re responsible for guiding the trajectory of their business, including every aspect from funding and strategy to resource allocation.

Being decisive doesn’t always mean being correct. If you want to be an entrepreneur, it means having the confidence to make challenging decisions and see them through to the end. If the outcome turns out to be less than favorable, the decision to take corrective action is just as important.

## 5. Team Building

A great entrepreneur is aware of their strengths and weaknesses. Rather than letting shortcomings hold them back, they build well-rounded teams that complement their abilities.

In many cases, it’s the entrepreneurial team, rather than an individual, that drives a venture toward success. When starting your own business, it’s critical to surround yourself with teammates who have complementary talents and contribute to a common goal.

## 6. Risk Tolerance

Entrepreneurship is often associated with risk. While it's true that launching a venture requires an entrepreneur to take risks, they also need to take steps to minimize it.

While many things can go wrong when launching a new venture, many things can go right. According to *Entrepreneurship Essentials*, entrepreneurs who actively manage the relationship between risk and reward position their companies to “benefit from the upside.”

Successful entrepreneurs are comfortable with encountering some level of risk to reap the rewards of their efforts; however, their risk tolerance is tightly related to their efforts to mitigate it.

#### 7. Comfortable with Failure

In addition to managing risk and making calculated decisions, entrepreneurship requires a certain level of comfort with failure.

It's estimated that nearly 75 percent of new startups fail. The reasons for failure are vast and encompass everything from a flawed business model to a lack of focus or motivation. While many of these risks can be avoided, some are inevitable.

Despite this, successful entrepreneurs must prepare themselves for, and be comfortable with, failure. Rather than let fear hold them back, they allow the possibility of success to propel them forward.

#### 8. Persistence

While many successful entrepreneurs are comfortable with the possibility of failing, it doesn't mean they give up easily. Rather, they see failure as an opportunity to learn and grow.

Throughout the entrepreneurial process, many hypotheses turn out to be wrong, and some ventures fail altogether. Part of what makes an entrepreneur successful is their willingness to learn from mistakes, continue to ask questions, and persist until they reach their goal.

#### 9. Innovation

Many ascribe to the idea that innovation goes hand-in-hand with entrepreneurship. This notion is often true. Some of the most successful startups have taken existing products or services and drastically improved them to meet the changing needs of the market.

Innovation is a characteristic some, but not all, entrepreneurs possess. Fortunately, it's a type of strategic mindset that can be cultivated. By developing your strategic thinking skills, you can be well-equipped to spot innovative opportunities and position your venture for success.

#### 10. Long-Term Focus

Finally, most people think of entrepreneurship as the process of starting a business. While the early stages of launching a venture are critical to its success, the process doesn't end once the business is operational.

According to *Entrepreneurship Essentials*, “it's easy to start a business, but hard to grow a sustainable and substantial one. Some of the greatest opportunities in history were discovered well after a venture launched.”

Entrepreneurship is a long-term endeavor, and entrepreneurs must focus on the process from beginning to end to ensure long-term success.

**Task 2. Agree or disagree with the following statements. Correct false statements.**

	<i>True</i>	<i>False</i>
1. Entrepreneurs discover opportunities throughout their personal ideas and goals.		
2. Entrepreneurs can achieve their main objective with the help of curiosity.		
3. New challenges and opportunities present entrepreneurs at every turn.		
4. Being correct means always being decisive.		
5. Individuals always drive a venture toward success. It is not essential to be surrounded with talented teammates.		
6. Successful entrepreneurs are comfortable with managing the relationship between risk.		
7. Entrepreneurs can always avoid risks.		
8. Willingness to learn from mistakes makes an entrepreneur successful.		
9. Innovation is a type of strategic thinking skills that cannot be cultivated.		
10. Entrepreneurship is the process of starting a business.		

**Task 3. Watch the video «20 Startup failure CaseStudies: Best Course for Entrepreneurs» ([https://www.udemy.com/course/20-startup-failure-case-studies-best-course-for-entrepreneurs/?utm\\_source](https://www.udemy.com/course/20-startup-failure-case-studies-best-course-for-entrepreneurs/?utm_source)) and make notes.**

**What you'll learn**

- Case study of 20 startups that failed.
- Why most startup's fail?
- Avoid costly mistakes made by most first-time entrepreneurs, and save precious time and money
- Understand 20 factors that can lead to failure of a startup
- Increase your confidence and decisiveness when making crucial business decisions
- Understand how you can build a sustainable startup
- Understand important startup concepts through case studies
- Understand how to get your unit economics right

**Task 4. Watch the video “What can you learn from your competition?” (<https://www.youtube.com/watch?v=5hL66Xl6W6M>) and make up questions on it.**

We're used to competitions with clear winners and losers: baseball games, math olympiads, pie-eating contests, and games involving thrones. We crown a victor and everyone else goes home empty-handed! In business, though, there isn't just one winner. So as entrepreneurs, we have to take stock in the middle of the competition, and ask the question: “how competitive am I?”

**Task 5. Put the phrases removed from the text into appropriate places. Write a short summary of the text.**

**Competition**

Customers might not think about competition when they're walking through the grocery store or 1) \_\_\_\_\_, but it happens to be 2) \_\_\_\_\_ and the free economy that impacts every single thing that's 3) \_\_\_\_\_. Technically, competition consists of the cumulative force of actions taken by companies that are designed 4) \_\_\_\_\_, sales, and ultimately, profits. But really, competition is simply what allows businesses 5) \_\_\_\_\_, and consumers 6) \_\_\_\_\_. Like many business ideas, competition is best explained through an example. Imagine that a company opens a 7) \_\_\_\_\_ and sells bread at an enormous profit. After another company notices all the profits that are being made through bread sales in this neighborhood, they may open a store of their own and 8) \_\_\_\_\_, or sell similar items or services 9) \_\_\_\_\_. The first company may respond by lowering their own prices (so they sell more bread to their former customers, who're presumably buying the cheaper bread), and the end result is 10) \_\_\_\_\_. In this way, businesses going head-to-head benefits customers.

- a) bought and sold
- b) much cheaper bread for consumers
- c) to try and get ahead of each another
- d) making an online purchase
- e) profitable retail location
- f) a cornerstone of business
- g) undercut the competition
- h) to improve their market standing
- i) for lower prices
- j) to get the best possible value

**Task 6. Match the beginning of the sentences with their ending.**

1. Business is a commercial enterprise performing all those functions	a. an association is known as a partnership contract.
2. A sole proprietorship is a business owned	b. who have agreed to combine their financial assets, labour, property, and other resources.
3. The agreement the partners usually sign to form	c. that govern the production, distribution, and sale of goods and services for the benefit of the buyer and the profit of the seller.
4. Financing is generally easier to obtain	d. is an organization created by law that allows people to associate together for the purpose of making profit.
5. A partnership is an association of two or more persons	e. is double taxation of profits.

6. The great drawback of the corporate form of ownership	f. for the debts of the business.
7. A business corporation	g. because the personal assets of the group are usually larger and the chances of success are higher.
8. The major disadvantage of the partnership is unlimited liability of each partner	h. by one person, in which all the profits belong to the owner.

**Task 7. Rewrite the following sentences using the plural forms of the nouns and making appropriate changes to the other words.**

1. There is a picture on the wall.
2. That is not a worm: It is a snake.
3. Is there a box of chocolate on the table?
4. A cow has a tail.
5. That is a squirrel, isn't it?
6. I saw her riding away on a horse.
7. We cannot send a letter without a stamp on it.
8. His sister is a nurse, isn't she?
9. A fly is an insect, but a spider is not.
10. That child has an apple in his hand.

**Task 8. Choose the singular or plural nouns to complete the following sentences in English.**

1. Your group ... very weak in English. (be)
2. The team ... determined to win. (be)
3. My family ... of three persons. (consist)
4. The staff ... ready to co-operate on the project. (be)
5. The police ... looking for Ken Brown everywhere. (be)
6. The committee ... to meet at five o'clock. (be)
7. The herd ... grazing now. (be)
8. The crew ... working all night. (be)
9. The audience ... small tonight. (be)
10. The class .... writing a test now. (be)
11. The Government ... to impose new taxation. (want)
12. The jury ... having lunch now. (be)
13. His family ... in various parts of the country. (live)
14. The crowd ... bigger than you could imagine. (be)
15. The jury ... not announced the verdict yet. (have)
16. The committee ... already finished the session. (have)
17. The Government ... discussing this matter at the moment. (be)
18. The audience .... silent. (be)
19. Yesterday the crew ... visited by our ambassador. (be)
20. The team ... lost most of the matches so far. (have)

### **Перелік питань для самоконтролю:**

1. What does business include?
2. What does business depend on?
3. What are productive resources?
4. Why is profit important in business?
5. What factors affect profit?
6. Why is competition important in the business?
7. What is the purpose of competition?
8. What are the major types of businesses?
9. How many forms of business are there?
10. What is the concept of entrepreneurship?
11. What traits do entrepreneurs have?

## **UNIT 2. BUSINESS ORGANIZATIONS AND HUMAN RESOURCES. THE ARTICLE.**

### **Питання до самостійного вивчення:**

1. Types of Companies
2. Relationships between Companies.
3. Human Resources (HR).
4. Human Resources Department.
5. Human Resource Management.
6. Use of articles with common nouns.
7. Use of articles with nouns of material and abstract nouns.

### **Рекомендовані джерела:**

Основні: 1-6.

Додаткові: 14, 16, 20, 26, 29, 31.

Інтернет-ресурси: 32-46.

### **Перелік індивідуальних завдань:**

**Task 1. Read the text. Make vocabulary, study new words.**

#### ***What Is Human Resource Management?***

Human resource management is the organizational function that manages all of the issues related to the people in an organization. That includes but is not limited to compensation, recruitment, and hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, policy administration, and training.

Human resource management is also a strategic and comprehensive approach to managing people and the workplace culture and environment. Done well, it enables employees to contribute effectively and productively to the overall company direction and the accomplishment of the organization's goals and objectives.

The department members provide the knowledge, necessary tools, training, administrative services, coaching, legal and management advice, and talent management oversight that the rest of the organization needs for successful operation. HRM staff members are partially responsible for ensuring that the organization has an overall mission, vision, and values that are shared and provide an overarching reason for employees to want to work for their organization. These elements can be inspirational and help employees feel as if they are part of something that is bigger than themselves.

Additional activities sponsored by HRM can include employee and community outreach. They are frequent mentors and members of employee teams that address philanthropic giving, employee engagement activities, and events that involve employee families.

HRM functions are also performed by line managers who are directly responsible for the engagement, contribution, and productivity of their reporting staff members. In a fully integrated talent management system, the managers play a significant role in and take ownership of responsibility for the recruitment process. They are also responsible for the ongoing development of and retention of superior employees.

HRM is moving away from traditional personnel, administration, and transactional roles, which are increasingly outsourced. The HRM function is now expected to add value to the strategic utilization of employees and to ensure that employee programs recommended and implemented impact the business in positive measurable ways.

Employees who work in HRM must also help keep their employer and company safe from lawsuits and the resulting workplace chaos. They must perform a balancing act to serve all of an organization's stakeholders: customers, executives, owners, managers, employees, and stockholders.

Those wishing to enter the field of HRM usually need at least a bachelor's degree in human resource management or a related field, such as business management. Some employers may also require candidates to a master's degree in business administration, human resources, or labor relations.

The amount of experience needed depends on the preference of the employer, but most manager-level HRM positions require several years in the field.

The soft skills employers usually require in HRM candidates include leadership, communication, decision-making, organizational, and interpersonal skills.

**Task 2. Match the terms with their definitions:**

1. A group	a. a corporation made up of a number of different, seemingly unrelated businesses
2. A holding company	b. a group made up of two or more individuals, companies, or governments that work together to achieving a common objective



3. A conglomerate	c. a company that has a controlling interest in another company, giving it control of its operations
4. A joint venture	d. a type of financial organization that owns a controlling interest in other companies, which are called subsidiaries
5. A consortium	e. a business owned by its investors, with each investor owning a share based on the amount of stock purchased
6. A subsidiary	f. a number of subsidiary companies operating under one leading company
7. A parent company	g. a company that belongs to another company, which is usually referred to as the parent company or the holding company.
8. A joint-stock company	h. a business arrangement in which two or more parties agree to pool their resources for the purpose of accomplishing a specific task

**Task 3. Complete the sentences with the words from the box.**

<b>tradable, minimum, exchanges, issue, recognized, extends, means, required, hold, unpaid, ownership, requirements, limited, register, issue, incorporate, traded</b>
--

A private limited company is a company where there cannot be more than 200 members. A minimum of two members are 1) ... to establish a private limited company. The members cannot transfer their share, and it is suitable for businesses that prefer to 2) ... as private entities. There needs to be a minimum of two directors, and there can be a maximum of 15 directors in a private limited company.

A public limited company means a company where the general public can 3)... the company shares. There is no maximum shareholders limit for a public limited company, but there needs to be a 4) ... of seven members to establish a public company. The company needs to have two directors and can have a maximum of fifteen directors.

A company limited by shares means the liability of the company members is 5) ... by the Memorandum of Association (MOA). The company members are liable only for the 6) ... amount on the shares respectively held by them. The equity shares held by a member measure the shareholder's 7) ... in the company.

An unlimited company 8) ... the company members do not have any limit on their liability. If any debt arises, the member's liability is unlimited and 9) ... to their personal assets. Usually, the company entrepreneurs choose not to 10) ... this type of company.

A listed company is a company which is registered on various recognised stock 11) ... within or outside India. The shares of the listed companies are freely 12) ... on the stock exchanges. They have to follow the guidelines given by the Securities Exchange Board of India (SEBI).

An unlisted company is a company that is not listed on any 13) ... stock exchange, and its shares are not freely 14) ... on the stock exchanges. These companies fulfil their capital 15) ... by obtaining funds from friends, family members, relatives, financial institutions, or private placement. An unlisted company must convert to a public company and 16) .... a prospectus if it wishes to list its securities on the stock exchanges.

**Task 4. Watch the video “6 Most Common Types of Organizational Structures (Pros & Cons)” (<https://www.youtube.com/watch?v=xuGh-jzupzc> )**

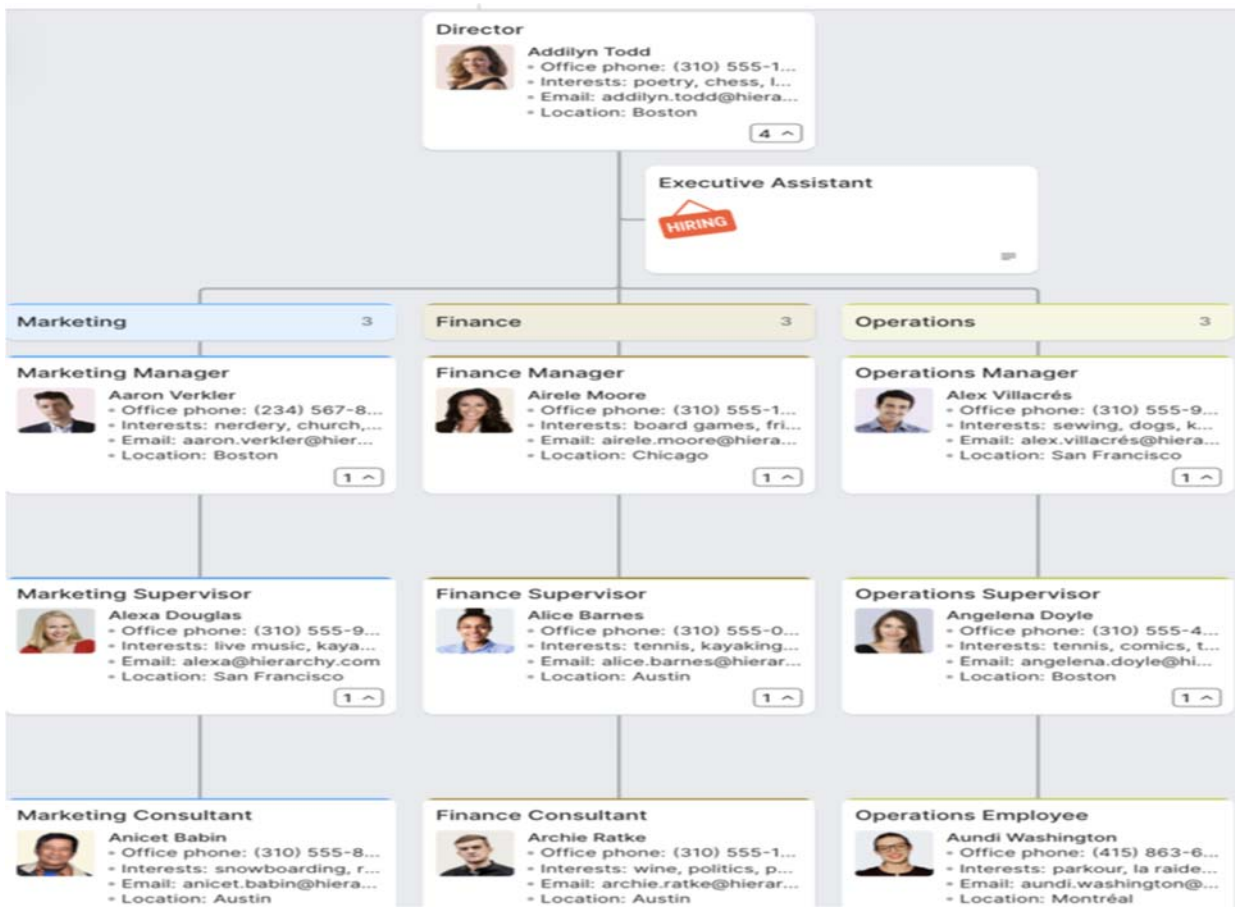
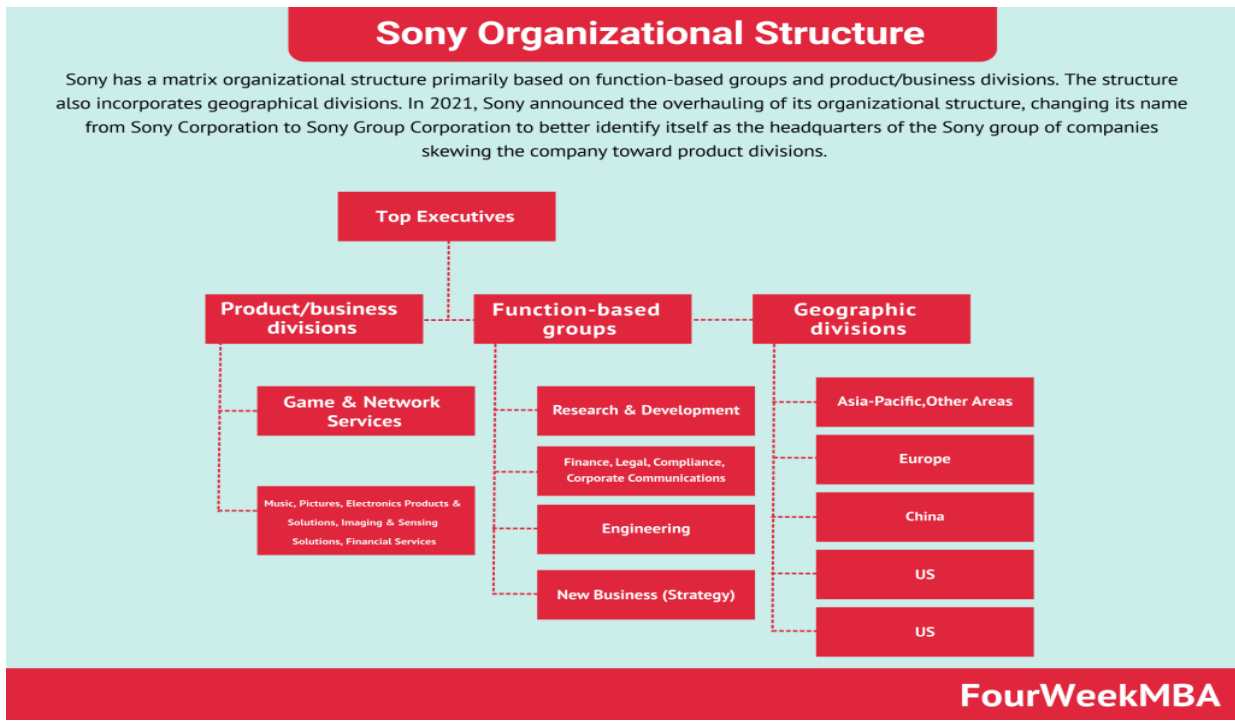
**Be ready to answer the questions.**

The organizational structure of some traditional companies could look like this. However, some technology companies’ structures might look like this. In the real business world, depending on the industry, size, and stage, companies could have significantly different types of organizational structures. Organizational structure is the backbone of all the operating procedures and workflows at any company. It determines the place and the role of each employee in the business and is key to organizational development. In this video, I will introduce the 6 most common types of organizational structures, which include Hierarchical structure, Functional structure, Flat structure, Divisional structure, Matrix structure, and Network structure. Within each one, I will also discuss its advantages and disadvantages.

**Task 5. Watch the video “How to Turn Your Temporary Job to a Permanent Job” (<https://www.youtube.com/watch?v=WjJAxzUPN7A> ). Write down unknown words. Be ready for further discussion.**

More than 90% of companies use staffing services to assist with hiring. It is very common to start with a company through a staffing agency. Some firms may refer to this position as temps, temp-to-hire, or contract-to-hire. This helps the company in a variety of ways which is why it is so common. Its most important benefit is that it improves workforce production.

## Task 6. Describe the difference between organizational structures.



**Task 7. Watch the video “Differences between Blue Collar and White Collar Jobs”** (<https://www.youtube.com/watch?v=rDCevMeGhok> ). **Comment on it.**

This video covers a detailed discussion on the major differences between Blue Collar and White Collar Jobs.

**Task 8. Fill in the correct article (A, AN or THE) where necessary – or leave blank.**

1. \_\_\_\_\_ moon goes round \_\_\_\_\_ earth every 27 days.
2. Last summer he went to \_\_\_\_\_ seaside for two weeks.
3. Did you see the film on \_\_\_\_\_ television or at \_\_\_\_\_ cinema?
4. I'm not very hungry, I had \_\_\_\_\_ big breakfast.
5. I never listen to \_\_\_\_\_. radio. In fact, I haven't got \_\_\_\_\_ radio.
6. What is \_\_\_\_\_ highest mountain in \_\_\_\_\_ world?
7. It was a long voyage. We were at \_\_\_\_\_ sea for four weeks.
8. Look at \_\_\_\_\_ apples on that tree. They're very large.
9. \_\_\_\_\_ women are often better teachers than \_\_\_\_\_ men.
10. In Britain \_\_\_\_\_ coffee is more expensive than \_\_\_\_\_ tea.
11. We had a very nice meal. \_\_\_\_\_ cheese was especially good.
12. They got married but \_\_\_\_\_ marriage wasn't very successful.
13. I know someone who wrote a book about \_\_\_\_\_ life of Gandhi.
14. \_\_\_\_\_ life would be very difficult without \_\_\_\_\_ electricity.
15. \_\_\_\_\_ Second World War ended in 1945.
16. Do you know \_\_\_\_\_ people who live next door?
17. Are you interested in \_\_\_\_\_ art or \_\_\_\_\_ architecture?
18. Don't stay in that hotel. \_\_\_\_\_ beds are very uncomfortable.
19. I hate \_\_\_\_\_ violence.
20. John himself doesn't go to \_\_\_\_\_ church.
21. After \_\_\_\_\_ work Ann usually goes home.
22. When Ann was ill, we went to \_\_\_\_\_ hospital to visit her.
23. \_\_\_\_\_ British Prime Minister lives in \_\_\_\_\_ Downing Street 10.
24. \_\_\_\_\_ Tate Gallery is the main modern art museum in London.
25. Have you ever visited \_\_\_\_\_ Tower of London?
26. Do you know \_\_\_\_\_ time? Yes, \_\_\_\_\_ clock in \_\_\_\_\_ hall has just struck nine.
27. I am on \_\_\_\_\_ night duty. When you go to \_\_\_\_\_ bed, I go to \_\_\_\_\_ work.
28. There will always be a conflict between \_\_\_\_\_ old and \_\_\_\_\_ young. \_\_\_\_\_ young people want \_\_\_\_\_ change but old people want \_\_\_\_\_ things to stay \_\_\_\_\_ same.
29. In the past \_\_\_\_\_ most young boys became a farmer or got another job in their village.
30. \_\_\_\_\_ city life is very noisy, hectic and dirty.

**Task 9. Fill in the articles where necessary. Translate the sentences.**

1. You can see a lot of blossom in ... spring.
2. We had ... short summer.

3. It was ... late autumn and the leaves were yellow and red.
4. It was ... winter and the snow was everywhere.
5. They took her to America in ... spring of 1942.
6. ... summer was very fine that year and we bathed a lot.
7. I think it was ... remarkably fine winter.
8. ... spring was over and I missed the cherry blossom very much.
9. In ... autumn our sons go to infant school.
10. We always have long holidays in ... summer.

**Task 10. Choose “the” or “no article”.**

1. I went sailing around ... Lake Geneva.
2. I've been living in .... London for six years.
3. .... Danube runs through many ... European cities.
4. Wild horses live in .... Gobi Desert.
5. ... Pacific Ocean has many different types of fish.
6. I love swimming in ... Mediterranean.
7. We spent our holiday on the shore of .... Lake Windermere.
8. .... Nile is a very beautiful river.
9. She stayed in .... Belgrade for several weeks.
10. Her husband comes from .... California.
11. They studied the geology of .... Sahara Desert.
12. They crossed ... Black Sea by boat.
13. He has always wanted to visit .... Rome.
14. She lived in ... Asia for several years.
15. ... Tuscany has many beautiful cities.
16. I spent a year travelling around ... Europe.
17. Her village is near ... Lake Titicaca.
18. Would you like to visit ... South America?
19. They live near ... Thames.
20. I think ... Cornwall is a very beautiful part of ... England.

**Перелік питань для самоконтролю:**

1. How may business be classified?
2. What are the types of business sector?
3. What is manufacturing business idea?
4. What companies work in the service sector?
5. What are the effects of nationalization?
6. What does privatization mean?
7. What types of relationships do companies have?
8. How do two companies work together?
9. What is the role of shareholders in company management?
10. What is the relationship between shareholders and employees?
11. Are shareholders employees of the company?
12. What does a human resource management do?

**UNIT 3.**  
**MANAGEMENT AND LEADERSHIP.**  
**THE PRONOUN**

**Питання до самостійного вивчення:**

1. Key Notions of Management.
2. Basic Management Functions.
3. Leadership styles.
4. Autocratic or Authoritarian style.
5. Participative, or Democratic Style.
6. Laissez-faire, or Free Rein Style.
7. Visionary, Coaching, Narcissistic, Toxic and other Leadership Styles.
8. Classification of pronouns.

**Рекомендовані джерела:**

Основні: 1-6.

Додаткові: 13, 14, 15, 20, 23, 24, 27, 28, 30.

Інтернет-ресурси: 32-46.

**Перелік індивідуальних завдань:**

**Task 1. Read the text. Be ready for further discussion.**

The four functions of management are planning, organizing, leading and controlling. In order to be a successful manager, you must do all four while managing your work and team. These are the foundations of any professional managerial position. On top of this, there are other skills and specialized knowledge related specifically to the job you manage.

The concept of how management should interact with personnel was first codified by Henri Fayol, a French mining engineer. He developed a general theory of business administration and management functions, which developed into the four functions of management.

Without these four pillars of management supporting those other responsibilities, nothing is going to get done on time and within budget. If you're managing yourself or teams of workers, you need to understand these fundamentals of management, which are the basis of management skills.

Of course, the four functions of management are theoretical. When you're ready to put them into practice, you'll need hybrid work management tools that let you connect with your coworkers and teams wherever they might be working. It's part of the core responsibilities of a manager, no matter what your organizational structure is.

ProjectManager is cloud-based work management software that helps hybrid teams work better by giving them a collaborative platform with multiple project views. Just as there are different management styles, ProjectManager has different ways of working, from Gantt charts to task lists, calendars to kanban boards. All views share the same real-time data to keep everyone always working on the most current view of the project.

The first of the four functions of management is planning: you can't manage your work until you have a planning process. This means understanding your goals and objectives, which is the start of strategic planning. Having a strategic or tactical plan is how you get from point A to point B.

Of course, tactical planning is more than just getting from one place to another. There's operational planning, which involves identifying and assigning resources, both in terms of personnel and materials. That means assembling a team and being able to allocate resources, such as the equipment they need to execute the work.

There's also organizing your tasks, prioritizing them and giving each a deadline and duration. The plan includes adding tasks to a timeline to schedule your work. Then, you have to keep updated on your team's progress and performance and, if they're not meeting benchmarks, adjust your plan to get back on track.

Communication is a key element of planning. Managers must clearly communicate the plan to their team in order for them to properly execute the work. But, they must also communicate to stakeholders and keep them updated on the progress of the work that they are so invested in.

Organization falls on every aspect of a manager's responsibility. You can't manage teams successfully without having some kind of organization. When you prioritize tasks in planning, you keep your organization in detail.

In terms of the larger picture when it comes to organization, a manager is responsible for making sure their company, department or project is running smoothly. This is done by creating internal processes and structures, as well as understanding your team or employees so you can place them where they're best suited. Managers not only have to keep their work organized but also manage the operation of their department and the people therein.

That doesn't mean a manager is only delegating tasks and making sure those working under them have the resources they need to accomplish their tasks. They must keep an eye on the processes and structures they employ and adjust them as needed to make sure they're working efficiently and keeping everyone productive. This organizing function is essential, which is why it's one of the essential functions of management.

Leading is about having the skills, communication aptitude and ability to motivate those you manage. Leadership is a critical role for anyone in management, which is why it's one of the four functions of management. If you can't lead, regardless of your leadership style, you're not going to be a successful manager. It's all about building trust with your team.

Leadership skills include conflict resolution. When you're managing a diverse group, there will be conflicts that can delay tasks and cost your organization money. The better you are at identifying and resolving these conflicts, the better your management is.

Leadership styles vary, but they share giving their teams a strong sense of direction when defining goals and objectives. This is regardless of if they're assigning regular work or introducing a new process to the team.

Because leadership can be expressed in myriad ways, managers of all stripes can find themselves cast as leaders. Some are more top-down authoritarians. That is, they employ autocratic leadership. On the other hand, there are bottom-up managers, who seek collaboration from everyone in the office and encourage employees to participate in the process.

Whatever leadership style you have, or a combination of leadership styles, it can be applied to the way you manage your team members. Even the most hands-off leaders motivate and drive their teams to successful ends. There's no one to do this, but the basic functions of a strong leader in management are understanding employees and what takes to get the best out of them.

The controlling function involves monitoring and tracking progress and performance to help when making decisions in a work environment. You can plan, organize and lead to your heart's content, but if you're not monitoring the quality of work of your employees, you're going to be in trouble. If you need help with the controlling process, try our free dashboard template.

Beyond progress, performance and quality, the controlling process also includes how efficiently they're doing their jobs and how reliable they are when taking on their tasks. Another term for this is control management and quality management. It's a part of any decision-making process. You can't make an insightful choice without good data to support it.

The purpose of controlling in management is not to dominate your workers, but to make sure that they're meeting the goals and objectives of the business. Some managers will prefer to chart out the entire workflow of their teams while others will allow their workers to be self-directed.

These are two sides of the same coin, which is delivering quality on time and within the budget in all work environments, and the most important aspect of the four management functions. It's all about meeting your financial goals and should be at the forefront of your management team.

## **Task 2. Read the text. Discuss the questions.**

*What's the difference between a born leader and a made leader?*

*Are leaders born or trained?*

*Can leadership training for managers create better leaders?*

Though some people may already possess many of the skills and qualities that make a great leader, they can always grow and hone their leadership ability. And just because someone doesn't appear to be a leader outwardly doesn't mean they can't develop leadership skills through a leader training program.

The keys to great leadership in your company simply involve providing the opportunities and custom training to foster leadership growth in your employees.

For decades, people have been trying to figure out whether great leaders are born with innate leadership skills or if you can develop people into leaders. Recent scientific studies suggest that leadership is 30% genetic and 70% learned. These findings propose that leaders are made not born.

Ultimately, the answer is that both are true: a person can be born with natural leadership abilities, and someone can learn how to be a good leader at work. Regardless of whether someone is a "born leader," everyone has room to learn new skills and grow in leadership competency.

The ability to train leaders is excellent news for organizations. You don't need to wait around for someone with natural leadership skills to arrive—you can start training great leaders today.



- Additionally, providing leadership training to your employees doesn't just prepare them for more Reduced employee turnover
- Increased leader confidence
- Double-digit YOY revenue growth
- Increased training satisfaction rates

However, it's not enough to simply know that you *can* train leaders and the benefits of good leadership training. You also must know how to train employees and what leadership training for managers or other employees looks like.

When choosing a leadership training program, you want to ensure that it's effective and provides the value you expect.

Every company will be slightly different and need unique topics for their specific teams. However, the best leadership training contains some similar elements.

Here are three things to keep in mind when developing your leadership training program.

### **Goal-oriented Training**

First and foremost, your training needs to be goal-oriented.

Your business has goals and objectives you want to achieve, but you can't do it all on your own. You need other leaders in the organization who know your goals and how to achieve them.

- What are your overall business goals?
- Do your managers know these goals?
- Are your managers equipped to direct their teams toward these goals?

Managers are your boots on the ground. They're the ones who help guide and direct teams and employees towards the company's goals. You want your managers to know the company's goals and feel confident leading others in the right direction.

As you create a leadership training program, ask yourself, "Will the employees who go through this training leave understanding our goals and how to achieve them?"

### **Compelling and Engaging Content**

Once you've made your goals the focal point of the training, it's time to think about the actual training content. One of the keys to great leadership training is compelling and engaging content.

These days, it's not enough to simply provide information about being a leader. Employees need content that's engaging and compelling. People don't want to sit in an extended seminar, watch hours of boring videos, or read long paragraphs of text. You need to provide your training content in such a way that it drives learner retention.

So, how do you engage employees while also providing them with valuable training content?

You need to get creative, customize your program, and potentially invest in an LMS. An LMS (or learning management system) is an online platform that allows you to distribute customized training content to employees in many different forms. Some of the ways an LMS will enable you to engage employees include:

- Microlearning videos
- Gamification
- Virtual instructor-led training (VILT)

Using various content modalities provides employees with a fresh way to learn. These modalities help drive learner engagement and retention.

### **Remote Accessibility**

Lastly, you want your potential leaders to quickly, easily, and remotely access the training content.

Business has become increasingly remote. But training doesn't need to stop or slow down in a remote environment.

Above, we mentioned that an LMS provides an excellent way to deliver engaging training content. It's also a great way to make your training accessible at all hours of the day and from anywhere in the world.

Even if your company is moving back to the office soon, you can't overlook the benefit and value of employees' ability to train continuously. And if your company is staying remote, then you need a way to keep training and developing leaders from outside the office.

With an LMS, your leaders can access and engage in training at the office, in their homes, at a co-working space, or anywhere in between.

Great leaders are necessary for any organization that wants to grow its business and achieve its goals. And every company can have great leaders without needing to go out and hire new senior-level employees.

Many people think there's a difference between a born leader and a made leader. Some people may have natural leadership qualities. However, even the most seasoned leaders learned skills along the way and still have areas of improvement. Recent studies also suggest that leaders are made not born.

If leaders can be developed and improve their leadership capabilities, you can start identifying and training up leaders today.

Your specific training program needs may differ from other organizations, but the best leadership trainings are:

- Goal-oriented
- Compelling and engaging
- Remotely accessible

You want your managers and employees to know how to become a good leader, so give them the leadership training they need.

**Task 3. Watch the video “10 Management skills every manager should have” (<https://www.youtube.com/watch?v=xHBhFKBLhWs> ). Comment on it.**

In this video, we have discussed 10 Important Management Skills that every manager should have. Management skills are the abilities that a manager or leader should have. We can develop management skills through practical experience as a manager and learning. The skills help the manager link up with their co-workers and know how to deal with their associates. 10 skills that have been discussed in this video are:

1. People Management Skills.
2. Communication Skills.
3. Technical Skills.
4. Conceptual Skills.
5. Leadership Skills.
6. Problem Solving.
7. Time Management Skills.
8. Directing and Oversight.
9. Domain Knowledge and
10. Diagnostic, Analytical and Decision-Making Skills.

**Task 4. Watch the video “Leadership Styles” (<https://www.youtube.com/watch?v=Rmqsv1293Rk>). Share your own ideas about it.**

In this video, we'll explain the leadership styles of Kurt Lewin, including:

- Autocratic, democratic, transformational, and laissez-faire.
- The advantages and disadvantages of each.
- When to use each style.
- A framework to understand any leadership style you encounter.

**Task 5. Complete the sentences with the words from the box.**

<b>team, people, feel, effective, management, performance, resolve, motivate, managerial, positive, ensure, include, success, available, handle, skills</b>
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People management skills are important for anyone in a 1) ... or supervisory position. These skills include the ability to motivate employees, 2) ... conflicts, and give feedback. People management skills also 3) ... the ability to delegate tasks, develop teams, and create a 4) ... work environment. Effective people management skills can help a manager or supervisor achieve 5) ... in their role.

Effective people 6) ... skills are essential for any business. They help to create an environment in which employees 7) ... valued and able to contribute their best work. Effective people management also helps to 8) ... that employees are motivated and satisfied with their jobs.

In order to be an 9) ... leader, it is important to have strong people management skills. Good people management skills allow a leader to effectively 10) ... and manage team members, which can lead to improved 11) ... and productivity. There are many ways to develop people management skills, and below are some tips on how to do so.

One way to develop people management 12) .... is by attending training courses or workshops. These courses will teach you the basics of people management, such as how to motivate 13) .... members, how to resolve conflicts, and how to give feedback. Another way to develop your 14) .... sources 15) ... that can teach you about different aspects of people management, such as how to 16) .... difficult conversations or how to deal with challenging team members.

**Task 6. Complete the sentences with personal pronouns.**

1. My friend Tom lives in London. This is a parcel from ....
2. I'm sorry, I can't tell .... what happened.
3. The children are hungry. Give ....an apple.
4. We are thirsty. Can you give .... some juice?
5. Jack is in the garden. Bring ...his football.
6. Ann and Paul can't do their homework. Can you help ....?
7. I can't help... tomorrow. I must visit my aunt.
8. These clothes are for poor children. Can you bring.... to the Red Cross?
9. This cake is for Carol and me. Please give.... to.....
10. The roses are for mother. Please give... to....
11. Where is father? Can you tell.... where he is?
12. Where is the mouse? I can't see ....
13. Where is the post office? Can you tell .... where it is?
14. What's your telephone number? I don't know ....
15. Our brother is very nice. He always helps .... with the homework.

**Task 7. Complete the sentences using the words from the box.**

**ANYONE - ANYTHING - ANYWHERE - EVERYBODY - EVERYTHING - EVERYWHERE - NOBODY - NOTHING - SOMEONE - SOMETHING - SOMEWHERE**

1. Do you have \_\_\_\_\_ in your coat pocket? – Let's see.
2. Jonathon is speaking to \_\_\_\_\_ on the phone.
3. Aimee didn't tell her secret to \_\_\_\_\_.
4. The headmaster is very popular at school. \_\_\_\_\_ likes him.
5. My boyfriend likes to be at home. He doesn't want to go \_\_\_\_\_ after dark.
6. The room was empty. There was \_\_\_\_\_ to talk to.
7. There was \_\_\_\_\_ the doctor could do for him.
8. Judy was hungry. She wanted to go \_\_\_\_\_ to have a burger.
9. There is \_\_\_\_\_ at the door. Could you go and check?
10. Dad gave me \_\_\_\_\_ for my graduation.
11. We stayed in London for a whole week and visited \_\_\_\_\_ in this marvellous city.
12. There is a bomb threat. \_\_\_\_\_ must leave the building at once.
13. There are bugs \_\_\_\_\_ in this room. It's disgusting.
14. I opened the door but there was \_\_\_\_\_ there.
15. I heard \_\_\_\_\_ coming down the stairs, but I couldn't see who it was.
16. What were you doing last evening? – I was at home. I wasn't doing \_\_\_\_\_.
17. Does \_\_\_\_\_ have a pen? – Yes, I've got one.
18. There was \_\_\_\_\_ on the bus. The last passenger had got off one stop earlier.
19. \_\_\_\_\_ made an anonymous phone call to the police.
20. I have got \_\_\_\_\_ in my right eye. Could you have a look?
21. His injury looked bad but fortunately \_\_\_\_\_ was broken.
22. Does \_\_\_\_\_ mind if I open the window?
23. You can sit \_\_\_\_\_ you want. There are no seat numbers.
24. She was still awake but \_\_\_\_\_ else had already gone to bed.
25. There's \_\_\_\_\_ wrong about the data. I checked it myself.

**Task 8. Use the correct reflexive pronouns to complete the sentences.**

1. Tom saw.... in the mirror.
2. Rita thought about hurting ..., but she realized it was wrong. Later that day, she asked her parents for help.
3. I will do it by ... .
4. The man in the news accidentally shot.... in the foot.
5. We enjoyed... at the seaside.
6. He went to the airport yesterday ... .
7. She lived there by ... .
8. I made this table by... .
9. It is exciting for Peter to see .... on television.

10. I spoke to the Prime Minister ... .
11. He decided to go to Spain by ... .
12. All my family caught a cold. So, we had to take care of ... .
13. My sister lives in London by .... .
14. Did all of you go to Paris by .... ?
15. He surprised .... by waking up so early, but then he went back to sleep!

**Перелік питань для самоконтролю:**

1. How is management defined?
2. What are the basic management functions?
3. What functions do managers perform?
4. Why is directing important in management?
5. What is the process of directing?
6. What is controlling in management?
7. Why is controlling important in management?
8. What is planning in management?
9. What are the 3 types of planning?
10. How is leadership described?
11. What are the leadership styles ?

**UNIT 4.  
ECONOMICS. KEY ECONOMIC NOTIONS.  
THE ADJECTIVE. COMPARATIVE AND SUPERLATIVE FORMS OF  
ADJECTIVES**

**Питання до самостійного вивчення:**

1. Key Notions of Economics
2. Production.
3. Distribution.
4. Scarcity.
5. Types of Economic Systems.
6. Microeconomics.
7. Macroeconomics.
8. Key Functions of Economists.
9. Adjectives with nouns and verbs; -ed and -ing forms.
10. Degree of comparison of adjectives.

**Рекомендовані джерела:**

Основні: 1-6.  
Додаткові: 12, 13, 17, 18, 21, 24, 27.  
Інтернет-ресурси: 32-46.

**Перелік індивідуальних завдань:**

**Task 1. Read the text “What is an Economic System? Overview with 5 Types”. Write down unknown words, study them.**

An economic system serves as a regulatory system for controlling different

aspects of production and distribution, including capital, labor, land and other physical resources. In an economic system, there are many essential entities, agencies and decision-making authorities. Additionally, economic systems typically follow patterns of use and consumption that make up the structure of There are five distinct types of economic systems, including the following:

### **1. Traditional economic system**

In a traditional economic system, each member of a community or society has a specific role that contributes to the whole progress of the community. Traditional economic systems represent the oldest model, where societies are more physically connected and socially satisfied through labor, farming and other simple processes. While traditional economic systems can have several benefits, their antiquated model can also present several potential drawbacks.

Some advantages include:

- Rarely any surplus in goods or resources
- Community members are generally more satisfied in social roles
- Absence of total economic hierarchy results in a lack of economic competition

Some potential drawbacks include:

- Antiquated methods of distribution
- Lack of growth and technology development
- Reliance on localized resources and services inhibits globalization
- Less focus on industrialized production and more focus on agricultural processes society and communities.

### **2. Command economic system**

In command economic systems, governments and centralized powers control much of the economic processes, including allocating and distributing resources, goods and services. In a command economy, the government plays a key role in directing and intervening in business processes that provide essential goods and services to the community. Many command economies consist of governments that have total control over the distribution and use of valuable resources, like oil and gas.

Additionally, these types of systems may operate under governing entities that have ownership of essential industries like transportation, utilities and energy, and technology. Command economies can be beneficial for creating sustainability, however, there are a few potential drawbacks to this type of system.

Some advantages include:

- Creates potential for mass mobilization of necessary resources due to government control
- Creates additional jobs for community members and citizens due to increased mobility of resources
- Focuses on benefits to society over individual interests
- Encourages more efficient use of valuable resources

Some disadvantages could include:

- Creates scarcity due to an inability to plan for individual needs
- Forces government rationing due to inability to calculate demand on set prices
- Eliminates market competition, resulting in a lack of innovation and advancement
- Inhibits employees' freedom to pursue creative jobs and careers

### **3. Centrally planned economic system**

In a centrally planned economy, the society creates and dictates economic plans to drive the production, investments and allocation of goods, services and resources.

The government only intervenes in production processes to regulate fair trade agreements and ensure compliance with international policy. Additionally, governments in a centrally planned economy take part in coordination efforts to provide public services. This type of economic system is an offshoot of the command economy, where governments still maintain a level of control over the allocation and distribution of resources.

Advantages of this system include:

- Better able to meet national and social objectives by addressing issues like environmentalism and anti-corruption
- Gives governing powers the ability to make decisions regarding the production and distribution of goods and resources when private industries cannot raise enough investment capital
- Allows input from community members on government plans for setting product prices, determining production quantity and opening up job sectors

Some disadvantages could include:

- Can create a lack of government resources to respond efficiently to shortages and surpluses
- Potential for corrupt actions within governing bodies and established powers
- Creates a potential loss of freedom for citizens wanting to start their own enterprises
- Institutes governing powers that sometimes develop into repressive

### **4. Market economic system**

In a market economic system, or a “free-market system,” communities, firms and proprietors act in self-interest to decide how to allocate and distribute resources, what to produce and who to sell to. Governments in market systems typically have little intervention in how businesses operate and generate income, however, can regulate factors like fair trade, policy development and honest business operations.

- While market economic systems can benefit emerging businesses and sole proprietorships, there are some potential disadvantages to using a free-market economic system.
- Advantages may include the following:
  - Provides incentive for innovative entrepreneurship
  - Gives consumers a choice in goods, services and purchase prices
  - Creates market competition for resources, resulting in quality offerings and efficient use of resources to produce goods
  - Inspires research, development and advances in goods and production of goods
- Some disadvantages could be:
  - Highly competitive markets can cause a scarcity in resources for disadvantaged individuals
  - Potential for monopolizing of industries and niches, such as technology, health care and pharmaceuticals
  - Can increase income disparity by placing focus on economic needs over societal, community and human needs
  - political systems

## **5. Mixed economic system**

Mixed economic systems combine two or more economic practices to form one central system. Traditionally, a mixed economy consists of a market and command economy combined to form an economic system where the market is generally free from government or national ownership. However, the government can still have control over essential industries and sectors like transportation and defense.

Additionally, the governing entities in mixed economic systems usually have a predominant oversight over the regulation of private corporations and businesses. While mixed economies are fairly common around the world and offer many benefits, they also can have some weaknesses:

A mixed economic system often has these advantages:

- Allows for private companies to operate more efficiently and reduce operational costs because of less government oversight
- Creates an outlet for market failures through allowing certain government intervention
- Enables governments to create net programs like social security, health care and food and nutrition programs
- Gives governments power to redistribute income through tax policies, reducing income disparities

Some potential disadvantages include:

- Government intervention can be too frequent or not frequent enough, creating an imbalance



- Creates potential for government subsidiaries within state-run industries
- Can cause subsidized government industries to go into debt with a lack of competition in state-run industries

**Task 2. Match the terms with their definitions.**

1.economic	a) a science that studies economies and develops possible models for their functioning
2.economy	b) an adjective meaning “connected with economy
3. economical	c) a social scientist devoted to the study of the relationship between human behavior and supply and demand.
4.economist	d) a figurative meaning of “not requiring too much of something”
5. unemployment	e) the fundamental problem of having unlimited human wants in a world where resources are limited
6. economics	f) a process of combining various material inputs and immaterial inputs in order to make something for consumption
7.scarcity	g) the relationship between production, trade and the supply of money in a particular country or region
8. distribution	h) a situation where someone of working age is not able to get a job but would like to be in full-time employment

**Task 3. Complete the sentences with the words from the box.**

**commodities, infinite, absolute, scarce, disparity, limit, degree, fall, differ, demand, categories, improve, availability, rising**

In economics scarcity, or paucity, occurs when there is a 1) ... between the limited availability of a given resource and the 2) ... for that resource. In theory, human wants can be 3) ..., but there is a finite amount of material resources, meaning there will always be some 4) ... of scarcity. An economic good has a degree of scarcity, allowing it to be priced. A free good, such as air, that is not 5) ... is thus not commodifiable.

The two main 6) ... of economic scarcity are relative and absolute scarcity. These scarcities 7) ... because of supply and demand:

Relative scarcity: A commodity is relatively scarce when there is a 8) ... demand for it, and there is flexibility in producers' ability to meet that demand. For example, there might be a natural 9) ... on the materials to produce electric motors. As demand increases, production methods will 10) ..., but supply eventually will catch up, at least in theory.

Absolute scarcity: When a commodity has physical limits on its 11) ..., it is subject to absolute scarcity. Crucially, 12) ... scarcity does not relate to demand. For example, there is an absolute scarcity of hours in the day—you cannot add more time to a twenty-four-hour period. Works of art are absolute scarce 13) ...; their price could theoretically keep going up because they are unique. However, demand could also 14) ... due to lack of interest; they are subject to absolute scarcity either way.

**Task 4. Watch the video “Basic Concepts of Economics” (<https://www.youtube.com/watch?v=DQq-zJPSf4U> ). Comment on it.**

This video covers the detailed discussion on the Basic Concepts of Economics. After this class, we will have generated brief idea about Needs, Wants, Demand, Supply, Demand Curve, Supply Curve, Market, types of market, market equilibrium, Utility, Consumption, Consumer Surplus, Law of diminishing marginal utility, Price, Value, GDP, GNP, Factors of Production, National income, And Per Capita Income.

**Task 5. Match the words from column A with their antonyms in column B.**

1. revenue	a. messy
2. consumer	b. poverty
3. activity	c. stability
4. growth	d. separate
5. change	e. spending
6. wealth	f. value
7. deficiency	g. unforeseen
8. surplus	h. producer
9. similar	i. unlike
10. orderly	j. scarcity
11. interact	k. slowdown
12. predictable	l. indifference

**Task 6. Chose the correct word.**

- I am a student of (economy, economics) now.
- At school I didn't study the (economy, economics) of Great Britain.

3. I hope he'll make a good (economist, economy).
4. There are many (economic, economical) problems in the world.
5. This car is very (economic, economical).
6. I try to spend money and time (economical, economically).
7. This car (economize, economizes) fuel.

**Task 7. Put the sentences in the correct order.**

*Americans are stuck in an age of scarcity, and they don't like it*

1. Availability of products, or lack thereof, is as critical an issue as rising prices. The last time Americans experienced this phenomenon was in the 1970s, with long lines at gas stations.
2. Part of the reason is they want to buy things — homes, cars, dishwashers — but often can't, even for a sky-high price.
3. Look at the housing market. There are few homes for sale.
4. Real estate inventory sits at record lows. A recent open house for an 1,800-square-foot townhouse in Alexandria, just outside D.C., drew more than 100 people.
5. Why are Americans so gloomy about the economy? Jobs are plentiful and unemployment is back at pre-pandemic lows, yet sentiment is in the dumps.
6. Today, more than two years into the pandemic, generations of Americans at a variety of income levels are encountering shortages across a much wider array of products. It is, in many ways, a new age of scarcity.
7. It was an end-unit that backed up to trees, but the bathrooms, among other things, needed updating.
8. Shortages extend beyond housing.
9. The obvious answer is that inflation is at a 40-year high and that wages largely aren't keeping up. But there's a deeper force at work that is fundamental to why Americans are so upset: scarcity.
10. Many families feel that they still can't get ahead, even if they saved diligently during pandemic lockdowns and landed higher-paying jobs or raises.

**Task 8. Complete the sentences with the following words:**

*recession, GDP, depression, bubble, demand, supply, economic downturn, economic expansion, boom, economic recovery, stagnation*

The statistic that is used to measure how well an economy is performing, is called...

When the size of an economy is growing, it is called a period of...

When an economy decreases in size for 6 months or more, it is called a...

The amount of a product or service that is available to buy, is called the....

When the size of an economy starts to decrease in size, it is called an....

When an economy has a long period of very low economic growth, it is called a period of....

When the value of a type of product increases dramatically and it becomes very overvalued, it is called a...

When the size of an economy starts to grow again after a period when it has been decreasing in size (e.g. a recession), it is called a period of....

When an economy decreases in size for 2 years of more, it is called a....

The amount of people or consumers who want to buy a product or service, is called the....

When an economy has a long period of good economic expansion, it is called a.....

**Task 9. Complete the sentences using the correct forms of the adjectives.**

1. He is probably ... tennis player I have ever seen (BAD).
2. Jane is the .... working student in our class (HARD).
3. Sit over there. It's ... chair in this room. (COMFORTABLE)
4. This pub is so noisy. Can we go to a place that is .... (QUIET)?
5. I don't have .... idea of what you are taking about. (SLIGHT)
6. John is a .... person than Humphrey. (RELIABLE)
7. The new Mission Impossible movie is good, but the next James Bond film will be ... . (EXCITING)
8. How much ... is it to the airport? – We'll be there in ten minutes. (FAR)
9. Why can't you stay a bit ...? - It's only half past six. (LONG)
10. The more you practice, the .... you will get. (GOOD)
11. Piccadilly Circus is one of ... places in London . (NOISY)
12. The essay you wrote wasn't very creative. I'm sure you can do..... (GOOD)
13. What's .... news from the conflict zone? (LATE)
14. Getting the right people for the job is one of .... problems we have at the company. (SERIOUS)
15. The headmaster's speech was OK, but what the students said was ... . (INTERESTING)
16. Helping her with the dishes was .... I could do for her. (LITTLE)
17. How did you like the roller-coaster ride? – Well, it was .... experience I have ever had. (FRIGHTENING)
18. Mum makes .... lasagne you have ever eaten. (GOOD)

**Task 10. Write the comparison of equality for the sentences below. Use the words in brackets.**

- 1) John is 1 metre 80cms tall. Dave is 1 metre 80cms tall. (is/tall)
- 2) Seville is 40°C in summer. Cordova is 40°C in summer. (is/hot)
- 3) John is not very clever. Mary is cleverer. (is/clever)
- 4) The blue car is not expensive. The red car is more expensive. (is/expensive)
- 5) Mrs Jones talks very quietly. Mrs Smith talks more loudly. (talk/loudly)
- 6) The brown house is 100 years old. The green house is 100 years old. (is/old)
- 7) Steve did not do well in the English test. Melissa did better in the English test. (do/well)
- 8) The impala runs 90km per hour. The cheetah runs 120km per hour. (run/fast)
- 9) The first exam was difficult. The second exam was difficult too. (was/difficult)
- 10) Ciudad Real is not very beautiful. Seville is more beautiful. (is/beautiful)

**Task 11. Choose the correct option for each sentence.**

1. I don't like black and white films. I think they are .... *bored/boring*
2. Max was really ... when he couldn't go to the match. *disappointed/disappointing*
3. The news can be very ... . And it is always on the TV. *depressing/depressed*
4. The dog was very .... It couldn't find the toy anywhere. *confused/confusing*
5. Lemonade is very .... Especially on a hot day. *refreshed/refreshing*
6. Hermann was very .... He went swimming and then sunbathed. *relaxed/relaxing*
7. It is very ... that I will have my own car soon. I can't wait to drive it. *excited/exciting*
8. Samantha was ... to sing. Her voice wasn't very good. *embarrassed/embarrassing*
9. The children looked ... by the old toys. *fascinated/fascinating*
10. I felt .... after just a short time in the forest. *invigorated / invigorating*
11. It was very ... to win our first game of the season. *bad / badly*
12. The recent downward trend inverty seems .... *encouraged / encouraging*
13. .... at the thought of moving away, Jonathon began to cry. *Terrified / Terrifying*
14. When you're not in good spirits, it is ... to stay in bed all day. *tempted / tempting*
15. One finding that appeared ... was that birth rates were declining. *troubled / troubling*

**Перелік питань для самоконтролю:**

1. What is economics and its purpose?
2. Why do people study economics?
3. What is a scarcity in economics?
4. Why does scarcity happen?
5. How does scarcity affect price?
6. What is the main idea of microeconomics?
7. What is macroeconomics concerned with?
8. Is inflation good or bad?
9. Who benefits from inflation?
10. What groups are the focus of study in microeconomics and macroeconomics?
11. What does an economist do?
12. Who are the famous economists?
13. What skills should economists possess?

**II семестр**

**UNIT 1.**

**RESEARCH AREAS IN SOCIAL WELFARE.**

**THE ADVER**

**Питання до самостійного вивчення:**

1. Systems of care for children/families/elderly.
2. Community, organization and policy development.
3. Race, class and gender.
4. Health and healthcare disparities.
5. Violence and victimization.
6. Types of averb.

### **Рекомендовані джерела:**

Основні: 4-10.

Додаткові: 14, 16, 19, 20, 22, 23, 28, 31.

Інтернет-ресурси: 32-46.

### **Перелік індивідуальних завдань:**

#### **Task 1. Read the text. Make notes, study unknown words.**

##### *Goal of Social Welfare*

The goal of social welfare is to fulfill the social, financial, health, and recreational requirements of all individuals in a society. Social welfare seeks to enhance the social functioning of all age groups, both rich and poor. When other institutions in our society, such as the market economy and the family, fail at times to meet the basic needs of individuals or groups of people, then social services are needed and demanded. In less industrialized societies, people's basic needs have been fulfilled in more direct and informal ways. Even in this country, fewer than 150 years ago most Americans lived on farms or in small towns with extended families and relatives close by. If financial or other needs arose, relatives, the church, and neighbors were there to "lend a helping hand." Problems were visible and personal; everyone knew everyone else in the community. When a need arose, it was taken for granted that those with resources would do whatever they could to alleviate the difficulty. If, for example, the need was financial, personal acquaintance with the storekeeper or banker usually was sufficient to obtain needed goods or money.

Clearly, we are now living in a different era. Our technology, economic base, social patterns, and living styles have changed dramatically. Our commercial, industrial, political, educational, and religious institutions are considerably larger and more impersonal. We tend to live in large urban communities—away from families or relatives—frequently without even knowing our neighbors. We have become much more mobile, often having few roots and limited knowledge of the community in which we live. Vocationally, we have specialized and become more interdependent on others, and as a result we have diminishing control over major aspects of our lives. Our rapidly changing society is a breeding ground for exacerbating former social ills and creating new problems, such as the expanding number of homeless people, higher crime rates, recurring energy crises, terrorism, and the destruction of our environment. Obviously, the old rural-frontier methods of meeting social welfare needs are no longer viable.

It is the business of social welfare:

- To find homes for parentless children.
- To rehabilitate people who are addicted to alcohol or drugs.
- To treat those with emotional difficulties.
- To make life more meaningful for older adults.
- To provide vocational rehabilitation services to persons with a physical or mental disability,
- To meet the financial needs of the poor.
- To rehabilitate juveniles and adults who have committed criminal offenses.
- To end all types of discrimination and oppression.

- To provide services to veterans, including those suffering from traumatic brain injury or posttraumatic stress disorder (PTSD).
- To provide child-care services for parents who work outside the home.
- To counteract violence in families, including child abuse and spouse abuse.
- To fulfill the health and legal exigencies of those in financial need.
- To counsel individuals and groups experiencing a wide variety of personal and social difficulties.
- To provide services to people with AIDS and to their families and friends. ■ To provide recreational and leisure-time services to all age groups.
- To educate and provide socialization experiences to children who have a cognitive disability\* or an emotional disorder.
- To serve families struck by such physical disasters as fires and tornadoes. ■ To provide adequate housing for the homeless.
- To provide programs that support and enhance the normal growth and development of all children and adults.
- To provide vocational training and employment opportunities to the unskilled and unemployed.
- To meet the special needs of people of color, migrant workers, and other minority groups.
- To empower individuals, groups, families, organizations, and communities to improve their circumstances.

Social welfare has often been confused with “sociology” and “human services.” In addition, many people are confused about how social welfare and social work relate to psychology, psychiatry, and other related disciplines. The next few sections seek to clarify these relationships. Several academic disciplines seek to develop a knowledge base about social problems, their causes, and their alleviation. The most common disciplines are social welfare, sociology, psychology, political science, economics, psychiatry, and cultural anthropology. Each of these disciplines has a distinct focus. The following definitions highlight the similarities and differences among these disciplines:

*Sociology:* The study of human social behavior, especially the study of the origins, organizations, institutions, and development of human society.

*Psychology:* The study of mental processes and behavior.

*Psychiatry:* The study of the diagnosis, treatment, and prevention of mental illness.

*Political science:* The study of the processes, principles, and structure of government and of political institutions.

*Economics:* The study of the production, distribution, and consumption of commodities.

*Cultural anthropology:* The study of human culture based on archeological, ethnographic, linguistic, social, and psychological data and methods of analysis.

**Task 2. Read the text. Make notes. Give your arguments on a variety of social work roles. Which of these social work roles would you enjoy fulfilling with clients? Why?**

In working with individuals, groups, families, organizations, and communities, a social worker is expected to be knowledgeable and skillful in a variety of roles.

The particular role that is selected should ideally be determined by what will be most effective, given the circumstances. The following material identifies some, but certainly not all, of the roles assumed by social workers.

### **Enabler**

In this role, a worker helps individuals or groups to articulate their needs, to clarify and identify their problems, to explore resolution strategies, to select and apply a strategy, and to develop their capacities to deal with their own problems more effectively. This is perhaps the most frequently used approach in counseling individuals, groups, and families. The model is also used in community practice primarily when the objective is to help people organize to help themselves. It should be noted that this definition of the term enabler is very different from the one used in the area of chemical dependency. There the term refers to a family member or friend who facilitates the substance abuser's continued use and abuse of a drug.

### **Broker**

A broker links individuals and groups who need help (and do not know where it is available) with community services. For example, a wife who is often physically abused by her husband might be referred to a shelter for battered women. Nowadays even moderate-size communities have 200 or 300 social service agencies/organizations providing community services. Even human services professionals may be only partially aware of the total service network in their community.

### **Advocate**

The role of advocate has been borrowed from the legal profession. It is an active, directive role in which the social worker advocates for a client or for a citizens' group. When a client or a citizens' group is in need of help and existing institutions are uninterested (or even openly negative and hostile) in providing services, then the advocate's role may be appropriate. In such a role, the advocate provides leadership for collecting information, for arguing the correctness of the client's need and request, and for challenging the institution's decision not to provide services. The objective is not to ridicule or censure a particular institution but to modify or change one or more of its service policies. In this role, the advocate is a partisan who is exclusively serving the interests of a client or a citizens' group. In being an advocate, a worker is seeking to empower a client or a citizen's group through securing a beneficial change in one or more institutional policies.

### **Activist**

An activist seeks institutional change; often the objective involves a shift in power and resources to a disadvantaged group. Activists are concerned about social injustice, inequity, and deprivation, and their strategies include conflict, confrontation, and negotiation. The goal is to change the social environment to better meet the recognized needs of individuals. Using assertive and action-oriented methods (for example, organizing concerned citizens to work toward improvements in services in a community for people with AIDS), social workers engage in fact-finding, analysis of community needs, research, the dissemination and interpretation of information, mobilization, and other efforts to promote public understanding and support on behalf of existing or proposed social programs. Social action activity can be geared toward a problem that is local, statewide, or national in scope.



**Mediator**

The mediator role involves intervention in disputes between parties to help them find compromises, reconcile differences, or reach mutually satisfactory agreements. Social workers have used their value orientations and unique skills in many forms of mediation. Examples of target groups in which mediation has been used include disputes that involve divorcing spouses, neighbors in conflict, landlord–tenant disputes, labor–management disputes, and child custody disputes. Mediators remain neutral, not siding with either party, and make sure they understand the positions of both parties. They may help to clarify positions, identify miscommunication about differences, and help those involved present their cases clearly.

**Negotiator**

A negotiator brings together those who are in conflict over one or more issues and seeks to achieve bargaining and compromise to arrive at mutually acceptable agreements. Somewhat like mediation, negotiation involves finding a middle ground that all sides can live with. However, unlike a mediator, which is a neutral role, a negotiator usually is allied with one of the sides involved.

**Educator**

The educator role involves giving information to clients and teaching them adaptive skills. To be an effective educator, the worker must first be knowledgeable. Additionally, she or he must be a good communicator so that information is clearly conveyed and readily understood by the receiver. Examples include teaching parenting skills to young parents, providing jobhunting strategies to the unemployed, and teaching anger-control techniques to individuals with bad tempers.

**Initiator**

An initiator calls attention to a problem—or even to a potential problem. It is important to realize that some problems can be recognized in advance. For example, a proposal to renovate a low-income neighborhood by building middle-income housing units may result in the current residents' becoming homeless. If the proposal is approved, the low-income families won't be able to afford the costs of the middle-income units. Usually the initiator role must be followed by other functions; merely calling attention to problems usually does not resolve them.

**Empowerer**

A key goal of social work practice is empowerment, which is the process of helping individuals, families, groups, organizations, and communities increase their personal, interpersonal, socioeconomic, and political strength and influence through improving their circumstances. Social workers who engage in empowerment-focused practice seek to develop the capacity of clients to understand their environment, make choices, take responsibility for their choices, and influence their life situations through organization and advocacy. Empowerment-focused social workers also seek to gain a more equitable distribution of resources and power among different groups in society. This focus on equity and social justice has been a hallmark of the social work profession, as evidenced through the early settlement workers.

## **Coordinator**

Coordinators bring components together in some kind of organized manner. For example, for a multiproblem family it is often necessary for several agencies to work together to meet the complicated financial, emotional, legal, health, social, educational, recreational, and interactional needs of the family members. Someone at an agency needs to assume the role of case manager to coordinate the services from the different agencies to avoid duplication and to prevent the diverse services from having conflicting objectives.

## **Researcher**

Every social worker is at times a researcher. Research in social work practice includes studying the literature on topics of interest, evaluating the outcomes of one's practice, assessing the merits and shortcomings of programs, and studying community needs.

## **Group Facilitator**

A group facilitator is one who serves as a leader for group activity. The group may be a therapy group, an educational group, a self-help group, a sensitivity group, a family therapy group, or a group with some other focus.

**Task 3. Watch the video “What are Systems of Care?”** (<https://www.youtube.com/watch?v=6WIIIGkli0>). **Make up 10 questions on it.**

The System of Care (SOC) approach was developed to address problems in the mental health systems for children and youth with serious emotional disturbances (SED) and their families including:

- Significant unmet need for mental health care
- Overuse of restrictive settings
- Limited home- and community-based service options
- Lack of cross-agency coordination
- Lack of partnership with families and youth

**Task 4. Watch the video “Domestic and family violence – why doesn’t the victim leave?”** (<https://workplace.ourwatch.org.au/video/domestic-and-family-violence-why-doesnt-the-victim-leave/>). **Make notes.**

This video explains why someone experiencing domestic and family can't always just leave'. It is part of a collection of videos created to support workplace responses to domestic and family violence.

**Task 5. Consider the need to discriminate between people so as not to discriminate against them in relation to monitoring. Do you have different responses to monitoring clients' (or fellow employees') sex and age, compared with asking about sexual orientation, religion, self-ascribed class, ethnicity or disability? If so, try to make some notes about why this is so.**

**Task 6. Diversity challenge.** Imagine that one evening you're invited out with a group of old school or family friends to a local pub quiz. Since you have been on your social work course you have begun to feel awkward and uncomfortable regarding certain

aspects of the language they use and the jokes they tell. You find aspects of their language discriminatory, homophobic, sexist and derogatory and their jokes are really not that funny. You enjoy their company and don't really want to end your friendship, but having learnt about discrimination at university you have since changed some beliefs and let previous ones go.

What reactions may prevent you from dealing with this situation?

What strategies and language might you adopt to constructively challenge certain statements you find discriminatory and offensive?

**Task 7. Read the text. Complete the sentences with the words from the box below.**

**disproportionate, barriers, limit, uninsured, action, burden, care, coverage, free, race, existing, experienced, projected, excess**

Health and health care disparities refer to differences in health and health 1)... between population groups. "Health disparity," generally refers to a higher 2)... of illness, injury, disability, or mortality 3)... by one population group relative to another group. A "health care disparity" typically refers to differences between groups in health 4)...., access to care, and quality of care. While disparities are commonly viewed through the lens of 5).... and ethnicity, they occur across many dimensions, including socioeconomic status, age, location, gender, disability status, and sexual orientation. Disparities in health and health care 6)... continued improvement in overall quality of care and population health and result in unnecessary costs. Recent analysis estimates that 30% of direct medical costs for Blacks, Hispanics, and Asian Americans are 7)... costs due to health inequities and that the economy loses an estimated \$309 billion per year due to the direct and indirect costs of disparities. As the population becomes more diverse, with people of color 8)... to account for over half of the population by 2050, it is increasingly important to address health disparities.

Today, a number of groups are at 9)... risk of being uninsured, lacking access to care, and experiencing worse health outcomes, including people of color and low-income individuals. Hispanics, Blacks, and American Indians/Alaska Natives as well as low-income individuals all are much more likely to be 10)... relative to Whites and those with higher incomes. Low-income individuals and people of color also face increased 11)... to accessing care, receive poorer quality care, and ultimately experience worse health outcomes.

Recognizing the continuing problem of disparities, in 2010, the Department of Health and Human Services (HHS) developed an 12)... plan for reducing racial and ethnic health disparities. The HHS Disparities Action Plan establishes a vision of, "a nation 13)... of disparities in health and health care," and sets out a series of priorities, strategies, actions, and goals to achieve this vision. The action plan builds on 14)... HHS initiatives, such as the Healthy People initiative. States, local communities, private organizations, and providers also are engaged in efforts to reduce health disparities.

**Task 8. Complete the sentences with adverbs or adjectives.**

1. The bus driver was ... injured. (serious)
2. Kevin is ... clever. (extreme)
3. This hamburger tastes ... (awful)
4. Be ... with this glass of milk. It's hot. (careful)
5. Robin looks ... What's the matter with him? (sad)
6. Jack is .... upset about losing his keys. (terrible)
7. This steak smells .... (good)
8. Our basketball team played ... last Friday. (bad)
9. Don't speak so .... I can't understand you. (fast)
10. Maria ... opened her present. (slow)
11. He ... reads a book. (quick)
12. Mandy is a ... girl. (pretty)
13. The class is ... loud today. (terrible)
14. Max is a ... singer. (good)
15. You can ... open this tin. (easy)
16. It's a ... day today. (terrible)
17. She sings the song .... (good)
18. He is a ... driver. (careful)
19. He drives the car .... (careful)
20. The dog barks .... (loud)

**Task 9. Find the adjective in the first sentence and fill the gap with the adverb.**

1. Joanne is happy. She smiles ...
2. The boy is loud. He shouts ....
3. Her English is fluent. She speaks English ....
4. Our mum was angry. She spoke to us ....
5. My neighbour is a careless driver. He drives ....
6. The painter is awful. He paints ....
7. Jim is a wonderful piano player. He plays the piano ....
8. This girl is very quiet. She often sneaks out of the house ....
9. She is a good dancer. She dances really ....
10. This exercise is simple. You ... have to put one word in each space.

**Task 10. Fill in the blank with the comparative form or superlative form of each adverb.**

1. I visit my parents ... (more often/the most often) than my brothers do.
2. He thinks he always knows .... (better/best)
3. Out of all my siblings, I visit my parents ... (more often/the most often).
4. David did ... (worse/the worst) than he thought he would do on his test.
5. I did ... (worse/the worst) out of all the students on my test.
6. Out of all the students, Frank studied ... (less/the least), but got the best grade.
7. We argued ... (longer/the longest) than I thought we would.
8. My sisters laughed ... (louder/the loudest) out of the whole audience.
9. The two guys who enjoyed the game ... (more/most) were Tom and Robert.
10. George drives .... (more recklessly/the most recklessly) than his brother.

### **Перелік питань для самоконтролю:**

1. What is system of care?
2. What are key principles and values of system of care?
3. What is community organization and development?
4. What is the role of community organizing in the development?
5. What is the relationship between race gender and class?
6. Why is race and gender important?
7. How does race influence gender?
8. What are major health disparities?
9. What causes health disparities?
10. Who is affected by health disparities?
11. How can we prevent health disparities?
12. What is the concept of victimization?
13. What is an example of victimization ?
14. What are the signs of victimization?

### **UNIT 2.**

### **SOCIAL WELFARE POLICY. THE PREPOSITION. THE NUMERAL**

### **Питання до самостійного вивчення:**

1. Healthcare. Empowerment. Housing.
2. Programs geared towards assisting the poor, unemployed and marginalized in society.
3. Aid for families with dependent children.
4. Women, infants and children programs. Veteran programs and others.
5. Cardinal numerals.
6. Ordinal numerals.
7. Fractions. Expressing quantity, reading figures.
8. Telling the time, dates, telephone numbers, addresses.

### **Рекомендовані джерела:**

Основні: 4-10.

Додаткові: 11, 14, 16, 17, 19, 28, 31.

Інтернет-ресурси: 32-46.

### **Перелік індивідуальних завдань:**

**Task 1. Read the text “The Strengths Perspective and Empowerment”. Make vocabulary, study new words.**

For most of the past several decades, social work and the other helping professions have had a primary focus on diagnosing the pathology, shortcomings, and dysfunctions of clients. One reason may be that Freudian psychology was the primary theory used in analyzing human behavior. Freudian psychology is based on a medical model and thereby has concepts that are geared to identify illness or pathology. It has very few concepts to identify strengths. As described earlier in this chapter, social work is now shifting to a systems model in assessing human behavior. This model focuses on identifying both strengths and weaknesses. It is essential that social workers include

clients' strengths in the assessment process. In working with clients, social workers focus on the strengths and resources of clients to help them resolve their difficulties. To utilize clients' strengths effectively, social workers must first identify those strengths. There is a danger that a primary focus on weaknesses will impair a worker's capacity to identify a client's growth potential. Social workers strongly believe that clients have the right (and should be encouraged) to develop their potentialities fully. Focusing on pathology often undermines this value commitment. Another reason for attending to clients' strengths is that many clients need help in enhancing their self-esteem. Many have feelings of worthlessness and inadequacy, a sense of being a failure, and a lack of self-confidence and self-respect. Glasser noted that low self-esteem often leads to emotional difficulties, withdrawal, or crime. To help clients view themselves more positively, social workers must first view them as having considerable strengths and competencies. The strengths perspective is closely related to the concept of "empowerment." Empowerment is the process of helping individuals, families, groups, organizations, and communities to increase their interpersonal, personal, political, and socioeconomic strengths so that they can improve their circumstances. The strengths perspective is useful across the life cycle and throughout the assessment, intervention, and evaluation stages of the helping process. It emphasizes people's abilities, values, interests, beliefs, resources, accomplishments, and aspirations. According to Saleebey, five principles guide the strengths perspective:

1. Every individual, group, family, and community has strengths. The strengths perspective is about discerning these resources. Saleebey notes: In the end, clients want to know that you actually care about them, that how they fare makes a difference to you, that you will listen to them, that you will respect them no matter what their history, and that you believe that they can build something of value with the resources within and around them. But most of all, clients want to know that you believe they can surmount adversity and begin the climb toward transformation and growth
2. Trauma and abuse, illness and struggle may be injurious, but they may also be sources of challenge and opportunity. Clients who have been victimized are seen as active and developing individuals who, through their traumas, learn skills and develop personal attributes that assist them in coping with future struggles. There is dignity to be drawn in having prevailed over obstacles. We often grow more from crises that we have handled effectively than from contented and comfortable periods in our lives.
3. Assume that you do not know the upper limits of the capacity to grow and change and take individual, group, and community aspirations seriously. This principle means workers need to hold high their expectations of clients and form alliances with their visions, hopes, and values. Individuals, families, and communities have the capacity for restoration and rebounding. When workers connect with clients' hopes and dreams, clients are apt to have greater faith in themselves and then put forth the kinds of efforts that can make their hopes and dreams become self-fulfilling prophecies.
4. We best serve clients by collaborating with them. A worker is more effective when seen as a collaborator or consultant to a client than when seen as an expert or a professional. A collaborative stance by a worker makes her or him less vulnerable to many of the adverse effects of an expert–inferior relationship, including paternalism, victim blaming, and preemption of client views.

5. Every environment is full of resources. In every environment (no matter how harsh), there are individuals, groups, associations, and institutions that have something to give and something that others may desperately need. The strengths perspective seeks to identify these resources and make them available to benefit individuals, families, and groups in a community. The strengths perspective recognizes that individuals, groups, families, organizations, and communities have challenges, problems, and difficulties. One of the major benefits of the strengths perspective is that it focuses attention on the resources and assets that individuals, groups, families, organizations, and communities have to confront their challenges.

**Task 2. Complete the sentences with the words from the box below.**

*Aid to Families with Dependent Children*

***funds, adjusted, amount, grant, disability, recipient, earnings, assistance, assistance, average, established, lacked, residents***

Aid to Families with Dependent Children, or AFDC, was a federal government 1)... program designed to help families with children who 2)... the support of parents due to a parent's 3)..., unemployment, being single, or similar factors. The program was implemented as a federal/state partnership. The states ran the programs and determined who could get 4)..., and how much, while the federal government acted as overseer to the states. The federal government also matched state 5)... that were paid. Recipients of AFDC had to be children who were legal 6)... of the U.S. They had to be under the age of eighteen. Most of the time, they were the children of single mothers. Income levels were 7)... individually for each state, below which, a recipient could receive this aid. These income levels were quite low, and the 8)... for a state in 1994 for a family of three with one parent was \$938. During the time that AFDC was active, these levels and rates of aid were never 9)... for inflation, which continued to increase. This made the aid less helpful with each passing year. The AFDC program offered a sum of cash to each 10)... family that was paid on a monthly basis. The amount varied by state, and was based on the family's 11)... from any work, and the size of the family. For 1994, for a family of three with no earned income at all, the average 12)... was \$366. So it is highly doubtful that any of the parents used the money for a fancy manicure, as in the introductory conversation.

**Task 3. Read the text and match the headings to the correct paragraphs.**

*FAMILY INSTITUTION*

**A What is a family?**

**B Reproduction of new generations**

**C Variations in family organization**

**D Consequences of family unions**

**E Freedom inside families**

**F Family functions**

[ 1 ] Family structures vary dramatically within a society as diverse as our own, and they have changed considerably through history. Despite the wide variation, however,

most sociologists agree that a “family” is a group of people who are united by ties of marriage, ancestry (blood), or adoption, and who are recognized by community members as constituting a single household and having the responsibility for rearing children.

[ 2 ] Some form of family structure is found in all human societies. This basic social institution fulfills five basic needs: 1) regulation of sexual behavior, in part through incest taboos; 2) reproduction of the next generation; 3) socialization of new generations; 4) care and protection of dependent offspring; 5) social placement of individuals into national, ethnic, racial, religious, class, and community categories.

[ 3 ] Depending on one’s theoretical perspective, families either promote harmony and stability or engender conflict and social change. Functionalists examine the consequences of families for the adaptation and survival of human societies: how do families fit with other social institutions to satisfy basic human needs? For example, incest taboos require that people seek marriage partners from outside the family unit, with the consequence that sexual jealousies and conflicts within the family typically are prevented. Conflict sociologists regard the family as one battle ground on which various social conflicts and issues are played out. In their view, family structures and processes are not determined by human needs; rather, they result from social negotiations among groups and individuals who often seek different goals and possess different amounts of power. Two examples of family conflicts are disputes between husbands and wives over parental divisions of labor and disputes over whether teenage girls should be given birth control pills.

[ 4 ] Sociologists also disagree on whether the family is an external structure that imposes itself on individual choices or whether family organization is the outcome of creative, independent decisions by individuals. Structuralists suggest that family structures constrain individual choices: incest taboos limit the number of persons available as culturally approved sex partners. Action-oriented sociologists emphasize that the “meaning” of families is defined by people in society: the amount of sexual freedom in a marriage, for example, is a choice made by each couple, not by an imposition of external structures.

[ 5 ] Although families everywhere the five basic needs listed above, the social organization of family units differs significantly among societies. Despite variations in family organization, each of these societies has succeeded in reproducing and socializing new generations.

[ 6 ] Variations in family organization result from social decisions to place priority on marital ties or on blood ties. If marital ties are most important, the typical arrangement is the nuclear family (defined as a household consisting only of spouses and their offspring). If blood ties are most important, the typical arrangement is the extended family (defined as a household consisting of married couples from different generations, their children, and other relatives).

#### **Task 4. Complete the following sentences.**

1. Family structures vary dramatically within a society...
2. Most sociologists agree that a “family” is a group...



3. This basic social institution fulfills five basic needs...
4. Depending on one's theoretical perspective...
5. Incest taboos require that people seek...
6. Conflict sociologists regard the family...
7. Two examples of family conflicts are disputes...
8. Sociologists also disagree on whether the family is...
9. Action-oriented sociologists emphasize that the "meaning" of families...
10. Although families everywhere satisfy the five basic needs...
11. Variations in family organization result from social decisions...
12. If marital ties are most important...
13. If blood ties are most important...

**Task 5. Watch the video "IMPORTANT PROGRAMS FOR VETERAN SPOUSES BENEFITS & MORE!"** (<https://www.youtube.com/watch?v=R7vY7UvAlv4>). **Make notes.**

If you are the spouse of a Veteran, you may be aware of pension and disability benefits that you can receive. But did you know there are many other benefits for which you are entitled as a result of your spouse's service to our country?

**Task 6. Watch the video "SOCIAL WELFARE POLICIES PROGRAMS AND SERVICES REFLECTIONS"** (<https://www.youtube.com/watch?v=x3YWXPg3STo> ). **Share your ideas about it.**

Social Welfare Administration is the process of efficiently providing resources and services to meet the needs of the individuals, families, groups and communities to facilitate social relationship and adjustment necessary to social functioning.

**Task 7. Read the text and answer the questions.**

Who are the people threatened with homelessness and intentionally homeless?

What duties do local authorities have to the homeless, above all young people?

How do they assess the applicants? What is "the priority need group"?

How do local authorities arrange the housing?

*Homeless or threatened with homelessness*

You will be considered legally homeless if you have no accommodation which is available and reasonable for you and your household to live in. You will be considered to be threatened with homelessness if you are likely to be homeless within 28 days.

*Intentionally homeless*

You may be considered 'intentionally homeless' if you have deliberately done something which has made you lose your home. However, the definition of intentionally homeless is complicated and a decision made by your local authority can often be successfully challenged. The local authority must look at each case individually. If you lost your home because of genuine financial problems you will not be homeless through your own fault. If the local authority decides that you are not homeless, it does not have any duties to arrange long-term accommodation for you. However, it will have some duties to help you and must provide advice and assistance in finding accommodation, or provide a temporary place to stay while you find a permanent home.

### *Help for homeless people*

Local authorities have a legal duty to provide help to certain people who are homeless or threatened with homelessness. When a household in difficulty applies to a local authority for housing it must first be assessed as to whether the case is one of homelessness and, if so, whether the applicants are in priority need. The priority need group includes households with dependent children or containing a pregnant woman; people who are vulnerable as a result of old age, mental or physical illness or disability or other special reason; and people who are homeless in an emergency. If both criteria are satisfied then suitable housing must be found, though not necessarily from the council's own stock. It could be arranged with registered social landlords or private landlords. Local authorities may also, at their discretion, assist homeless households not classified as being in priority need. Local social services authorities also have a duty to provide accommodation for children and young people over 16 who are leaving care or who are in need for other reasons.

### **Task 8. Match the beginning and the end of the sentences.**

1. Similar to food stamps and Medicaid, housing assistance is an “in-kind” program
2. Generally, such assistance is provided in the form
3. In a public housing project,
4. Because they pay less than the market value of
5. There are also housing assistance programs
6. In these programs, the rent or mortgage payment
7. In 1986 Charles Murray proposed in his controversial book *Losing Ground* that
8. Murray was especially critical of the Aid to Families
9. He asserted that it provided an incentive for single women to
10. He also asserted that increases in crime and drug abuse,
11. Although there was little support for eliminating the AFDC program without replacing it,
12. The new House speaker, Newt Gingrich, proposed
  - a) the tenants have lower, subsidized rents.
  - b) for low-income people who are renting and even buying their homes and apartments in the private market.
  - c) rather than a cash program.
  - d) is reduced, with the Department of Housing and Urban Development (HUD) making up the difference.
  - e) of public housing, usually large housing projects that are owned and operated by the government.
  - f) political decision makers in the early 1990s became more interested in replacing AFDC with a program that forced unemployed single mothers (and single fathers) to take a job.
  - g) the government should eliminate welfare benefits for all working-age adults.
  - h) there be no AFDC benefits for unmarried teens and their children
  - i) their apartments, they are effectively receiving an income transfer.
  - j) want to have children in order to receive welfare payments

k) poor educational performance in schools, and deteriorating conditions in inner cities stem largely from the increase in single-parent families, which he attributed to government programs that support such families.

l) of Dependent Children (AFDC) program

**Task 9. Choose the correct preposition.**

1. Paul lives in a flat \_\_\_ a shop. (above, down, at)
2. A young girl sat \_\_\_ me. (on, besides, across)
3. The house is \_\_\_ the bank and the hotel. (among, between, across)
4. I am not good \_\_\_ skiing. (in, at, on)
5. 'Don Quixote' is a novel \_\_\_ Cervantes. (by, on, at)
6. We will have lunch \_\_\_ work. (behind, after, below)
7. It's cold. Let's go \_\_\_ the house. (inside, on, since)
8. Are you afraid \_\_\_ dogs? (in, of, at)
9. I have been here \_\_\_ June. (beside, since, of)
10. This present is \_\_\_ you. (in, at, for)

**Task 10. Insert an appropriate preposition in the blanks in the following sentences:**

1. My birthday is ... May.
2. I work ... Saturdays too.
3. We have a meeting .... 10 am.
4. It often snows .... January.
5. I have an exam .... Wednesday.
6. Let's meet ... noon.
7. I am washing my car .... the moment.
8. What are you doing ... 20 May?
9. My mother always makes a cake .... my birthday.
10. We might go somewhere .... the second day of the holiday.

**Перелік питань для самоконтролю:**

1. Why is empowerment important in healthcare?
2. What is empowering individuals in health and social care?
3. What are some examples of social welfare programs?
4. Who qualifies for WIC?
5. What does WIC cover?
6. What is the most common job for veterans?
7. Why do companies prefer veterans?
8. What are the objectives of social welfare?
9. What are the characteristics of social welfare policy?
10. What is empowering individuals in health and social care?

**UNIT 3.**  
**WELFARE SERVICES. SOCIAL WELFARE LAW.**  
**WORD FORMATION. THE SENTENCE.**  
**QUESTIONS, NEGATIVES AND ANSWERS**

**Питання до самостійного вивчення:**

1. Women Welfare Services. Child Welfare Services.
2. Disabled Assessment and Rehabilitation.
3. Welfare Services for Persons with Different Abilities. Elderly Welfare Services.
4. Beggars' Rehabilitation.
5. Welfare and Rehabilitation of Drug Addicts. Medical Social Services.
6. Community Development Projects. Social welfare Law.
7. Word order in statements.
8. Yes/No questions. Wh-questions. Subject/object questions.

**Рекомендовані джерела:**

Основні: 4-10.

Додаткові: 11,14, 16, 20, 21, 23, 26, 29, 30, 31.

Інтернет-ресурси: 32-46.

**Перелік індивідуальних завдань:**

**Task 1. Read and translate the text. Study unknown words. Make up 10 questions on the text.**

*Drug Treatment Programs*

There is a stereotype that “once an addict, always an addict.” This attitude has hampered efforts to rehabilitate those who are chemically dependent. Statistical evidence in the past tended to confirm this myth. More recent evidence, however, suggests that drug addicts can successfully kick their habits.<sup>69</sup> Physical dependency on practically any drug can be ended with a detoxification program. Generally, the user will undergo some intense and highly painful withdrawal symptoms for the first few days or even for a few weeks. Psychological dependency is more difficult to end. Because drugs meet psychological needs, they are functional. Users receive certain psychic rewards (feelings of relaxation, euphoria, more alertness, less pain, escape from reality and problems). The psychological needs met by taking a drug are often unique to each user. To end the dependency, it is necessary for treatment programs to discover what psychological needs are being met for each user and then teach the user new (drug-free) ways to meet those needs.

*Inpatient Programs* Community mental health centers, specialized chemical abuse rehabilitation centers, and some medical hospitals provide inpatient treatment programs. Detoxification lasts from 24 hours to 3 weeks, depending on the severity of withdrawal. Additional inpatient care lasts 2 to 3 more weeks in a chemically free environment. Inpatient care is designed for those chemically dependent individuals who are unable to end the dependency while remaining in the community. Inpatient treatment is highly expensive; it may cost \$20,000 or more for a 30-day stay.

*Outpatient Programs* Outpatient care, which is usually less intense than inpatient care, generally lasts 3 to 6 months. It is designed for people who no longer need inpatient care, as well as for those who have a good chance of terminating their habit without having to be hospitalized. Outpatient care consists of counseling, medical services, and vocational services. Such services are provided by community mental health centers, specialized rehabilitation centers for treating chemical abuse, medical hospitals, and outpatient clinics for chemical abuse.

*Self-Help Programs* Modeled after Alcoholics Anonymous, there are many self-help programs for abusers. They include Narcotics Anonymous, Pill Addicts Anonymous, Cocaine Anonymous, Pills Anonymous, and Marijuana Anonymous.

*Halfway Houses* Halfway houses assist those who have been hospitalized (and detoxified) to reenter the community at their own pace. They also serve those who are psychologically dependent and want to kick a habit but do not need to be hospitalized. Halfway houses provide counseling services (both one-to-one and group) to help residents remain drug-free and work on resolving other personal problems they face. Residents also receive vocational training, assistance in finding a job, and room and board. Many halfway houses employ staff who were former addicts. Recovered drug abusers are often more effective than professional staff in relating to the residents and in breaking down the barriers of denial, anger, isolation, and hostility that addicts feel. Former addicts also provide a model, as they are evidence that addiction is a curable disease. Halfway houses emphasize the importance of residents' assuming responsibility for their actions and behaviors.

*Treatment Using Drugs* Analogous to the use of Antabuse with alcoholics (see Case Exhibit 8.8), some chemicals are used in therapeutic programs to treat certain drug addictions. Methadone, which has received considerable publicity, is used to treat heroin addiction. Methadone is a synthetic narcotic and is sufficiently similar to heroin to satisfy the addict's physical craving. It prevents the anguish of heroin withdrawal symptoms but does not induce a high. Methadone thus allows a heroin addict to function fairly normally in a community. (It is usually not effective for heroin users who are unwilling to give up their "high.") Methadone itself is addictive. Moreover, it does not cure addicts of their addiction to heroin. It simply maintains addicts in their communities without their having to use heroin. Methadone is controversial, and many authorities object to treating heroin addicts by making them dependent on another drug. Methadone is available (legally) only through approved programs. In the first few weeks of treatment, addicts are usually required to report daily to the treatment center to receive their dose. As with any other drug that is in demand, an illicit market has developed in methadone. Some heroin addicts use methadone to tide them over when they cannot obtain heroin; others sometimes seek to treat themselves by taking methadone instead of heroin. As with heroin, an overdose of methadone can result in death. Scientists have also developed narcotic antagonists that prevent opiate (morphine and heroin) users from experiencing euphoria. Two of the bestknown opiate antagonists are naloxone and cyclazocine. These drugs prevent addicts from feeling the euphoria they crave and thereby help motivated addicts to kick the habit.

**Task 2. Discuss the following questions in pairs.**

Identify three people you are aware of who are abusing drugs. Why do you believe each of these people is abusing drugs?

Have you ever driven while intoxicated? If so, what are your strategies for avoiding doing this in the future?

To what extent do you believe that biological factors predispose a person to be alcoholic?

If a member of your extended family is currently abusing (severely) a drug, do you believe motivational interviewing would be beneficial?

Do you support or oppose using school busing to achieve racial integration? Why?

What do you believe are the best approaches for reducing the crime rate? Why do you prefer these approaches?

What crimes have you committed? All of us have violated one or more laws—such as jaywalking, speeding while driving, getting into a physical fight, parking in a no-parking zone, and so on.

**Task 3. Complete the sentences with the words from the box.**

*welfare, coverage, injuries, revenues, disability, extended, financing, adopted, contributions, consensus, funded, viewed, eligibility, base, adopted, include, benefits, gainful*

The earliest modern social welfare laws were enacted in Germany in the 1880s. As similar programs have been 1)...in other countries, the trend has been toward more comprehensive 2)... in terms of both 3)... requirements and the nature of the risks insured against. A floor of minimum protection has come to be 4)... as one of government's general responsibilities with respect to specific risks, and in many countries the 5)... holds that public responsibility extends to all those unable to care for themselves for whatever reason. In this view social welfare is 6)... and received as a matter of right rather than of need.

The chief characteristics of a 7)... or security program are the risks to be protected against, the population covered, eligibility criteria, levels of 8)..., manner of 9)..., and administrative procedures. All these criteria are subject to wide variation in practice. In particular, eligibility criteria often 10)... a "time-lock," which requires participation in or coverage by a program for a specified time. Financing is generally accomplished by exacting 11)... from covered persons, employers, or both, by the government out of general 12)..., or by a combination of the two.

The most common varieties of programs may be summarized as follows:

Old-age, invalidity, and survivor programs. These provide benefits to those who live beyond their ability or eligibility to engage in 13)... employment, to those who become permanently disabled other than through work 14)... and who are not covered under some other medical 15)... program, and to those who are left dependent by a deceased worker. Programs of this type usually provide for universal coverage; they are commonly 16)... as contributory insurance programs. Time-lock provisions apply to old-age benefits and, less stringently, to invalidity and survivor benefits. Benefits levels are typically 30 to 60 percent of 17)... wages. The plans are administered nationally.

**Task 4. Watch the video “Childhood Development in Child Welfare Series: Trauma and Resilience”.** (<https://www.youtube.com/watch?v=YHcoK4qsvYQ> ).  
**Make notes.**

The videos feature experts covering topics related to child development in depth and provide connection to children experiencing out-of-home placement. This training is supported by Title IV-E funds from the US Administration for Children and Families supervised through the Center for Advanced Studies in Child Welfare and granted to the Institute of Child Development at the University of Minnesota's College of Education and Human Development.

**Task 5. Read the text. Study unknown words. Discuss the questions after the text.**

Numerous programs provide funds and services to people with a disability. Some of these are federally funded and administered at state or local levels.

#### *Rehabilitation Centers*

Rehabilitation centers serving those with a mental or physical disability provide a variety of services, generally including vocational evaluation, sheltered employment, work adjustment training, counseling services, and placement services. (This type of rehabilitation center used to be called a sheltered workshop.)

#### *Vocational Evaluation*

Clients are assessed on the basis of work behavior, physical capacities, social interaction, psychological functioning, and vocational goals and interests. Emphasis is on identifying the client's vocational assets and limitations. (In recent years, some rehabilitation centers have made a policy change. They now consider their “clients” to be “workers” or “employees.” This shift has created a more efficient, work-oriented environment and helped the “employees” maximize their capacities for productive work.)

#### *Sheltered Employment*

These programs provide a work environment for individuals who are unable to secure or maintain jobs in the community. Clients are paid (often below the minimum-wage level) for work produced. Work tasks derive from various subcontract jobs from other industries in the community and allow for long-term vocational development and possible placement into competitive employment. There is periodic evaluation of clients' progress in meeting rehabilitation objectives to ensure maximum vocational and personal development.

#### *Work Adjustment Training*

Vocational training experiences are provided to clients who are not yet ready for competitive employment following their initial vocational evaluation. The program is conducted in a work setting, using various types of subcontract jobs secured from industries in the community. The employment is designed to train individuals in developing good work skills and appropriate behavior on the job. Counselors are available to discuss problems, to assist learning new tasks, and to teach better work habits.

### *Counseling Services*

Counseling services include individual, group, parent, and vocational guidance. Individual counseling stresses work and intervention goals applied to mutually determined problem areas. Group counseling focuses on peer interaction and development of social skills. Parent counseling acquaints parents with rehabilitation objectives, thus providing support in the home for the total rehabilitation program. Exposure to the work world, development of job-seeking skills, and identification of realistic goals are the major emphases of vocational counseling.

### *Placement Services*

These programs assist clients in securing competitive employment. First, clients' work habits and skills are assessed. Then they receive training in searching for a job, applying for a job, and holding a job. Counselors then seek, together with clients, to place the clients with local employers. After placement, contact is maintained for a period of time to deal with any adjustment problems that may arise. At many work sites in the community, counselors serve as job coaches (often for a few weeks) to assist the clients in learning and performing the tasks of the positions for which they have been hired.

### *Respite Care*

Respite care programs provide caregiving services to parents and other caregivers for people with a disability, giving primary caregivers a break from their responsibilities. Respite care can also provide support during crises such as a caregiver experiencing his or her own acute health problems.

### *Support Groups for Caregivers*

Support groups allow caregivers to get together to share stories, concerns, and achievements with other caregivers who are experiencing similar challenges. Support groups can also assist in long-term planning for those who have a disability. A common concern of aging caregivers is what will happen to the person with a disability when the caregiver is no longer able to provide care.

### *Recreational Programs*

Involvement in recreational activities is a factor in facilitating the emotional, physical, spiritual, and intellectual well-being of a person. The more active we are, mentally and physically, the better our quality of life. There are a variety of recreational programs for people with a disability: Special Olympics, summer camps, craft projects, and so on. There are also a variety of programs that "mainstream" people with a disability, such as Boy Scouts, Girl Scouts, Boys and Girls Clubs, and 4-H clubs.

### *Educational Programs*

Historically, many public schools either refused to serve children with a severe disability or segregated them in special programs. In 1975 Congress enacted the Education for All Handicapped Children Act (now known as Individuals with Disabilities Education Act). This statute mandates that all local school districts provide full and appropriate educational opportunities to all children, including those with a disability. An individualized educational program designed to meet the unique needs of each child must be developed to provide instruction in the least restrictive environment that is feasible. The intent is to "mainstream" children with a disability so



that they can participate as much as possible in regular educational programs. Most school districts now have “special educational programs” designed to meet the educational needs of children with a cognitive disability, emotionally disturbed children, children with learning disabilities, and children with a physical disability. Many states have schools for children with a hearing disability and for those with a visual disability. Often these specialized schools also provide statewide consultation for young children.

1. Are you currently living a healthy lifestyle, or do you need to make some changes in order to be healthier?
2. Some people know they have a medical condition that should be medically checked out, but (for a variety of reasons) they put off seeing a physician. Do you have a medical concern that you should have medically checked out? If so, why are you procrastinating in contacting a physician?
3. Have you signed a living will? If not, why not?  
Do you have a disability, or does a member of your family have a disability? If so, have you or this person been a victim of discrimination because of the disability? How do you feel about such discrimination?
4. Have you listened to, or told, jokes about people with a disability? Assume you have a disability; how would you feel if a cruel joke were told related to your disability?
5. Do you place a high value on having a beautiful body? If so, do you then devalue those who are less attractive or who have a disability?

**Task 6. Match the words and their definitions.**

1. community	a. way to a place
2. apparent	b. agree or admit the truth of, confess
3. adjust	c. arrange, put in order or agreement
4. access	d. help
5. handicap	e. clearly seen or understood
6. application	f. making of a request
7. acknowledge	g. people living in one place
8. aid	h. say is not true, deny
9. exploit	i) without the power to see
10. insane	j) be, have being, be real
11. consumption	k) the state of being short of
12. deficiency	l) injure
13. exist	m) using up
14. dislocate	n) develop
15. blind	o) mad
16. mar	p) put out of position
17. mental defective	q) cure
18. remedy	r) suffering from mental illness

**Task 7. Reas the text. Do exercises after the text.**

*HISTORY OF BRITISH PUBLIC SERVICES*

Towards the middle of the nineteenth century, Benjamin Disraeli, who was later to become a great Prime Minister of England, published a novel in which he wrote of “the two nations” – the rich and the poor – into which the population of the country was divided. The rich and the poor are still with us, and the differences which exist between their standards of life continue to mar the society. But a great change has taken place within the lifetime of living men, and the economic and social position of the wage-earning classes has improved almost beyond recognition.

During the middle decades of the nineteenth century a successful attempt was made to remedy the worst abuses of the new industrialism – the exploitation of women and children, long working hours, dangerous and unhealthy processes, appalling housing conditions in the new industrial centres, and absence of elementary sanitary measures – by means of protective factory legislation and Public Health Acts. Towards the end of the century Parliament came to grips with the problems of universal education and the provision of decent homes for the fast-growing industrial population. During the last forty years there have come into existence a whole host of new public services – dealing with maternity and child welfare, the health of school children, the welfare of the blind, the mentally defective and the insane, and the economic security and well-being of the unemployed, the sick and disabled, the widowed, the orphaned, and the elderly.

On the eve of the war the British Social Services were already an impressive national achievement. During the war they have stood the strain of social upheaval and dislocation without the need for major legislative changes. They have shown a remarkable degree of flexibility and, indeed, they have in some directions been very widely expanded. Meanwhile there has been a growing realization of the need to deal comprehensively with the many gaps, deficiencies, and anomalies which undoubtedly remain.

**Translate the following word combinations from the text.**

The differences which exist between their standards of life, the economic and social position of the wage-earning classes, the exploitation of women and children, dangerous and unhealthy processes, the economic security and well-being of the unemployed, the sick and disabled, the widowed, the orphaned, and the elderly.

**Complete the following sentences.**

1. Towards the middle of the nineteenth century, Benjamin Disraeli...
2. The rich and the poor are still with us, and the differences which exist...
3. During the middle decades of the nineteenth century a successful attempt...
4. Towards the end of the century Parliament came to grips with...
5. During the last forty years there have come into...

**Are the following sentences true or false? Correct the false ones.**

1. Towards the middle of the eighteenth century, Benjamin Disraeli published a novel.
2. A great change has taken place within the lifetime of living men, and the economic and social position of the wage-earning classes has improved almost beyond recognition.

3. During the middle decades of the nineteenth century a successful attempt was made to remedy the best abuses of the new industrialism.
4. During the last forty years there have come into existence a whole host of new public services.
5. On the eve of the war the Irish Social Services were already an impressive national achievement.
6. During the war they have stood the strain of social upheaval and dislocation without the need for major legislative changes.

**Task 8. Watch the video. “Sustainable community development: from what's wrong to what's strong”. Be ready to answer the questions. (<https://www.youtube.com/watch?v=a5xR4QB1ADw> )**

How can we help people to live a good life? Instead of trying to right what's wrong within a community Cormac argues we need to start with what's strong. We need to help people discover what gifts they have and to use those gifts to enrich those around them. Cormac Russell is Managing Director of Nurture Development, the leading Asset-Based Community Development (ABCD) organisation in Europe, and faculty member of the ABCD Institute at Northwestern University, Illinois. He works with local communities, NGOs and governments on asset-based community development and other strengths-based approaches, in four continents.

**Task 9. Watch the video. “Social Welfare Programmes and Services for Women”. Be ready to answer the questions. (<https://www.youtube.com/watch?v=Y3fqjAxSB6s>)**

It is a well-established fact that women in Indian society face discrimination at various levels. Hence, they are rightly considered as vulnerable and marginalized depending on their social, economic, and political status. Hence, Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles has made sufficient provision for the State to come out with various policies, legislations and welfare measures aimed at their protection and empowerment.

**Task 10. Put words in correct order.**

1. our holiday / will / at home / we / not / spend / next year
2. did / I / him / see / not / last night / at the disco
3. to the cinema / we / want / not / do / tonight / to go
4. a / go / with / often / walk / dog / for / We / our
5. room / Sundays / usually / I / tidy / my / on
6. hardly / the / feeds / My / ever / dog / brother
7. never / the / She / cooking / does
8. sister / ironing / sometimes / My / the / does
9. right now / have / not / we / time / do
10. not / now / she / in England / is

### **Перелік питань для самоконтролю:**

1. What is community welfare service?
2. What are the types of welfare services?
3. How do you promote the welfare of children?
4. What are the basic goals of child welfare?
5. What is the difference between a disabled person and a person with a disability?
6. What is the main role in the life of person with disabilities?
7. What's the purpose of rehabilitation?
8. What are community development projects examples?
9. What does community development project mean? What is the goal of community development project?
10. What is the main approach of social welfare?

## **UNIT 4. SOCIAL WELFARE PAYMENTS. THE VERB. PRESENT TENSE FORMS.**

### **Питання до самостійного вивчення:**

1. Disability and illness.
2. Unemployed benefits. Older and retired people payments.
3. Extra social welfare benefits.
4. Voluntary work and social welfare payments.
5. Types of verbs.
6. Present Simple.
7. Present Continuous.
8. Present Perfect. Present Perfect Continuous.

### **Рекомендовані джерела:**

Основні: 4-10.

Додаткові: 11, 13, 15, 17, 19, 20, 21, 24, 30, 31.

Інтернете-ресурси: 32-46.

### **Перелік індивідуальних завдань:**

**Task 1. Read the text. Study unknown words. Make up 10 questions on the text.**

Public assistance is sometimes viewed as synonymous with “welfare” by the general public, yet there are hundreds of other social welfare programs. Public assistance has primarily residual aspects, and applicants must undergo a “means test” that reviews their assets and liabilities to determine their eligibility for benefits. Adherents of the residual view of public assistance generally hold the following opinions:

1. Assistance should be made as unpleasant as possible to discourage its use. This is to be accomplished by giving relief in kind (for example, food or clothes) rather than money, by continually reevaluating need, by making it only temporary, by stopping it and/or threatening prosecution if illegitimacy is involved, and by removing children from their own homes when these homes do not meet minimal standards.

2. Relief should also be made unpleasant by requiring recipients to work for it regardless of the nature of the work, how depressed the wage, or whether the requirement would be used as a means for securing cheap labor; notwithstanding, income from this work is still labeled relief.

3. Assistance should be discouraged by making payments too low for anyone to really want it. It is argued by advocates of this approach that assistance in amounts greater than would be received by the lowest paid, most menial worker would encourage individuals to seek assistance in lieu of employment.

4. Outsiders should be prevented from seeking help (they may receive only emergency aid and only for short periods).

5. People should be forced to remain at their jobs or to return to employment; this is accomplished by denying assistance to anyone who is guilty of a “voluntary quit.”

In contrast, the institutional view of public assistance (generally held by social workers) assumes or advocates the following:

1. Adequate income and the elimination of hunger and destitution should be provided for all citizens as an instrument of social policy.

2. Relief should be extended to applicants who can qualify under eligibility requirements; that is, subjective, biased, and capricious considerations should be removed. Relief should be based on need as it is determined to exist by objective, rather than subjective, criteria and as a legally determined right.

3. It is assumed that workers generally prefer income from employment over public welfare and that motivations to work are built into the economy in the form of social, cultural, and economic advantages to the employed man or woman.

4. Psychological and social barriers sometimes stand in the way of rehabilitation and employment. Counseling and other services may be needed to restore certain individuals to economic and social self-sufficiency.

5. Preservation of the independence and self-respect of the applicant for assistance is a prime consideration in the administration of programs of relief.

6. A punitive approach defeats the purpose for which assistance is used—namely, the restoration of the individual to normal functioning; it deepens feelings of inadequacy and dependency, causes embarrassment and humiliation, and brings destructive psychological defenses into play.

7. There are many pulls in society that make work more appealing than public welfare, such as a higher standard of living and the prestige and sense of importance one receives from gainful employment.

8. Public assistance programs have several distinguishing features:

■ Programs have a means test. Individuals applying for assistance have their income and assets examined to determine whether their financial needs meet the eligibility requirements. The means test is designed to ensure that individuals receiving assistance do not already have sufficient resources for a minimum level of subsistence. Resources that are examined include both earned and unearned income. Earned income is money in the form of salary or wages. Unearned income includes benefits from other public and private financial programs, gifts, life insurance annuities, stock dividends, rental income, inheritances, support payments from relatives, and so on.

■ Eligibility and benefit levels are determined on a case-by-case basis. All applications for assistance are closely reviewed on an individual basis. Although there are federal, state, and local guidelines on eligibility and on allowable benefits, the staff who administer public assistance have substantial discretion in deciding whether a client will receive special allowances in addition to basic benefits. Staff also have discretion in deciding which social services and other resources might be mobilized on behalf of the client. Eligibility determination, along with benefit-level determination, is a cumbersome, lengthy process involving extensive review of documents.

■ Benefits are viewed as charity. In contrast to social insurance benefits, to which recipients are viewed as legally entitled, public assistance benefits are perceived as charity. In this country, poor people are not considered to have a constitutionally established right to a minimum income. (In comparison, some foreign countries, such as Great Britain, recognize the right of those in poverty to be maintained and protected by government.)

■ Program benefits are paid from general government revenues. Public assistance benefits at the federal, state, and local levels are financed through taxes on personal income and on property.

The main public assistance programs include Supplemental Security Income, General Assistance, Medicaid, food stamps, housing assistance, and Temporary Assistance to Needy Families (which was enacted in 1996 to replace Aid to Families with Dependent Children).

## **Task 2. Read the text below and explain the words in bold.**

### VOLUNTARY ORGANIZATIONS

All societies create **anomalies**. Some people are always excluded from **benefits** because they do not **fit** the current criteria. At its simplest, societies draw boundaries and define who is in and who is out. But, as well as physical boundaries, within each society there is also a system of laws, which define **property** and **ownership**; family **relationships**; the **obligations** which go with contracts. These laws also define methods for **punishing** people who try to **avoid** them.

Problems arise in many spheres of life. Marriages break down; parents and children **quarrel**; children **fail** to develop normally; or they do badly at school; people have accidents; or get ill; cannot find work; or get involved in lying and lose their friends. Traditionally social work in Britain developed on the edges of other professions:

- When problems arose in hospitals, medical social workers were appointed (for people who were mentally ill there were **psychiatric** social workers);
- When problems arose in **prisons** and courts, **probation** officers were appointed;
- For children who had no **adequate** parents, children care officers were **appointed**;
- For old people who had no support welfare officers were appointed and so on.

Often these jobs began as a **voluntary initiative**, by some individual, who saw a problem more clearly than others, and just began to work. Later, when the role was more clearly defined, it was taken over by the state. But the state has its own **agenda**, and eventually the state services would prove inadequate, and some other individual

would recognize another unmet need, and would address it through voluntary effort. In the 1960s it was recognized that all these people, working in different context were using similar skills, a single profession was created under the British Association of Social Workers. It was also created a single Department of Social Work, or Social Services, in all local authorities. This has had the effect of centralizing and uniting the profession, but it has also created a very powerful state structure – almost a state monopoly – for social work services, which, of course, were dominated by the agenda of the government and the local **authority**. Voluntary organizations remain very important, therefore, as a way of criticizing the state apparatus; of developing new methods of work; and of creating new structures for social work.

**Task 3. Complete the following statements and translate them into Ukrainian.**

1. Some people are always excluded...
2. At its simplest, societies draw...
3. These laws also define methods...
4. Marriages break down...
5. Traditionally social work in Britain...
6. When problems arose in hospitals...
7. When problems arose in prisons and courts...
8. For children who had no adequate parents...
9. For old people who had no support...
- 10.. But the state has its own agenda...
11. In the 1960s it was recognized that all these people...

**Task 4. Read the text. Are following statements true or false? Correct the false ones.**

1. Tim had a good family setting.
2. He has four brothers and sisters.
3. When he was 17, he had to leave home.
4. He stayed in homeless hostels.
5. He started to drink heavily.
6. He was arrested for theft.
7. He wanted to get rid of his addiction.
8. His mentor's name is Jack.
9. Now Tim lives in the supported accommodation.
10. He wants to join the army.

*Tim's story*

Tim had an unstable upbringing, spending many years in social care as his parents simply couldn't cope with bringing up their five children. When Tim turned 17, his father told him he was no longer welcome to stay at their family home in south London. Having nowhere else to go Tim went to the west end of London where he stayed in various homeless hostels. Unfortunately, but sadly inevitably, Tim was introduced to drugs and found this to help him escape the pain that he felt. After two years and a growing drug dependency, Tim found himself banned for drug taking and bad

behaviour from nearly all the homeless hostels. He started to live on the streets and in various local squats, but it wasn't long before he was arrested. Tim was sentenced to three months for begging and assault on a police officer. Because he was going to be homeless when his prison term was over, he was referred to Outside Link project who secured him supported accommodation for when he was released. Realising that he had options other than returning to the streets and his previous life style, Tim expressed a wish to get his life back on track and kick his heroin addiction. In the project he was matched with a volunteer mentor Bill who would help him with all aspects of his life support, advice and most importantly a friendly face and a sympathetic ear. Tim has now been out of prison for three months and is still living in the supported accommodation project. With the help of his mentor Bill, he has been able to access help with independent accommodation through his local leaving care team. Tim has said that the biggest milestone has been the fact that he has been free from drugs. He has been taking part in a community drug rehabilitation programme that was set up for him via the One to One project, before he left prison. Bill and Tim still meet on a regular basis. In their last meeting Tim said: 'I feel like a regular citizen now and not like someone who people view as second class.' Tim is currently taking part in a training course and hopes to be able to join the army in the future.

**Task 5. Fill in the gaps with the following expressions:**

*disabled young people, a disability, family carers, independently, more money, the support, control, person-centred planning, to involve families, be planned, service providers, make choices, the services, better*

**Social care services – direct payments and individual budgets**

People with ..... are taking more ..... of their own services. This is really important to help people live..... . Individual budgets are also helping. Direct payments are when people are given money to pay for ..... they need themselves. They can choose what services to spend the money on. They can pay people to give them ..... they want, in the way they choose. Individual budgets are when people are told how much money there is for services and support for them. People say what services they really want and need. They do not have to pay ..... themselves if they do not want to. We said that both direct payments and individual budgets would make services..... . People would use the money for services they wanted – so good services would get ..... . Services would have to listen more to what people want, otherwise they would not get any money. .... means supporting a person to work out what they want in their life and how services should help them do this. Services should then ..... to give them the things they want and need. Personcentred planning can help ..... think about what they want to do when they leave school and what services they need. It can help them..... , make friends and get involved in the area where they live. More is being done..... . Regional networks enable ..... to learn from each other and share ideas.



**Task 6. Watch the video about unemployment benefits** (<https://www.youtube.com/watch?v=iKk257Px>). Share your own ideas about it.

**Task 7. Put the verbs, in brackets into the Present Continuous or Present Simple. Translate the sentences.**

1. Jamie (think) about buying a new car.
2. The chef (taste) the soup to see if it needs more salt.
3. Andrea (see) the bank manager at 10 o'clock tomorrow morning.
4. I can't understand why she (be) so stubborn, she is normally so flexible.
5. They always (argue). I can't stand it.
6. David Cameron (stay) in the Waldorf Astoria on this visit to New York.
7. Do not ask him. He (be) really difficult at the moment.
8. Carina (enjoy) hospital dramas so she (watch) ER every week.
9. Japanese cooking (not use) a lot of dairy food.
10. He is from Glasgow. Actually, he (be) there at the moment but he (come) back tomorrow.

**Task 8. Read the situations and write questions with the words in brackets.**

1. You are talking to a friend about Carol. She now works as a tour guide. You ask your friend: (How long/work/as a tour guide?)
2. Alan always wears the same shoes. These are very old shoes. You ask him: (How long/have/those shoes?)
3. Lina tells you that her son is in hospital. You ask her: (How long/be/in hospital?)
4. Your friend's sister went to New Zealand some time ago and she's still there. You ask your friend: (How long/be/in New Zealand?)
5. You meet Ben on a train. You can hardly recognize him: he's wearing a beard. You ask him: (How long/have/a beard?)
6. You know that Jane is good at scuba diving. You ask her: (How long/do/scuba diving?)
7. You know that Mr and Mrs Temple are celebrating their wedding anniversary. Mrs Mills is a good friend of the family. You ask her: (How long/be/married?)
8. Most of Martin's friends play the guitar. But Martin is definitely the best. You ask him: (How long/play/the guitar?)

**Task 9. Ask questions about the information in italics.**

1. I've attended *English classes* for six months now.
2. *He has come here* to tune our piano.
3. I've painted this room.
4. They haven't seen each other *for a long time*.
5. We've had such a *busy day*!
6. John's won *a lot of money*.
7. A factory has closed, and *300 people* have lost their jobs.
8. I've bought *this nice new pad* to take notes during the meeting.
9. They've built a motorway *around London*.

10. He's read this article *on the Antarctic*.
11. Jack's gone *abroad* on business.
12. I've just received *a bill* from my solicitors.
13. *We haven't paid our gas bill* and have received a final warning.
14. I've discussed the idea *with her*.
15. I've been in Rio *since May*.
16. They've lived *apart* for years.
17. They've just appointed *a new managers* my bank.
18. We've arranged these books *in alphabetical order*.
19. *I've* made arrangements for my holiday next month.
20. *Melanie* has become a company director.

**Task 10. Put the verbs in brackets in Present Perfect Simple or Present Perfect Continuous. Translate the sentences.**

1. Sally \_\_\_\_\_ (save) nearly two thousand pounds so far this year.
2. What's the matter? \_\_\_\_\_ you \_\_\_\_\_ (lose) something?
3. I \_\_\_\_\_ (work) in music industry.
4. Someone \_\_\_\_\_ (eat) my chocolates. There aren't many left.
5. My younger brother \_\_\_\_\_ (grow) three centimetres this month.
6. I \_\_\_\_\_ (break) my leg twice in two years.
7. They \_\_\_\_\_ (put) up their tent for over an hour now, and they still haven't finished.
8. Can you translate this note from Paris? I understood French when I was a child, but I \_\_ (forget) it all.
9. Your English is rather good. \_\_\_\_\_ you \_\_\_\_\_ (study) it long?
10. Do you mind if I clean the table? \_\_\_\_\_ you \_\_\_\_\_ (have) enough to eat?
11. I'm not surprised he \_\_\_\_\_ (fail) his exam. He \_\_\_\_\_ (not/work) hard recently.
12. How many times \_\_\_\_\_ Frank \_\_\_\_\_ (be) late for work this week?
13. Let's give that cat some food. It \_\_\_\_\_ (sit) on the doorstep for hours. I'm sure it's starving.
14. (do) grammar exercises all morning. I deserve a treat for lunch.
15. Why \_\_\_\_\_ you \_\_\_\_\_ (not/buy) your mother a present? That's really mean of you!
16. I saw Helen yesterday. She \_\_\_\_\_ (work) in Canada for the past year. Did you know?
17. Where are my keys? This is the third time I \_\_\_\_\_ (lose) them today.
18. Oh, do be quiet. You \_\_\_\_\_ (argue) all day!

**Перелік питань для самоконтролю:**

1. What is the difference between illness and disability?
2. What is the difference between illness benefit and disability benefit?
3. What illnesses qualify for disability allowance?
4. What to do when you lose your job and have no money?
5. At what age do you get full benefits?
6. How do you survive unemployment financially?
7. What benefits are there for 60 year olds?
8. What is the lowest pension age?
9. What is a supplementary payment?
10. How long is supplementary welfare allowance?
11. Is Supplementary Welfare Allowance taxable?
12. What are the benefits of volunteer work?
13. Do volunteers get money?
14. How does volunteering affect your benefits?

#### **4. КРИТЕРІЇ ОЦІНЮВАННЯ САМОСТІЙНОЇ РОБОТИ. ЗАСОБИ ПРОВЕДЕННЯ ПІДСУМКОВОГО КОНТРОЛЮ**

Оцінювання сформованих компетентностей під час вивчення навчальної дисципліни відбувається за результатами усних відповідей на практичних заняттях, тестування, письмового опитування, перевірки індивідуальних завдань (міні-презентацій, ментальних карт, кейсових завдань, міні-есе, рефератів), обговорення рефератів тощо.

Формування загальної оцінки за самостійну роботу передусім ґрунтується на аналізі рівня знань з дисципліни. Оцінюється глибина і міцність знань; рівень мислення; уміння систематизувати знання по окремих темах; уміння складати розгорнутий план відповіді; давати точні формулювання; правильно користуватися поняттєвим апаратом; культура відповіді (грамотність, логічність і послідовність викладу); навички і прийоми виконання практичних завдань.

Загальна максимальна кількість балів, яку здобувач може набрати впродовж I семестру за самостійну роботу – 37 балів, II семестру за самостійну роботу – 35 балів.

У процесі оцінювання самостійної роботи здобувача вищої освіти з дисципліни враховується:

- опрацювання додаткових джерел інформації з питань, винесених для розгляду на практичному занятті – 10 балів;
- підготовка індивідуальних проєктів – 15 балів;
- перегляд навчальних відео – 10 балів.

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