

ENGLISH FOR SOCIAL SERVICES



EVROPSKÝ SOCIÁLNÍ FOND
PRAHA & EU: INVESTUJEME DO VAŠÍ
BUDOUCNOSTI

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„Inovace systému odborných praxí a volitelných předmětů na VOŠ Jabok, reg. č. CZ.2.17/3.1.00/36073“.

Editoři:

Ivana Adámková

Ivana Čihánková

Eva Hernová

Michal Pařízek

Odborné konzultace: Bennie Lauve

Vydal: Jabok – Vyšší odborná škola sociálně pedagogická a teologická

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Předmluva

Učebnice angličtiny English for Social Services vznikla v rámci projektu „Inovace systému odborných praxí a volitelných předmětů na VOŠ Jabok“ (CZ.2.17/3.1.00/36073), spolufinancovaného z prostředků Evropského sociálního fondu, státního rozpočtu České republiky a rozpočtu hlavního města Prahy.

Učebnice je určena především studentům Vyšší odborné školy sociálně pedagogické a teologické Jabok a Evangelické teologické fakulty UK (studijní obor Pastorační a sociální práce).

Učebnice má připravit studenty na absolvování praxí v organizacích sociálních služeb v anglicky hovořících zemích během studia a na profesní komunikaci při spolupráci se zahraničními sociálními organizacemi v rámci jejich budoucího zaměstnání.

Kniha je členěna do 16 lekcí, každá z nich se věnuje jednomu typu sociálních služeb. Lekce obsahují cvičení orientovaná na procvičení slovní zásoby, témata k diskusím, poslouchová cvičení i náměty na domácí práce a prezentace studentů. Součástí učebnice je anglicko-český slovníček odborné terminologie s více než 1 400 výrazy. Slovíčka uvedená ve slovníčku tučně tvoří jádro slovní zásoby, kterou by si měl student osvojit aktivně. U ostatních slovíček je důležitá alespoň pasivní znalost. Texty a cvičení byly konzultovány s rodilými mluvčími.

Kolektiv editorů

The English language in this textbook is grammatically correct and idiomatic in usage. This textbook would be a reliable resource for professionals in all fields of social work who want to learn or improve their English, especially in vocabulary and phrases used in social services.

Consultant

UNIT 1

Counselling Services

1.1 Lead-in



Chinese for “to listen” ear



you
eye
attention
heart

What do you think the Chinese wanted to express by this sign about the process of listening?

1.2 Listening



Listen to the text and write down the number of –

locations –

problems a year –

benefit problems –

debt problems –

employment problems –

housing problems –

legal problems – *and other information about Citizens Advice Bureaux.*

Read the text and translate it.

Answer the questions:

- What are the aims and roles of CAB?
- Explain its main principles of work.
- Describe the main types of services.
- Where do they provide their services?

The Citizens Advice Bureaux

The Citizens Advice service is the largest advice-giving network in the UK, regularly providing advice from over 3,000 locations. It helps people resolve their legal, money and other problems by providing free information and advice. Advisers do not tell clients what to do, but explain their options and the possible outcomes of different courses of action. Clients are encouraged to make their own decisions and act on their own behalf.

Citizens Advice Bureaux help people to resolve nearly 5.7 million problems every year in bureaux, by phone and email, and in places like GP (General Practitioner) surgeries and in courts, prisons, schools and leisure centres.

Top five CAB client problems in 2013:

- Benefits (1,700,000 new problems).
- Debt (1,236,000 new problems).
- Employment (425,000 new problems).
- Housing (656,000 new problems).
- Legal (489,000 new problems).

The principles of CAB advice:

- Independent – we will always act in the interests of our clients, without influence from any outside bodies.
- Impartial – we do not judge our clients or make assumptions about them. Our service is open to everyone, and we treat everyone equally. CAB advice is available to everyone regardless of race, gender, disability, sexual orientation, age or nationality.
- Confidential – we will not pass on anything a client tells us – or even the fact that they have visited us – without their permission.
- Free – no-one has to pay for any part of the service we provide.

CAB advisers can:

- interview clients face-to-face and by phone to find out what the problems are;
- access our regularly updated electronic information database for up to the minute information;
- write letters or phone companies and service providers on behalf of clients;
- help clients with form filling, for example, to claim for social security benefits;
- represent clients in court and at tribunals.

(www.citizensadvice.org.uk)

Explain the following terms from the text in English:

- to act on one's own behalf
- to encourage a client
- to judge a client
- to make assumptions about a client
- to represent a client in court
- impartial and confidential service
- outside body
- service provider
- form filling
- social security benefit

counselling (n)	poradenství	treat (v)	jednat, zacházet
citizen (n)	občan	race (n)	rasa
advice (n)	rada, doporučení	gender (n)	pohlaví, rod
Citizens Advice Bureau (n)	občanská poradna	disability (n)	postižení
provide (v)	poskytnout	confidential (adj)	důvěrný
adviser (n)	poradce	pass on (v)	předat
encourage (v)	pozvudit	permission (n)	dovolení
surgery (n)	ordinace lékaře	find out, found, found (v)	zjistit
court (n)	soud	access (n)	přístup
leisure (n, adj)	volný čas	database (n)	databáze
benefit (n)	sociální dávka	social service (n)	sociální služba
debt (n)	dluh	provider (n)	poskytovatel (služby)
employment (n)	zaměstnanost	form (n)	formulář
legal (adj)	právní, legální	fill, fill in (v)	vyplnit
influence (n)	vliv, ovlivnit	claim (n)	nárok, žádat o dávku
impartial	nestranný, nezaujatý	social security (n)	sociální zabezpečení
judge (n)	posuzovat, soudce	tribunal (n)	soud
assumption (n)	předpoklad, domněnka		

1.3 Writing



Choose two of the problems and find out information necessary for the client to find a solution – write it down in English.

1. My grandad has been in hospital for three weeks and doctors have told us he is dying. My daughter is five and she loves her great grandad very much, how should I tell her that her grandad is dying? She has seen me crying a few times and I have had to lie to her. I feel so guilty because I have always been honest with her. Should I let her go to the funeral to say bye or will it be too scary for her?
2. Social services are involved in my child's life because of something criminal my ex-partner has done. They are involved in his contact arrangements and stopping him seeing his daughter on his own. We are separated but I have had mental illness and made some problems of my own and I fear that when this comes out social workers will fear my ability to protect or look after my daughter. If they want to take her into care can I give my parents guardianship? I currently live with them but will happily move out if this would be an issue.
3. I am 26, and my husband is 28. We both use cocaine on a regular basis. It started out as a line here or there on a night out – nothing too major. Now every weekend we “get on it” and within 8 months we have spent about £15,000 on cocaine. It got to the point where I would take cocaine during the week and while at work. It seemed like the only thing that would get me through the day. I cannot remember a time when I wasn't high or paranoid. The paranoia is so bad! It makes you think the strangest things! Feeling as if you want to take a power drill to your head, just to stop the thoughts running through your mind is no fun, believe me. Where can we get help to stop taking the drugs?
4. I suffered domestic violence at the hands of my ex-husband for 5 years which ended in 2012 when I and my baby found the courage to leave. He saw our son a few times since (supervised by myself) but then decided he didn't want any more contact so there was a 3-year gap where father and child had no contact at all. Then in January this year I was summoned to court for a first hearing regarding child contact. My little boy is four and my ex-husband wants weekends but I do not want to allow unsupervised contact as I have a valid reason believing my child isn't safe when alone with his father. Who can help me?
5. About a week after we moved in our new house the plumber came to hook up a new line in the kitchen. I put our dog out in the back yard and he barked to be let in but it was the only time this had ever happened. While this was going on, a woman came pounding at my door. When I opened she told me that if I didn't shut that dog up she would shoot it. I apologized and assured her that as soon as the plumber was gone I would bring the dog in. About a week later we got a notice from Animal Control regarding a barking dog complaint saying that if it continued to happen that we would be fined and eventually our dog would be destroyed. What shall we do to prevent this?

6. My son lost his father when he was only nine months old, he never really knew him and has never asked about him before. Since he is at nursery and is getting a little more aware he is asking: "Where is my Daddy?" and he's been calling other male members of family or random people daddy. At some point I would like to try and make him understand but I would hate to say his father is with the angels or is a star. Also I wouldn't just like to say he has gone away, because I don't want the boy asking if he's going to be coming back. What should I say?

advise (v)	(po)radit, doporučit	look after (v)	pečovat
give up, gave, given (v)	přestat, vzdát se čeho	guardianship (n)	opatrovnictví
Incapacity Benefit (n)	dávka pro postižené	issue (n)	věc, záležitost
examination (n)	prohlídka	nursery (n)	jesle, mateřská škola
ailment (n)	nemoc	male (n)	muž, mužský
domestic violence (n)	domácí násilí	neighbourhood (n)	sousedství, čtvrť
ex-husband (n)	bývalý manžel	complaint (n)	stížnost
supervise (v)	dohlížet	fine (n, v)	pokuta, pokutovat
gap (n)	mezera, přestávka	destroy (v)	zničit, zabít
summon (v)	předvolat	prevent (v)	zabránit
hearing (n)	slyšení u soudu	regret (v)	litovat
valid (adj)	platný, oprávněný	notice (v)	všimnout si
nurse (n)	zdravotní sestra	realise, realize (v)	uvědomit si, pochopit
guilty (adj)	vinen	sign (n)	známka, znamení
honest (adj)	čestný	bedsit (n)	garsonka
funeral (n)	pohřeb	crave (v)	toužit, prahnout, bažit
criminal	zločinný, trestný	fix (n)	dávka drogy

arrangement (n)	uspořádání	temper (n)	temperament, nálada
separate (v)	oddělit, odloučit	valuable (adj)	cenný, hodnotný
mental illness (n)	duševní nemoc	hide, hid, hidden (v)	ukrýt, skrýt
protect (v)	chránit		

1.4 Speaking



Role play: Work in pairs – one of you is an adviser and the other a person wanting to get advice concerning one of the problems described above.

1.5 Listening



Listen to the story and find out the differences between the text and the recording.

I fractured my vertebra in the 2004 and found to have thinning of the bones. I was advised by the specialists to give up work as I was in so much pain and I have been living in chronic leg pain ever since. I was placed on the Incapacity Allowance and had four medical examinations over ten years between 2004 and 2013 and they had no problem with me being kept on the Incapacity Allowance as I was unfit to work. In 2013 I was sent an application form to fill in and I was then informed that I lost my benefits. I have recently had more health problems with other long term ailments and I am receiving pain decreasing injections in my back. Is there any benefit I can get?

1.6 Listening



Listen to the story. Are the following statements true or false? Correct the false ones:

1. The boy started with the drugs when he was 13.
2. His mother did not notice anything.
3. At 16 he started taking heroin.
4. He became aggressive and rude.
5. He stole money from his parents.
6. Parents forgave him.
7. He lived with his friends.
8. He dropped out of school.

9. His parents started to fear him.
10. When he visited his parents, they gave him money.

I have learnt from my son he started with the drugs at the age of 15. To my dying day I will regret not noticing, not realising, not opening my eyes and seeing the signs. At 16 it was cannabis and his personality changed, more aggressive, rude, but I covered that with 'well he is becoming a man and trying to find his feet'. Money went missing, he went missing, but each time I swallowed the excuses, after all 'he's a good boy'. 18 and he lives in a bedsit. Craving his next fix, always needing money, rude, dirty, and so painfully thin. The apprenticeship and future in tatters, destroyed by his habit, unable to get out of bed and face a day's work. His visits to our house are taken up with us treading on egg shells careful not to enflame his temper. Making sure all money and valuables are hidden. Is there anything I could do to help him?

1.7 Ideas for Homework



Respond to the clients from exercises 1.5 and 1.6 – write down the information they need to solve their problems and suggest at least two options they have.

1.8 Listening



Listen to the song "Shiver" by Coldplay and complete the lyrics.

1.9 Use of English



*Acrostic – write down the sentence concerning the subject of "listening" whose first letters of the words make the word "LISTEN" – e.g. – **L**earn **I**nteresting **S**ubjects, **T**rain **E**ars **N**onstop (use dictionary to look up suitable words).*

L
I
S
T
E
N

1.10 Reading



Read the text and translate it.

Active Listening

Active Listening means fully concentrating on what is being said rather than just passively hearing the message of the speaker.

Active Listening involves listening with all senses. As well as giving full attention to the speaker, it is important that the 'active listener' is also 'seen' to be listening – otherwise the speaker may conclude that what they are talking about is uninteresting to the listener.

Non-Verbal Signs of Active Listening:

- Small smiles can be used to show that the listener is paying attention to what is being said or as a way of agreeing or being happy about the messages being received.
- It is normal and usually encouraging for the listener to look at the speaker.
- The attentive listener tends to lean slightly forward or sideways while sitting.
- Automatic mirroring of any facial expressions used by the speaker can be a sign of attentive listening.
- Verbal Signs of Active Listening:
 - Remembering a few key points, or even the name of the speaker, can help to reinforce that the messages sent have been received and understood.
 - Remembering details, ideas and concepts from previous conversations proves that attention was kept.
 - The listener can demonstrate that they have been paying attention by asking relevant questions and/or making statements that help to clarify what the speaker has said.
 - Reflecting is closely repeating or paraphrasing what the speaker has said in order to show comprehension.
 - Clarifying involves asking questions of the speaker to ensure that the correct message has been received.
 - Summarising involves taking the main points of the received message and repeating them in a logical and clear way, giving the speaker the chance to make corrections if necessary.

(www.skillsyouneed.com/ips/active-listening.html)

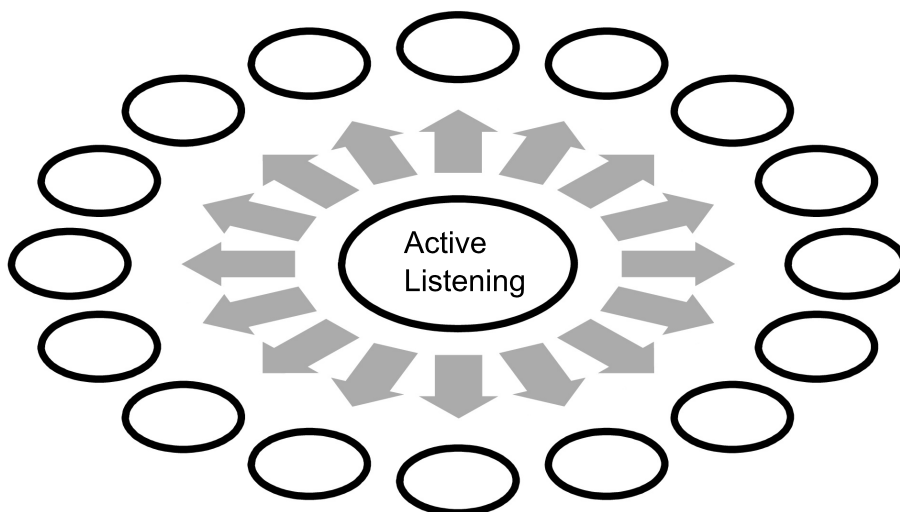
active listening (n)	aktivní naslouchání	key point (n)	klíčový bod
concentrate (v)	soustředit se	reinforce (v)	posílit
message (n)	sdělení, zpráva	prove (v)	dokázat

speaker (n)	mluvčí	relevant (adj)	důležitý, závažný
conclude (v)	usoudit, udělat závěr	statement (n)	tvrzení, prohlášení
non-verbal (adj)	neverbální	clarify (v)	objasnit, vyjasnit
pay attention (v, n)	věnovat pozornost	reflect (v)	odrážet, vyjadřovat
agree (v)	souhlasit	paraphrase (v)	parafrázovat
receive (v)	přijmout, přijímat	comprehension (n)	porozumění, pochopení
lean (v)	naklánět se	ensure (v)	zajistit
mirror (v)	zrcadlit	summarise (v)	shrnout
facial expressions (n)	mimika	involve (v)	zahrnovat, týkat se
verbal (adj)	verbální, slovní	correction (n)	oprava

1.11 Use of English



Find vocabulary concerning the most important parts of Active Listening in the text and write the words into the bubbles.



1.12 Follow up



Listening Games

a) Listen and Draw

Give simple instructions about a particular object that the group has to draw.

For example:

1. Draw a square.
2. Draw a circle in the square such that it fits exactly in the middle of the square.
3. Intersect 2 lines through the circle so that the circle gets divided into 4 equal parts.

b) Round Robin exercise

Gather all the participants in a circle and give them a topic for discussion, or a known story. The first person has to start off by relating a story, when he or she's done with 3–5 sentences, the instructor will say 'stop' and ask a person by any random order to continue. The condition is that this person has to repeat the last sentence that was said and then continue to make up the story.

c) Chinese whispers

Have the participants in a line and whisper two different messages one starting at one end of the line and one starting at the other. When the messages have been passed to the final person ask the first recipients if they can remember the message and then the final recipients what message they received.

UNIT 2

Personal Assistance Services

2.1 Lead-in



What do you think about the following utterance?



“You are not just helping somebody out, you are not just doing things for me.

You are enabling me to be me! To be seen for who I am and what I am by helping me out with the stuff that I just can't do by myself.”

“Too many people think disable means unable, but it does not. We are all really different!”

2.2 Reading



General information on Personal Assistance Services

What Are Personal Assistance Services (PAS)? A personal assistant (sometimes called a personal care attendant or PCA) provides the support necessary for someone with a disability to live and work in the community. Typically, a personal assistant works directly for the individual with a disability, although similar services may be provided by home health aides who work for an agency.

At one time, personal assistants mainly performed hands-on activities such as bathing, dressing, using the bathroom and transferring between bed and wheelchair. Other activities included cleaning the home, running errands, and driving the person with a disability wherever he or she needed to go.

Over the years, personal assistance has come to mean any support a person needs to maintain his or her independence. This can include caring for children, using a check-book, or translating speech that might be difficult to understand. A person with an

intellectual disability who has good physical function may need verbal coaching to accomplish the tasks of the day.

The definition of a personal assistant has continued to expand as people with disabilities increasingly join the workforce. A personal assistant may come into the workplace at lunchtime to assist the employer (the individual with a disability) with lunch and using the restroom. Or a personal assistant may accompany the employer all day, driving him or her to meetings, assisting with paperwork, note taking, and phone calls as well as personal tasks.

(<http://www.ct.gov/brs/cwp/view.asp?a=3955&q=465118>)

attendant (n)	ošetřovatel, provázející	necessary (adj)	nutný, nezbytný
accomplish (v)	dosáhnout, splnit	perform (v)	vykonávat, plnit, zahrát
aid (n)	pomoc	provide (v)	poskytovat
although (conj)	ačkoli, sice, i když	restroom (n)	toaleta
coach (v; n)	připravovat; vést	run errands	dělat pochůzky
continue (v)	pokračovat	speech (n)	řeč, mluva
disability (n)	postižení, nevýhoda	support (n;v)	podpora; podporovat
expand (v)	(roz)šířit se	task (n)	úkol, úloha
checkbook (n)	šeková knížka	transfer (n;v)	přesun; přemístit
include (v)	obsahovat, zahrnovat	wheelchair (n)	invalidní vozík
increasingly (adv)	stále víc, narůstající	workforce (n)	pracovní síla, zaměstnanci
maintain (v)	pokračovat, udržovat		

2.3 Speaking



Answer the following questions:

1. What are the main aims of personal assistants in social services?
2. Name some typical activities personal assistants usually do.
3. What skills and personal characteristics should a personal assistant fulfil? (Use the table below to write down the words.)
4. Is personal assistance in social work only about hard physical work?
5. Would you like to work as a social personal assistant?
6. Can you imagine any pros and cons of such a job?



SKILLS of a PA	CHARACTERISTICS of a PA
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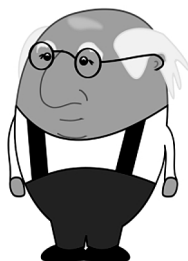
2.4 Writing



Based on your knowledge of personal assistance services, create a small advertisement asking for somebody to become an assistant of a person with a disability. Two examples are given below.

1. I'm a disabled gentleman living in my own house with a little garden. I require a friendly reliable PA to assist me to remain independent. Tasks include personal care. You

will be part of my small team of PAs and must be able to provide some cover for Annual Leave and sickness.



- Mon to Fri: £8.00/hr Sat to Sun: £10.00/hr
 - Various shifts available:
 - Monday-Friday: Mornings and afternoons to be agreed
 - Saturday & Sundays: Mornings and afternoons to be agreed
- Please apply if you can do any of these shifts. You are also required to be flexible in order to cover other shifts worked by another PA if they are unwell or on annual leave.

2. Personal assistants are required to help support a disabled teenager living at home in this area, to access the most out of life and have fun! Help is needed with all aspects of personal care and with life and participating in sensory activities in and outside of the home.

Applicants must have a good sense of humour be flexible and innovative to support someone with complex and challenging needs. We are looking to build up a fun and friendly care team so it's desirable that applicants have held a clean driving license.

Training for specific care needs will be provided but a willingness to learn and have a patient approach is essential.

Successful applicants are required to provide an enhanced DBS disclosure. Disclosure expense will be met by employer and hours are flexible across the week days for £8.50 per hour.



FYI:

In the UK: DBS = The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).

advertisement (n)	reklama	include (v)	zahrnout, obsahovat
agreed (adj)	sjednaný, dohodnutý	knowledge (n)	vědomost, znalost
annual (adj)	každoroční, výroční	PA	personal assistant

applicant (n)	zájemce, žadatel, uchazeč	participate (v)	podílet se, zapojit se
apply (v)	žádat, ucházet se	prevent (v)	bránit, předcházet, zamezit
approach (n;v)	přístup; přistupovat	provide (v)	poskytovat
aspect (n)	hledisko, stav, zřetel	recruitment (n)	nábor, najímání, doplňování
barring (prep)	mimo, kromě, vyjma	reliable (adj)	odpovědný, spolehlivý
base (n;v)	základna, to základní; založit	remain (v)	zůstat, setrvat, vytrvat
below (adv)	dole, níže	require (v)	požadovat, vyžadovat
cover (n;v)	přikrývka; pokrýt, uhradit	safeguarding (adj)	ochranný, chránící
decision (n)	rozhodnutí	sensory (adj)	smyslový
desirable (adj)	žádoucí, vhodný, kýžený	shift (n)	směna (v práci)
disclosure (n)	odkrytí, odhalení	successful (adj)	úspěšný, vydařený
enhance (v)	zvýšit kvalitu, vylepšit	task (n)	úkol, úloha
essential (adj)	základní, zásadní, hlavní	unsuitable (adj)	nevhodný
expense (n)	výloha, výdaj, útrata	unwell (adj)	nemocný, churavý
hold (v)	držet, mít, právo	vulnerable (adj)	zranitelný, bezbranný
challenging (adj)	náročný, podnětný, vyzývající	willingness (n)	snaha, ochota, dobrovolnost

2.5 Reading (may be combined with pair or group work)



Hiring a personal assistant - *The steps you should follow when getting a new PA*

1. Read the following steps.
2. Order the steps as you should proceed when looking for a new PA.
3. Match them with further explanations of the particular steps.

- **Training**
- **Checking**
- **Recruitment**
- **Hiring**
- **Supervising**
- **Interviewing**
- **Terminating**
- **Self-assessment**

I. Contacting applicants' references **helps you narrow down the choices**. Many employers **don't take this step seriously enough**, but it is critical.

II. You are the boss. Talk to other employers of personal assistants about **developing these skills**. Good supervision can make the difference between a **successful relationship** and one that is problematic. **Make gentle corrections where needed**.



III. **Determine how much assistance you need** and what kind.

For example, do you just need support getting up in the morning, or assistance throughout the day? Someone to drive? **Someone to provide support at work? Can assistive technology fulfil any of these needs?**

IV. Teach your assistants what you want them to know about you and **how you like things done**.

V. Telephone interviews are **the first step in screening candidates**. In-person interviews are important in **making hiring decisions**.

VI. You may choose to **put up flyers; place ads** in the newspaper; **post the position on job-search websites; purchase a subscription on a particular web page**, which has a searchable database of resumes; or use several methods at once.

VII. Choosing the right assistant is a skill that develops over time. **Don't be alarmed if you hear an occasional horror story**. There are many **dependable, competent, and caring people** out there. Your job is not to settle for anything less.

VIII. **Nobody wants to fire an employee**, but if you have a personal assistant whose performance is poor and repeated warnings have not caused improvement, you may have no choice.



<http://www.ct.gov/brs/cwp/view.asp?a=3955&q=465118>

ad (n)	reklama (advertisement)	occasional (adj)	občasný
assessment (v)	hodnocení, stanovení	particular (adj)	určitý, jednotlivý, zvláštní
dependable (adj)	spolehlivý, důvěryhodný	proceed (v)	postoupit, ubírat se, vzejít
determine (v)	určit, vymezit, vypočít	purchase (n;v)	nákup; (na)koupit, pořídit
employer (n)	zaměstnavatel	recruitment (n)	nábor, najímání, doplňování
fire (v;n)	vyhodit (někoho); ohněň	resume (n)	souhrn, závěr
flyer (n)	leták (US)	screening (n)	třídění, prosévání
following (adj)	následující, další	searchable (adj)	vyhledatelný
further (adj)	dál(e), další, pozdější	seriously (adv)	vážně, opravdově, skutečně
gentle (adj)	jemný, mírný, laskavý	settle (v)	usadit se, urovnat
hire (n;v)	nájemné; najmout, zjednat	subscription (n)	členský příspěvek, předplatné
check (n;v)	kontrola; kontrolovat, ověřit	terminate (v)	ukončit, zakončit
improvement (n)	zlepšení	throughout (prep; adv)	během, skrz, po celou dobu
narrow (v;adj)	zúžit; úzký, omezit	warning (n)	varování, výstraha

2.6 Reading and writing



Find the excerpts (in bold) of the text in the article above and write it down in English again next to the Czech translation. Fill in the correct Czech word.

- A) učiňte mírné tam, kde je třeba
- B) když činíte rozhodnutí
- C) jak máte rád(a), když dělají
- D) opakovaná varování zlepšení
- E) vám pomůže zúžit
- F) zakupte si členský příspěvek (předplatné) na webové stránce
- G) spolehliví, kompetentní a lidé
- H) někoho, kdo podporu
- I) neberou tento dostatečně vážně
- J) vyvěste ; reklamy
- K) zveřejněte stav na webových stránkách
- L) asistent, jehož jsou slabé
- M) stanovte si, asistence budete potřebovat
- N) nikdo nechce vyhodit
- O) při třídění kandidátů
- P) nelekejte se, když uslyšíte historku jak z hororu
- Q) mohou pomocné technologie některé z těchto potřeb
- R) rozvinutí těchto

2.7 Speaking – Role play



Become a PA at a job interview with a future employer. Ask and answer these interesting interview questions. Feel free to create your own questions.

1. If you were out with me and someone persisted in ignoring me and spoke only to you, how would you react?
2. How would you react if you have done something and I want it done again in another way?
3. What if I ask you to do something, and you think there is another way to do it that you would prefer – what would you do?
4. What qualities and experience do you have that you think would make you a good personal assistant?
5. What are your hobbies/interests?
6. Do you have a car? Would you be prepared to use it for work?

7. Any questions you'd like to ask me?
8. Why did you leave your last job?

(<http://www.scotland.gov.uk/Resource/0044/00447315.pdf>)

2.8 Speaking - Pair work



Take a look at the table below. Student A covers the column B and vice versa. Make comparative sentences and if possible use the table and the words given below the table.

Tasks performed as part of the PA role

Task	A: Percentage of employers who requested this task	B: Percentage of PAs who reported undertaking this task
Personal care, washing and bathing	72	69
Getting dressed	69	70
Leisure activities	68	71
Cooking and preparing food	64	73
Assisting with meeting people and socialising	63	57
Cleaning and housework	63	71
Driving/getting around/visiting friends	62	64
Shopping	61	66
Getting into and out of bed and chairs	57*	64*
Getting to and using the toilet	52*	64*
Assisting with medical visits	49	52
Taking or injecting medicine, and other medical tasks	48	53
Eating and drinking	45	48
Providing massage/exercises to improve mobility and comfort	40*	53*
Assisting with going on holiday	29	18
Checking and looking after equipment, e.g. a catheter	28*	46*

Banking/paying bills/collecting pension or benefits	26	31
Assisting with work or education	24	24
Planning finances (savings, pensions and wills)	15	16
Caring for pets/walking dog	14*	31*
Childcare	8	7
Other	4	2

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/215508/dh_128734.pdf)

- 100% always, constantly, continuously, habitually
 - 90% usually, normally, mostly, regularly
 - 75% frequently, generally, repeatedly
 - 60% often
 - 50% sometimes
 - 40% occasionally, sporadically
 - 20% rarely, seldom, infrequently
 - 0% never
- more / less (a bit / a little bit / a wee bit)
 - plenty, a great deal of, loads, many, a lot of, lots of, a little, a few, little, few
 - slightly / considerably
 - tiny – small – average – large / considerable – gigantic – enormous / huge / vast
 - quite, pretty, rather, fairly

- eg. A: Employers often request washing and bathing. The usual figure is 72 %.
 B: Well, that might be required, but in reality this service is required a little less (69 %).
- eg. A: Sixty nine percent of employers want their employees to help them with getting dressed.
 B: True, it is even more frequent than 69 %, actually it is 70 %.
- eg. A: Did you know that 68 % of employers ask for assistance while enjoying leisure activities?
 B: That does not surprise me as the percentage of assistants who reported undertaking this task is slightly higher. It makes 71 %.

2.9 Writing



Write down sentences with superlatives using the information from the table above. In general, *-est* is used with shorter words and *most ...* for longer words.



eg. I think that getting the employer to the toilet is the hardest of all the services.

eg. The most enjoyable service a personal assistant may offer is probably assisting when going on holiday.

You may like using words such as: hard, easy, high, low, friendly, reliable, enjoyable, responsible, ...

2.10 Reading and writing



Fill in the most suitable word. The choice is given below the text.

Background – personalisation and risk management

Personalisation of social care (1) that we move away from a standardised menu of services carried out by regulated (2) to a scenario where individuals enter arrangements with others to have their social care needs met. An (3) part of this change is a shift in who manages the risk. Personalisation brings with it the necessity for individuals to (4) risks. Such risks can include making choices about whom to (5), what information to request, how to check the validity of information and what services to purchase. There is a (6) need to balance (7) and protection, self-determination, independent living, and safeguarding. How risk is recognised, negotiated, managed and enabled is a (8) part of changing practice, particularly regarding the self-directed support and personal (9) process. Moving to risk enablement empowers the individual, making it (10) for them to have choice and control of their lives while staying safe.

- | | | | | |
|----|--------------|----------------|---------------|--------------|
| 1. | a. intends | b. means | c. thinks | d. seems |
| 2. | a. suppliers | b. supporters | c. providers | d. services |
| 3. | a. important | b. unimportant | c. crucial | d. central |
| 4. | a. perform | b. succeed | c. do | d. manage |
| 5. | a. employ | b. ask | c. fire | d. consult |
| 6. | a. clean | b. clear | c. indefinite | d. really |
| 7. | a. helping | b. empowerment | c. safe | d. curiosity |
| 8. | a. key | b. important | c. good | d. real |

9. a. calculation b. decision c. choice d. budget
 10. a. easy b. safe c. possible d. accessible

VIDEO

2.11 Writing



The video is (at the beginning) mainly an introduction to who a personal assistant is and what they do. It is also a discussion between a PA and an employer. Write down words or situations you think you are going to hear and then discuss your words and notions with your neighbour.

2.12 Listening



Watch the video till 2:38 and put down the most important arguments you hear. Compare them with your neighbours.

2.13 Writing



Watch the video (till 2:38) again and fill in the missing bits of the text. Do not worry about the spelling at first, put down what you hear and correct it later. There are many words left out so before listening for the second time you might like to work out a strategy with your neighbour to catch all the words.

So what d'you say your role involves, because I guess
 get the wrong idea about what personal assistant actually does.

Yeah, well, I think that the most thing is that I am not seen as
 a I think I am an enabler. So someone working with guidance from
 their to help them do what's needed.

OK

I think PA sounds a bit more professional.

....., like any other profession, not everybody's cut out to do it.

Yeah, but when you say PA, people think assistant to the boss, people in business suits and that sort of thing. But there's such a side to what we do. There's a real balance between and care.

PA in a broad sense is to ... not only be a in many ways, but also do those jobs that sometimes people need assistance with a disability, etc.

Having a personal assistant ... it really helps because they connect as a plus you know it is a company ... to have somebody to back and bowl, just everyday tasks for.

The role of a PA is to ... I think ... for more 'cos the people that I work for just may need a little bit of help with certain

Oh, It could be from you know housework hoovering, helping them to keep their house straight, helping them with, helping them to get out ... up and about, in some cases it might be personal care or making meals for them. Just sometimes it's just a companion you know you might just be ... having a chat and cup of coffee ... and somebody that's for example.

You're not just helping somebody out, you're not just doing things for me. You're enabling me to! To be seen for who I am and what I am by helping me out with the stuff that I just can't do by

So I am lucky in a way that is specific to your practical but also in keeping with who you are ... even how you're on the day. It's all about me helping you live as as possible on your terms.

Too many people think disable means, but it does not. And we are all really

That's why I work differently with employers, because everyone's got different needs and ways of working.

You adopt the way you work to them.

Right, but of course it is up to the employer – you – to make your own life I just help out with that.

So that's you're a personal assistant and not a carer!

Exactly. It's a professional arrangement. You pay me to service.

Probably the most important service I'll ever for, to be fair ... enabling me to stay independent and me!

actually (adv)	vlastně, opravdu	exactly (adv)	přesně (tak)
adopt (v)	osvojit, přisvojit si	guidance (n)	navádění, směrnice
arrangement (n)	dohoda, aranžmá	hoovering (n)	vysávání
bowl (n;v)	koule; koulet	involve (v)	obsahovat, zahrnovat
broad (adj)	široký	prompt (n;v)	náznak, pobídka; inspirovat
carer (n)	pečovatel(ka)	straight (adv;adj)	rovně, přímo; rovný
companion (n)	společník, druh	stuff (n)	věc
deliver (v)	doručit, poskytovat	suit (n;v)	oblek; slušet, vyhovovat
enable (v)	umožnit, zmocnit	terms (n)	podmínky, termíny
enabler (n)	ten, kdo uschopňuje (koho)		

2.14 Listening



Suggested listening

- Monty Python - Always Look On the Bright Side of Life
- Norah Jones – Sunrise
- The Verve – Bitter Sweet Symphony
- U2 – Beautiful Day

UNIT 3:

Sheltered Housing

3.1 Lead-in



Match the photographs:



In which house would you like to live in case you are old or you have some kind of impairment? What are advantages or disadvantages of these three places of living? Discuss with your partner or in a group.

3.2 Reading:



Sheltered housing is one of the main housing options for vulnerable people who can be divided into the following groups:

- former rough sleepers
- people with mental health problems
- people with a physical or sensory disability
- people with learning disabilities
- people with mental disabilities
- seniors
- street children
- care leavers
- victims of domestic violence, trauma or sexual abuse
- young mothers or families

There are many different types of sheltered housing schemes. Some will have a scheme manager (a warden) who lives onsite or offsite, and all should provide 24-hour emergency help through an alarm system. Sheltered housing can offer a range of services to help people live independently as much as possible.

Sheltered housing schemes are often run by local councils. There is sometimes a waiting list for sheltered housing.

Each scheme usually has between 20 and 40 self-contained flats or bungalows, but there will often be communal areas, such as the lounge, laundry room and garden. Many schemes run social events for residents.

People can rent or buy sheltered housing.

Some schemes are designed specifically for disabled people and may have specialised facilities and specially trained staff to provide support. If people need more support, extra-care sheltered housing may be available. This allows more independence than living in a care home, as residents would still live in a self-contained flat but would have their meals provided and may also receive personal care.

The system of sheltered housing is closely related to de-institutionalization which is a process when people are released from institutional care (e.g. big care homes or psychiatric hospital) to care in separate houses or flats.

<http://www.ageuk.org.uk/home-and-care/housing-choices/sheltered-housing/>

council (n), local council	/ˈləʊk(ə)l ˈkaʊns(ə)l/	místní úřad
disability (n), learning disability	/ˈleɪ(r)niŋ dɪsəˈbɪləti/	poruchy učení, týká se i lidí s mentálním postižením
divide (v) into, between, from	/dɪˈvaɪd/	rozdělit
housing (n), sheltered housing	/ˈfeltə(r)d ˈhaʊzɪŋ/	chráněné bydlení
list (n), waiting list	/ˈweɪtɪŋ list/	čekací listina
offer (v) someone something or something to someone	/ˈɒfə(r)/	nabídnout
option (n)	/ˈɒpʃ(ə)n/	volba, alternativa
provide (v)	/prəˈvaɪd/	provádět, poskytovat, zajišťovat
range (n)	/reɪndʒ/	škála, řada
sensory (adj)	/ˈsensəri/	smyslový
sleeper (n), rough sleeper	/rʌf ˈsli:pə(r)/	člověk spící pod širým nebem
vulnerable (adj)	/ˈvʌln(ə)rəb(ə)l/	zranitelný, bezbranný
warden (n)	/ˈwɔ:(r)d(ə)n/	zodpovědná osoba, správce, dozorce

3.3 Use of English

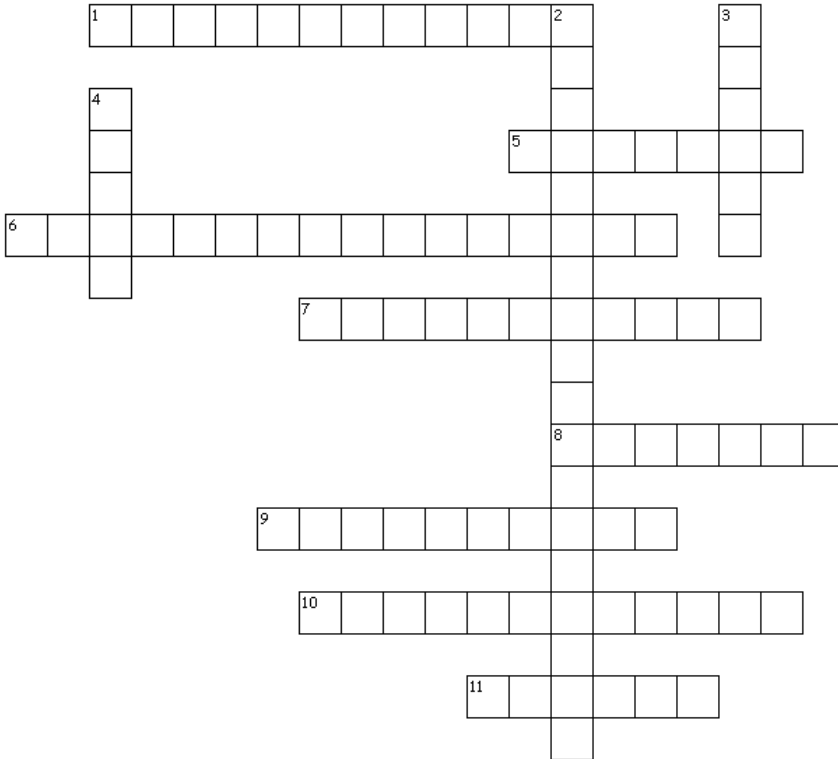


Try to think of definitions of these words in the Vocabulary. Use relative clauses. Mind the part of speech (word class) of words explained.

3.4 Use of English



Fill in the crossword:



Across

1. an organization that provides local government in a city, county, area etc.
5. to give someone something that they want or need
6. a group of houses or flats for people who cannot live in a completely independent way
7. a list of people waiting for something that may become available, for example a service or a place in a school
8. relating to the senses of sight, hearing, smell, taste, and touch
9. able to be easily physically, or mentally hurt, influenced, or attacked
10. someone who sleeps or lives outside because they have no home
11. something that you can choose in a particular situation

Down

- 2. a condition that prevents someone from learning basic skills or information at the same rate as other people
- 3. someone whose job is to be responsible for a particular place or thing, and who checks that rules are obeyed
- 4. to let someone know that you will give them something if they want it

3.5 Use of English



Finish the sentences:

If I were a single parent and lost my job, I would

If I left a children's home when I was 18, I would

If my partner destroyed all my belongings

If I were 85 and my children lived in another country

If my son had Down's syndrome and was 25

3.6 Reading:



Read the interview and after that answer the two multiple-choice questions:

1 The purpose of the text is to

- A** describe life in homeless shelter housing
- B** help find the purpose of life for social workers
- C** show how to share a social worker's job with their own children
- D** inform the reader about the critical situation of children in shelters

2 Rachel Collins works now as

- A** a field social worker and a volunteer at a soup kitchen
- B** a pastoral worker in a local church
- C** a Project Coordinator at the National Centre on Family Homelessness
- D** a Project Coordinator and a part-time social worker at a local shelter

MOMMY, WHY DON'T THESE KIDS HAVE HOMES? TALKING TO YOUR KIDS ABOUT YOUR JOB

Katherine Potter caught up with Rachel Collins of the National Centre on Family Homelessness.

KP: How you would describe your work?

RC: I have worked for many years in women's shelters, trying to help women and families get back on their feet. These women have experienced domestic violence, sexual abuse, mental illness, trauma, and substance abuse. I try to support women to become successful parents, to educate them and help them overcome barriers.

I feel that this is my purpose in life, it's my passion. I just hope to make even a small difference. I work now as a Project Coordinator at the National Centre on Family Homelessness, and still work part-time at a local shelter.

KP: And you're a mom yourself. How has your work affected your son?

RC: Well, my son Moira is 16 years old now. When he was younger, sometimes he would get upset if I was on call and had to leave him at night to deal with a problem at the shelter. But he knew that I could always come home if he really needed me.

KP: That sounds tough. How would you explain your job to him?

RC: I would try to tell him that this is my purpose in life, to help these women. I would also tell him that he was very fortunate to have a place to sleep at night, and that there were lots of kids who had to sleep at shelters. I would ask him to think about how he would feel if he were in their shoes.

KP: How did you explain homelessness to him?

RC: I brought him with me to the shelter when he was about six years old, so he was exposed to the realities of homelessness at an early age. It was important for him to understand that these kids are not any different than he is. He made some friends at the shelter when he was very young, and he still keeps in contact with them today.

Moira would always ask why some kids didn't get to have homes. I explained to him that it was not because of anything bad that they or their parents had done. I would talk with him about how when people live in poverty, there are so many factors that can lead them to becoming homeless. I wanted him to know the truth when he heard others talking about people experiencing homelessness in stereotypical ways.

KP: How do you think this kind of exposure affected him growing up?

RC: In a positive way. When he tells kids at school what I do for work, some of them will share that they have spent time in a homeless shelter. That's a hard thing for a kid to talk about. He knows that it's important to help others. He volunteers through our church at elderly homes and soup kitchens.

KP: What do you recommend to other homeless service providers who are parents?

RC: I encourage people to teach their kids about the realities of homelessness and poverty. Kids may see the world as unfair, but if they understand what's going on, they might be inspired to do something about it.

<http://homeless.samhsa.gov/Resource/Mommy-Why-Don%E2%80%99t-These-Kids-Have-Homes-33045.aspx>

abuse (n), sexual abuse	/sekʃuəl əbju:s/	sexuální zneužívání
abuse (n), substance abuse	/sʌbstəns əbju:s/	zneužívání návykových látek
become, became, become (v)	/bɪkʌm, bɪkeɪm/	stát se
deal, dealt, dealt (v)	/di:l, delt/	prodávat a kupovat ilegálně drogy
deal, dealt, dealt (v) <i>with</i>	/di:l, delt/	zabývat se čím
encourage (v) <i>someone to do something</i>	/ɪnkʌrɪdʒ/	povzbudit, podporovat někoho, aby něco dělal
explain <i>sth to sb</i>	/ɪkspleɪn/	vysvětlit něco někomu
expose (v)	/ɪkspəʊz/	vystavit
grow, grew, grown up (v)	/rəʊ ʌp/	vyrůst, dospět
home (n), elderly home	/eldə(r)li həʊm/	domov pro seniory
passion (n)	/pæʃ(ə)n/	vášeň
poverty (n)	/pɒvə(r)ti/	chudoba
purpose (n)	/pɜ:(r)pəs/	účel, smysl, cíl
share (v) <i>sth with sb</i>	/ʃeə(r)/	sdílet se, rozdělit se o něco s někým
upset (adj), get upset	/get ʌpset/	rozčítit se, naštvat se
violence (n), domestic violence	/dəmestɪk vaɪələns/	domácí násilí

3.7 Use of English



Connect the phrases, phrasal verbs and collocations from the text above, explain them in English and find the equivalent in Czech:

- | | |
|-------------------|-------------------------|
| a get back | 1 violence |
| b domestic | 2 home |
| c deal | 3 upset |
| d to be | 4 up |
| e elderly | 5 in their shoes |
| f soup | 6 with problems |
| g grow | 7 on their feet |
| h get | 8 kitchen |

Complete the sentences with the given phrases:

- 1 The local council provides more refuges for women escaping
- 2 He even ate at the to save money and time.
- 3 I am sorry for them. They have lost their home. I wouldn't like
- 4 For the last year Archie, under doctor's orders has been unable to work, but hopes within a few following operations.
- 5 I when he said to me 'Don't
- 6 I'll never be if I keep forgetting things.
- 7 This booklet gives you guidance on how in the workplace.
- 8 The 85-and-older population is expected to more than triple between 2008 and 2050 in the United States alone. This statistic proves the growing need for

3.8 Speaking



Topic for discussion:

What stereotypical ways are people experiencing homelessness?

How can a parent's job positively influence children? And negatively? Find some examples from your life.

Look at the picture. Who is, in your opinion, a member of a staff and who is a client of a centre for homeless people? Why?



3.9 Use of English



Find sentences in the text 3.6 where the word *WOULD* is used to express past tense.

3.10 Listening



Watch the video about a homeless man, Lonnie, and answer the questions:

1. Why did Lonnie move from Georgia to Florida?
2. What could the word *panhandle* mean?
3. How would you translate *to be temporarily unemployed*?
4. What is another possibility for the collocation *to sleep rough*?
5. Where does Lonnie sleep?
6. Why not in the park?
7. Who is the biggest threat for him?
8. How does he get food?
9. Why did he become homeless?
10. Translate: *Nevycházíme spolu.*

<https://www.youtube.com/watch?v=f4NFfpgkUdg>

3.11 Advanced Reading:



Sheltered Housing for Homeless people.

Current research indicates that service provision should be focused on the eventual re-settlement of homeless people. Care and support options are viewed as a continuum responding to people's different needs but are critically dependent on the availability of a variety of accommodation models as described below in the Figure. Ultimately, access to permanent housing is the most important of these provisions, as people will not progress through the various systems without it. The key difficulty in tackling homelessness is the scarcity of more appropriate accommodation which includes:



- Sheltered Housing for the Elderly, for Persons with Mental Health problems, for Persons with Disabilities
- Foyer Accommodation for young persons leaving care or at risk of becoming homeless
- Transitional housing / Half Way Houses / 'Move On' Accommodation for people coming from After Treatment Programmes, High Support Hostels, Emergency Accommodation
- High Support Hostel for persons with acute addiction problems
- Emergency Accommodation / Hostels where they are not available

(Transitional housing programs provide temporary residence—up to 24 months—for people experiencing homelessness. Housing is combined with wrap-around services to assist the individual with developing stability in their lives.)

Research indicates that Homeless men and women do not have different illnesses than the general population but their living conditions, their poverty and the complex nature of their lives affect their ability to cope with health problems and with any other problems as well.

3.12 Speaking:



Discuss in groups of three or four: Do you know of any sheltered housing in your neighbourhood? Have you ever visited any sheltered housing? What is your experience?

3.13 Writing:

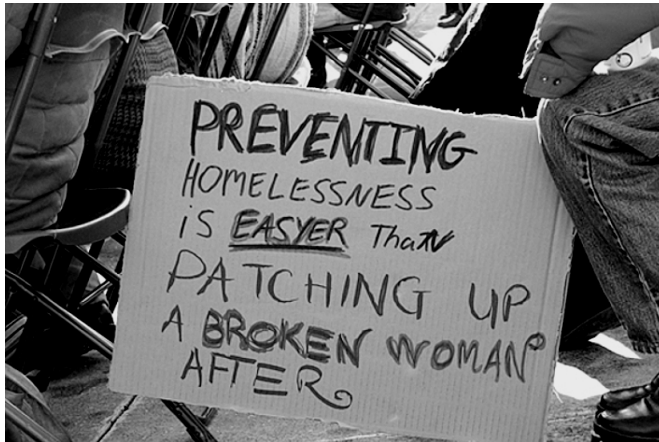


Write an essay about pros and cons of institutional care.

3.14 Follow up:



1. In groups of three or four create a poster where you will compare the differences of your lives and lives of homeless people in sheltered housing. Be as creative as you want to be. Then put your poster on a wall and read your classmates' posters. When finished, ask questions about the posters of other groups.
2. Think of the picture. Do you agree with the statement? Give some reasons.



UNIT 4:

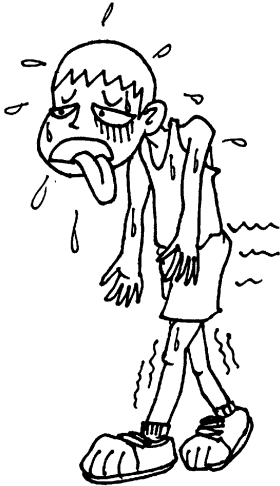
Respite Care Day Care Centres

4.1 Lead-in



Seeing a person in a condition like those in the picture, what do you think they need? How would you help them?

Have you ever been totally exhausted? What did you do to relax? Is exhaustion dangerous? What can it cause? How to prevent it?



4.2 Listening



Listen to the song called "Take a break" and take a break. Why should they take a break?

4.3 Reading



Read the text below and answer these questions:

- A. Who is replacement care for?
- B. Who has to have a community care assessment?
- C. Why should both the person who is cared for and the carer should be assessed?
- D. Who decides what help the carer needs?
- E. What is government funding?
- F. What helps to tailor a carer's break to her/his needs?
- G. What is a care plan and what can be part of it?

4.4 Use of English



Complete the text with correct prepositions: *as* 3×, *of* 2×, *off*, *for* 4×, *on*, *into*, *as*, *without*, *from*, *to*, *with*

Getting a break from caring

There are many different ways for carers to get a break from caring, whether it's a week, one morning a week or just occasionally. And there are even more ways of spending your time once you've got time from being a carer.

Replacement care

Replacement care is designed to replace the care that you, as a carer, would normally be giving the person you care

If the person you care for has a community care assessment, you may be offered replacement care a result.

A community care assessment only takes account the care needs the person you care for, so it may not give you the break that you need a carer. It's best, therefore, to make sure that both of you are assessed.

The local authority will consider what help you need and decide which community care services it will provide to help. Local authorities charge some community care services.

The person you care for may also want to go holiday you.

Breaks for carers

Breaks for carers differ the replacement care available to the person you care for. The government funding for breaks is designed to offer you more than simply time off caring. It offers you the chance to do something for yourself that you want to do.

The breaks are designed to be tailored your needs as the result of a carer's assessment, which should consider all your choices and needs, including your health, work, leisure, learning and other commitments.

After your carer's assessment, you may agree your local authority that you need a break part of your care plan. If the local authority has agreed to fund the breaks in your care plan, you should have a choice a range of ways that you can get your break.

4.5 Reading



Read the definitions and match them with the correct names of respite care.

Types of respite care: day care, home care service, residential or nursing services

..... these can either be day services that give you the chance to do an activity inside or outside the home, or night services that can help you get a proper night's sleep. You may prefer helpers to come to the home of the person you're caring for. This will depend on how long you will be away and the needs of the person you care for. Different types of help can be organised, including sitting with the person you care for and keeping them company, preparing meals, and helping them to get up, washed and dressed. The care workers who come to your home can also provide social activities, such as taking the person you care for to the cinema, pub or shopping.

..... this is where the person you're looking after goes for a short stay in a home. If you can manage it, visit the care or nursing home beforehand so you can see what it's like. That way you can make sure that you're happy with it and reassure yourself that the person you look after will be properly cared for.

..... this is where the person you're looking after goes to a day centre or takes part in activities away from home.

4.6 Reading



Read the texts again and write down phrasal verbs or verbs with prepositions.

4.7 Use of English



Complete the sentences with correct phrasal verbs or verbs with suitable prepositions from the exercises 4.4 and 4.5.

1. Most clubs the use of tennis courts.
2. The inspectors make sure that the elderly residents are well
3. English Spanish in that it is not pronounced as it is written.
4. It's hard work three children all day.
5. Compensation awards the pain and suffering caused to the victim.
6. I don't corporal punishment in schools.
7. The young birds their parents for food for several weeks.
8. Are you this arrangement?
9. How far do people the affairs of their communities?
10. He never before nine.



4.8 Reading



Carer's problems

a) Think of someone who cares for a family member who has a disability or who suffers from dementia. What problems does the carer face? There are some hints in the picture.

b) Read the questionnaire and define the problems of the carers and check your suggestions.

Questionnaire:

1. 1. Do you feel you have enough information about being a carer and know where to go if you need it?
 - Yes, I have the information I need.
 - I have enough information but I am not always sure where to get more.
 - No
2. Do you feel physically capable of caring?
 - Yes
 - Most of the time
 - No
3. Does caring cause you sleepless nights, feelings of loneliness or being overwhelmed?
 - Yes
 - Sometimes
 - No
4. Would any of the following make caring easier? (You can pick more than one.)
 - Financial help or benefits
 - Equipment and adaptations to your home
 - Mobility aids
 - Someone to help or to talk to
 - Better communication with professionals
 - Contact with others in a similar situation
5. Do you get breaks from your caring role?
 - Yes, I regularly get time off.
 - Yes, but not on a regular basis.
 - No
6. Do you find it hard to keep up with other areas of your life? If so, which areas: (you can pick more than one)
 - Studying or going to school
 - Working
 - Keeping healthy
 - Time to myself
 - Keeping up with friends and family
 - No

4.9 Listening



a) Listen to Julie who is a full-time carer. She explains how she copes and where she found help. What is the possible help for carers?

b) Listen again and complete the table with the details from Julie's life.

Julie's family situation	
original job	
feelings after giving up job	
who did she contact	
1st step of help	
2nd step of help	
3rd step of help	
what's the new project about	
what's her advice to carers	

My name's Julie Hill and I have a mother with Parkinson's disease, she developed it about 14 years ago, and I have a husband with Parkinson's disease, he developed it eight years ago. I've been their main carer until three and a half years ago, when Mum went into a nursing home. I was a teacher originally, but I was trying to work, bring up two boys, my husband wasn't very well at the time. Eventually I had to give up my job to look after Mum because I was finding it too stressful working and running up and down to Mum's three times a day and looking after my husband, so eventually I decided to become a full-time carer.

I felt very isolated at first because with being a teacher and having lots of colleagues round me... I'd been meeting parents every day, I'd got a class full of children, I was shopping in town after work, things like that. I'd had a very busy social life as well. And then when I gave up work I found myself very isolated and didn't know who to turn to, really. I started feeling very run down and desperate for adult conversation as well as with my mum. I didn't know what I was going to meet every day when I went to see Mum. Sometimes she'd fall and sometimes she was nauseous. Parkinson's is such an unpredictable illness. Besides which I'd got my husband not well, so I was really in a dilemma and felt very lonely, really.

I contacted the social services initially and they actually got Mum into respite two days a week so that I could have a break because when you're a carer you don't get your weekends off, it's a seven-day-a-week job. So when Mum went into respite it gave me time to go down to the gym, meet up with ex-colleagues for lunch and just have a morning to myself. The other thing I did was join a support group, which was the Parkinson's Disease Society at Macclesfield, which was just in its embryonic stage then. I spoke to Geoff Ireland and asked him what support was out there. He said, "Come along to the support group once a month and we can talk about what issues you've got." And from there Peter Wheelton, who was our welfare officer, came and gave us a visit at home

and suggested a few things to me, referrals, such as getting Mum to speech therapy and helping with lifting, the relaxing chairs, the recliner chairs, things to help my back so I could look after my health better. And also I didn't feel quite so isolated when I went to the support group.

A few years after I'd been on the support group we actually set up a new project called the ALEX Project, which is for Parkinson's sufferers and their carers so we could get a massage, we could go swimming while taking the person you care for along with you. So that way all the family could still be together but I could actually get a break and have some massage and swimming, go in the gym, things I couldn't really do before. There is a carers register, I believe, at every doctor's now. I think every carer should perhaps try and get on the register and let it be known that they are a carer because otherwise you do become isolated like I did. My health suffered because of it and there's really no need these days. I think there's enough support out there if you just look for it. Join a support group, get more advice from outside influences. This is the role I've been given and I feel that that's the one I ought to be fulfilling, really. And I have learnt a lot as a carer. I still wouldn't swap it.

adaptation (n)	úprava	keep company (n)	dělat společnost komu
aid, mobility (n)	pomůcka pro pohyb a přesun	keep up with (v)	držet krok
assess (v)	ohodnotit	leisure (n)	volný čas
assessment (n)	ohodnocení, posudek	loneliness (n)	osamělost
authority, local (n)	místní úřad	look after (v)	starat se o, opatrovat
beforehand (n)	předem, dopředu	manage (v)	zvládnout, stihnout
benefit (n)	příspěvek, dávka	occasionally (av)	příležitostně, tu a tam
capable (adj)	schopný, způsobilý	offer (v)	nabídnout, poskytnout
care for (v)	pečovat o	overwhelmed (adj)	uchvácený, přemožený
care, day (n)	denní péče ve stacionáři	properly (adv)	náležitě, patřičně

care, home (n)	domácí péče	provide (v)	poskytnout, zajistit
care, nursing (n)	ošetřovatelská péče	range (n)	škála, řada
care, residential (n)	residenční péče, péče v domovech, ústavech	reassure (v)	ujistit se
commitment (n)	závazek, povinnost	replace (v)	nahradit, vystřídat
consider (v)	uvážít	replacement (n)	náhrada, výměna
depend on (v)	záleží	result (n)	výsledek, následek
design (v)	navrhnout, zamýšlet	sleepless (adj)	bezesný, bez spánku
differ from (v)	lišit se	stay (n)	pobyt
equipment (n)	vybavení, zařízení	tailor (v)	udělat na míru
funding (n)	financování	take into account (v)	zohlednit, vzít v úvahu
get a break from (v)	dostat přestávku od	take part in (v)	zúčastnit se
government (n)	vláda	time off (n)	volno
charge for (v)	(na)účtovat si		

4.10 Reading



You are going to read a text written by a carer who complains about the complicated process she and her father had to go through in order to receive a proper care.

Read the text and choose the suitable verb form to complete the sentences. Think about the usage of past simple, past perfect, present perfect, present simple, present continuous and their passive forms. Justify your choice.

1.	A , was	B , be	C , have been	D , were
2.	A , were pleased	B , pleased	C , has been pleased	D , are pleased
3.	A , was offered	B , is offered	C , had been offered	D , has been offered
4.	A , not able	B , was not able to	C , did not able to	D , can able to
5.	A , still argue	B , had been still arguing	C , are still arguing	D , still argued
6.	A , are talking to	B , don't talk to	C , talk to	D , have talked to
7.	A , contacted	B , have contacted	C , was contacting	D , was contacted
8.	A , just reminded	B , was just reminded	C , have just reminded	D , was just reminding
9.	A , have also contacted	B , I also contacted	C , I also contact	D , am also contacted
10.	A , did recently take	B , was recently taken	C , will recently take	D , I have recently taken
11.	A , will call	B , is going to call	C , are calling	D , have been calling
12.	A , has now been	B , is now	C , was now	D , be now
13.	A , had been considering	B , is considering	C , is considered	D , considers
14.	A , miss	B , misses	C , were missing	D , was missed
15.	A , he paid	B , did he pay	C , has he paid	D , he was paying

Here we go again...

My temper is **getting frayed** yet again. As of today we are in the same situation as we 1, about a month ago. Last week we 2, to hear that Dad 3, a room at a care home with mental health nursing, at Forest, near Hastings. We **are having to widen** our search for suitable homes as there are none available in Maidstone. Our first choice was a home at Marbledown, near Ashton. That

home 4, offers Dad a placement as the KCC and NHS could not agree a funding package.

So, we were asked to **look for** another home – and **guess what**, yet again a room is available but the KCC and NHS 5, over who **should pay!** The whole system is a farce – none of the many layers of Social Workers and NHS managers actually 6, each other about Dad’s care. **All they seem to do** is send countless emails to countless faceless people who then **pass it on** to somebody else...

I 7, Richard Brown, the MP for Maidstone, on 10th May. He instigated a review of Dad’s case at the NHS Primary Care Trust, and KCC Adult Social Services – but 8, him today that **it’s a resolution I’m after**, not a review. I want action not more and more words from people who **can’t seem to actually do anything**.

I 9, the editorial team at the Kentish Express, who are quite interested as they published a really nice story about Mum and Dad’s diamond wedding anniversary last September. They **would be amazed at** the difference in the photo they took then, to those I 10, secretly of Dad in hospital. They 11, me back on Friday **to get an update**. I **do hope** they cover the story as I feel the people of Maidstone need to know what happens to Alzheimers patients when trying to get financial help for nursing care. It’s a disgrace.

I had a meeting yesterday with **the Manager in charge of** the Winslow Ward at William Harvey Hospital – where Dad 12, for 15 weeks. They are doing all they can to care for Dad to the best of their ability. I cannot believe our NHS Trust 13, the closure of the ward in the near future, the thought of Dad being transferred to Margate **fills me with dread**. It’s so convenient getting Mum to our local hospital 3 or 4 times a week to see Dad (she 14, him so much) imagine travelling right across Kent every time.

Today I feel powerless again. It’s a feeling **I’m not used to**. Most things in my life I **can make happen**. This is totally draining. Why **should I have to be fighting** for care and nursing for Dad – **why on earth** 15, national insurance and income tax for over 65 years? Surely he’s paid his dues and **should be entitled** to something back???

KCC – Kent County Council is responsible for public services such as education, transport, strategic planning, emergency services, social services, public safety and waste disposal.

NHS – National Health Service

a) Write down the highlighted expressions from the text. Do you understand them? Try to translate them.

b) Then look at them again and translate them within the context of the text.

c) Read the text again and match the exclamations to the suitable paragraph.

- A. All I need is some resolution!
 B. Local hospital has provided good care!
 C. Who should pay?
 D. What's the sense of paying national insurance?
 E. Where to find a suitable care home?
 F. Local press seems to be willing to help!

Answer these questions:

- Why does the lady feel so powerless?
- What has she done so far?
- Why do you think it is so complicated to find a placement for an elderly person?
- What is the situation in the Czech Republic?

anniversary (n)	výročí	in charge of,	být zodpovědný za
be after (v)	chtít, sledovat	instigate (v)	iniciovat, podněcovat
be used to (v)	být zvyklý	insurance, national (n)	státní sociální pojištění
closure (n)	uzavření	MP, member of parliament (n)	poslanec parlamentu
convenient (adj)	praktický, vhodný	nursing (n)	ošetřovatelství
countless (adj)	nesčetný	package, funding (n)	finanční balíček
disgrace (n)	ostuda, skandál	placement (n)	umístění
draining (adj)	vysilující, únavný	powerless (adj)	bezmocný
dread (n)	děs, strach, obava	remind (v)	upozornit, připomenout
due (n)	povinné poplatky	resolution (n)	usnesení, (roz)řešení
entitle (v)	mít nárok	tax, income (n)	daň z příjmu
faceless (adj)	anonymní, bezejmenný	temper (n)	vznětlivost
farce (n)	fraška	update (n)	aktuální informace
frayed (adj)	rozřepený	ward (n)	oddělení

health, mental (n)	duševní zdraví	wedding, diamond (n)	diamantová svatba
home, care (n)	pěče v domově, ústavu	widen (v)	rozšířit

4.11 Speaking



Respite care holidays and short breaks

a) Write a list of things and items one has to arrange before going for a holiday. (e.g. accommodation, transport etc.)

b) Think of what everything a person with a mobility disability has to arrange before going for holiday. What are common arrangements for anybody going on holiday? What extra arrangements for people with a mobility disability? Discuss it in groups or pairs.



Read the short paragraph about Vitalise centre breaks. Think of questions applicants for the stay in the Vitalise centre might have.

Vitalise centre breaks

We provide accessible **respite care holidays** and **short breaks** in a friendly and relaxed holiday environment. Each break is full board and offers a wide range of activities and excursions. 24-hour nursing care on-call and personal support is included in the price of your break.

4.12 Reading



Work in four groups. Match the 6 questions with the replies. Write in two columns what arrangements applicants for the stay have to make before they go for their holiday and what services and equipment are provided by the Vitalise centre. Share with your classmates.

Arrangements to be made	Services and equipment provided

Group 1

There is no upper age limit at any of our Centres. The lower age limit is 18, except at Vitalise Netley Waterside House, where it is 16.

Vitalise Netley Waterside House, Vitalise Sandpipers and Vitalise Jubilee Lodge are registered to provide residential nursing and/or personal care. Guests do not have one-to-one care constantly, but our staff are on call 24-hours a day. Our Centres strive to give you a relaxing break in a holiday-type environment, rather than simply a residential placement. Vitalise Centres are used throughout the year, and we strive to maintain high standards at all times. To ensure that we deliver 24-hour assistance, our guests can use an integrated call system that, on occasions, may be heard by other guests.

The prices include the cost of personal care but exclude nursing care, which will be charged at the Registered Nursing Care Contribution (RNCC) rate (currently £108.70). Guests who do not give Vitalise permission to recover this charge, or who do not agree to undergo an RNCC assessment, will be invoiced directly for the cost of their nursing care at the RNCC rate (currently £108.70).

Yes. To ensure you have protection against the majority of incidents that can spoil or affect a holiday, all fully or partially self-funding guests and carers should take out travel insurance.

At all Centres you should check in from 12 noon. You must vacate your room by 10am on the day of departure, and the Centre by noon. Early arrival or late departure may be possible by prior arrangement with the Centre.

UK Centre breaks do not normally include transport to and from the Centre. Directions to Centres and travel information is available by calling the Bookings Team on 0303 303 0145 and in the 'Our Centres section' of our website. For people travelling by public transport, arrangements can usually be made with the Centre to collect you from the local train station, for which a small donation may be requested. When travelling to and from the Centre, please ensure that you travel in safety and wear a correctly fitted seatbelt when appropriate. We can arrange transport in Vitalise vehicles for groups travelling from a specific area to a Centre on certain weeks. If you would like to organise a group booking, please contact the Vitalise booking office.

Questions:

1. What time should I arrive and depart for my break?

 2. What age group does Vitalise serve?

 3. I am looking for a respite break. Are your Centres hotels or residential nursing establishments?

 4. How do you manage nursing care costs?

 5. How do I get to the Centre?

 6. Do I need insurance?

-

Group 2

When you arrive at the Centre you will be asked permission to take your photograph. This will be stored with your medical records in order to help us to ensure that we provide you with appropriate care. We will then take you to your room and check the details of care with you. This will include checking your medical certificate and daily living care plan to ensure that the details are up to date and correct. The staff will also carry out a number of risk assessments with you to ensure that you can safely take part in the planned activities at the Centre. As part of the check in procedure a nurse will also check any pressure sores or other wounds that you may have. You may also receive a call just prior to your break from our nursing staff to ask you about your medical and daily living needs. This is to ensure that we can plan our staffing levels to give you the break you need.

If you require a special diet please provide us with details prior to arriving at a Vitalise Centre. Please call us on 0303 303 0145 so we can discuss your dietary needs.

There are facilities for essential laundry only. All clothing must be clearly marked with tape (iron-on tape is not advised).

Yes, particularly if you need one for excursions away from the Centre. We regret that we are unable to provide wheelchairs. We strongly suggest that guests should make any hire arrangements well in advance of their visit. In the interests of your own comfort and safety, we recommend electric wheelchair users bring a manual wheelchair as well. Please ensure that your wheelchair is fitted with a seat belt and a power pack if you think our staff/volunteers may struggle to push you without one. Wheelchair seatbelts must be worn when on excursions or if accompanied by our staff or volunteers. It's best to bring your own seatbelt. Some may be available for purchase or hire at Centre shops. Due to Health and Safety regulations, there may be restrictions for some people using certain types of motorised scooters/powerchairs on our vehicles. Powerchairs cannot be used on some excursions. Please contact the Centre in advance to discuss mobility options.

Vitalise recommends that guests have headrests fitted to their wheelchairs in order to improve comfort and safety when travelling on Vitalise vehicles. For safe transport wheelchair users will be expected to transfer to fixed vehicle seats whenever possible.

If you have specialist requirements for a hoist sling please call us prior to your arrival to discuss your needs. Please call us on **0303 303 0145**.

Questions

1. What will happen at check in?
 2. Do I need to bring my own hoist sling?
-

3. I need a special diet. Are your Centres able to meet special diet requirements?

4. What if I need to clean my clothes?

5. Should I bring my own wheelchair?

6. Do I need to bring my own headrest?

Group 3

Medication can only be dispensed at the Centre if it is in the original packaging with correct typewritten or printed labeling. This must include the guest's name, substance, strength and frequency of medication. This must correspond with dose and administration times in the medical certificate and sufficient stocks must be provided to cover the period of the break you have booked. Prescribed medication cannot be altered in any way (e.g. crushed). Failure to comply with this may lead to future exclusion and will result in the Centre having to re-order your medication following your arrival, which can lead to inconvenience for you. Some Centres cannot give 'homely remedies' including over-the-counter prescriptions such as paracetamol and vitamins. Please check with the Centre beforehand.

All meals – these are breakfast, lunch, including packed lunches on excursions, and an evening meal, including tea, coffee and squash. Alcoholic drinks are available at extra cost (If you require a special diet please provide us with details prior to arriving at a Vitalise Centre. Please call us on 0303 303 0145) (Towels and linen; All in-Centre activities, including evening entertainment; Excursions to local places of interest; Personal care)

Travel/holiday insurance – all fully or partially self-funding guests and carers should take out travel insurance (Transport to and from the Centre, Wheelchairs - guests should bring their own or arrange to hire one prior to arriving at the Centre, Entrance fees when on excursions, and any extra food or drink purchased on excursions, Specialised equipment (e.g. Airflow mattresses), Drinks from the Centre bar, External services, such as hairdressing or beauty therapy, supplied by people not employed by the Centre)

You will need money for entrance fees to local attractions and for the bar and gift shop. Most guests bring around £75.

Only guide and registered assistance dogs are allowed.

Smoking is not permitted in Vitalise buildings or vehicles and only allowed in designated areas in our grounds. Please note that we do not expect our staff or volunteers to help with guests' smoking needs.

Questions

1. What's not included in the price of my short break?

2. What's included in the price of my short break?

3. What do I do about my medication?

4. May I bring a pet?

5. Is smoking permitted?

6. How much money will I need?

Group 4

Vitalise is a national charity. We fundraise in order to subsidise the cost of each break and we work actively to help people with limited incomes to enjoy a break at our Centres. We help in the following ways: 1. By providing information on possible funding sources from your local authority. 2. By putting you in touch with other charities who may be able to provide funding. 3. By offering a direct grant towards the cost of your break from Vitalise's Joan Brander Memorial Fund. These funds are limited and we want to ensure that they reach a wide group of people, so grants are unlikely to cover the full cost of a break. **If you know of an individual who desperately needs a Vitalise break but cannot afford it, please ring Vitalise on 0303 303 0145 and ask for the Contracts Department.**

Vitalise subsidises the cost of each person's break through our own charity fundraising activities, and the prices shown in this brochure have already had this subsidy applied. Prices shown for guest and carer accommodation are per person, per week. At Vitalise Netley Waterside House prices for the suites are per week. The price shown in our brochure and on our website is for guests requiring moderate care, for high care we add a supplementary fee which is indicated on the price tables. High care is defined as guests requiring additional mobility assistance and/or additional mealtime assistance. The published prices include the cost of personal care but exclude the cost of nursing care support which is claimed back on behalf of guests from the appropriate Primary Care Trust at the set Registered Nursing Care Contribution rate (currently £108.70). By signing the UK Centre booking form, guests are providing Vitalise with permission to claim back the cost of any nursing support received during their break from the appropriate Primary Care Trust. This may require information regarding your care and support at Vitalise to be shared with the appropriate Primary Care Trust. If your break is funded by a Primary Care Trust as part of a continuing care package, the fee charged for the break will be the full fee, inclusive of the registered nursing care contribution.

If you are funding your break through direct payments you need to let us know and provide contact details for your funding authority.

The deposit is £160 per person, per break booked.

Vitalise accepts no responsibility for lost or damaged property.

All bookings and related enquiries should be directed to our bookings office: 212 Business Design Centre, 52 Upper Street, London, N1 0QH. If you need to contact a Centre directly (for instance to confirm your travel arrangements), please use the contact details listed below (Vitalise Jubilee Lodge – 0208 501 2331; Vitalise Netley Waterside House – 02380 453 686; Vitalise Sandpipers – 01704 538 388)

Questions

1. How do I contact a Vitalise Centre?

 2. What funding options are available?

 3. How much deposit do I have to pay?

 4. What do I need to do if my break is funded through direct payments?

 5. What happens if I lose or damage my property?

 6. How do you determine your prices?
-

4.13 Listening



Listen to the song “I’ll Take Care of You” by Gil Scott Heron. Put the stanzas in correct order.



● You won’t ever have to worry
You won’t ever have to whine
For I’ll be there beside you
To dry your weeping eye

● I know you’ve been hurt by someone else
I can tell by the way you carry yourself
But if you let me, here’s what I’ll do
I’ll take care of you

● So darling tell me that you'll be true
There's no doubt in my mind, I know what
I want to do
And then just as sure as one and one is two
I know I'll take care of you

● I've loved and I lost the same as you
So you see I know just what you've been
through
And if you let me, here's what I'll do
I'll take care of you

4.14 Writing and reading



Day care centres

Work in groups or pairs. When you get the heading, write down on a flipchart some points referring to the heading.

1. What is an adult day care centre?
2. Staffing of adult day care centres
3. Services provided by adult day care centres
4. Benefits of adult day care
5. When to decide for an adult day care centre
6. Questions to ask an adult day care centre provider
7. What to notice when visiting a adult day care centre in advance

Read the part of the text which relates to your heading. Does it correspond with your points? Add important points to your list. Hang your posters on the wall and go from poster to poster and each group explains their points to the rest of the classmates.

1. What is an adult day care centre?

Adult day care is a planned program of activities designed to promote well-being through social and health-related services. Adult day care centres operate during daytime hours, Monday through Friday, in a safe, supportive, cheerful environment. Nutritious meals that accommodate special diets are typically included, along with an afternoon snack.

Adult day care centres can be public or private, non-profit or for-profit. The intent of an adult day centre is primarily two-fold:

- To provide older adults an opportunity to get out of the house and receive both mental and social stimulation.
- To give caregivers a much-needed break in which to attend to personal needs, or simply rest and relax.

2. Staffing of adult day care centres

Though each adult day care centre is staffed according to the needs of its participants, most programs operate with:

- Activity staff, usually an activity director and assistants
- Program assistants who aid with personal care
- A social worker
- A registered nurse or licensed practical nurse
- A centre director
- Centres that serve a large number of participants may also employ a driver, secretary, and accountant

3. Services provided by adult day care centres

A well-run adult day care centre's goals will focus on enriching the participants' lives, building upon their skills, knowledge, and unique abilities and strengths. Below are some of the activities that may be available:

- Arts and crafts
- Musical entertainment and sing-a-longs
- Mental stimulation games such as bingo
- Stretching or other gentle exercise
- Discussion groups (books, films, current events)
- Holiday and birthday celebrations
- Local outings

Some centres offer programs that include children. The Friendship Centre in California, for example, developed The GOLD Project where older adults are encouraged to visit local classrooms and share their life experiences with the children, educating and enlivening both groups in the process. The Centre also has an "Adventuresome Agingi" program for people with early stage Alzheimer's disease, to help them remain engaged and active in the community.

Besides recreational activities, some adult day care centres provide transportation to and from the centre, social services including counselling and support groups for caregivers, and health support services such as blood pressure monitoring and vision screening.

4. Benefits of adult day care

Almost Family, an adult day care centre provider in both the U.S. and Canada, summarizes the benefits of adult day care well: "Adult day care offers a win-win situation for everyone in the family—not only the client or member who attends the program, but also for the family member who has primary responsibility as caregiver. Adult day care provides

a much-needed respite for the caregiver, affording a break from the physical demands and stress of providing round-the-clock care.”

For the participant, an adult day care centre’s benefits can be extensive:

- A safe, secure environment in which to spend the day.
- Enjoyable and educational activities.
- Improvement in mental and physical health.
- Enhanced or maintained level of independence.
- Socialization and peer support.
- Nutritious meals and snacks.

5. When to decide for an adult day care centre

As a senior, it can be challenging to admit that you need help, especially if you’ve been a highly independent person used to caring for others all your life. And if you’re the caregiver, it may be equally difficult to consider allowing “strangers” to care for your beloved family member.

As with any service, the best time to start exploring what’s available is before you actually need it. According to ElderCare Online, you should seriously consider using adult day care when a senior:

- Can no longer structure his or her own daily activities
- Is isolated and desires companionship
- Can’t be safely left alone at home
- Lives with someone who works outside the home or who is frequently away from home for other reasons

6. Questions to ask an adult day care centre provider

When you contact the adult day care centre(s) you’ve chosen to consider, NADSA suggests asking the following questions:

- Who owns or sponsors the adult day care centre?
- How long has it been operating?
- Is it licensed or certified? (If required in your country or state)
- What are the days and hours of operation?
- Is transportation to and from the adult day care centre provided?
- Which conditions are accepted (e.g., memory loss, limited mobility, incontinence)?
- What are the staff’s credentials, and what is the ratio of staff to participants?
- What activities are offered? Are there a variety of individual and group programs?
- Are meals and snacks included? Are special diets accommodated?

7. What to notice when visiting a adult day care centre in advance

Spend a day at the adult day care centre that sounds best to you, so that you can get a “feel” for the people and the environment. Also, check out references. Talk to others who have used the adult day care centre and ask for their opinions.

You may wish to try out different adult day care centres a few times each to see whether your experience on different days confirms your initial impressions. Be sure to bring the following site visit checklist with you each time:

Adult day care centre site visit checklist:

- Did you feel welcome?
- Were the centre services and activities properly explained?
- Were you given information regarding staffing, programming, and costs?
- Is the facility clean, pleasant, and free of odor?
- Is the building and site wheelchair accessible?
- Is the furniture sturdy and comfortable?
- Are there loungers and chairs with arms for relaxation?
- Is there a quiet place in the centre?
- Did the staff and participants seem cheerful and comfortable?
- Are participants involved in planning activities?

National Adult Day Services Association (NADSA)

accept (v)	přijímat	independence (n)	nezávislost
accessible (adj)	přístupný	initial (adj)	počáteční
accommodate (v)	odpovídat, vyhovovat	intent (n)	záměr, úmysl
admit (v)	připustit, přijmout	level (n)	úroveň
afford (v)	dovolit si, dopřát si	loss, memory (n)	ztráta paměti
aid (v)	pomocť	lounger (n)	dlouhé polohovací židle, křesla
attend (v)	postarat se, pravidelně docházet	maintain (v)	udržet, zachovat
caregiver (n)	pečovatel	mobility, limited (n)	omezená pohyblivost

centre, day care (n)	denní stacionář	non-profit (adj)	neziskový
comfortable (adj)	pohodlný	nutritious (adj)	výživný
companionship (n)	společnost	odor (n)	pach
condition (n)	stav	operate (v)	provozovat, fungovat
confirm (v)	potvrdit	opportunity (n)	příležitost
cost (n)	náklady	outing (n)	výlet, vycházka
counseling (n)	poradenství	own (v)	vlastnit
craft (n)	ruční (řemeslné) dílny	participant (n)	účastník
credentials (n)	pověřovací listiny	peer (n)	vrstevník
current (adj)	aktuální	pressure, blood (n)	krevní tlak
demand (n)	nárok	promote (v)	podporovat
desire (v)	toužit	properly (adv)	řádně
employ (v)	zaměstnat	provider (n)	poskytovatel
encourage (v)	povzbudit, pobídnout	ratio (n)	poměr, vztah
engaged (adj)	zapojený, účastníci se	reason (n)	důvod
enhance (v)	zlepšit, pozvednout	receive (v)	dostat, obdržet
enliven (v)	oživit, rozproudit	regarding (adj)	týkající se
enrich (v)	obohatit	remain (v)	zůstat, setrvat
entertainment (n)	zábava	respite (n)	oddech, úleva
environment (n)	prostředí	round-the-clock (adj)	celodenní, nepřetržitý
equally (adv)	stejně tak	safe (adj)	bezpečný
event (n)	událost, dění	experience (n)	zkušenost

screening, vision (n)	kontrola zraku	explore (v)	zkoumat, zabývat se
secure (adj)	zajištěný, zabezpečený	facility (n)	zařízení
seriously (adv)	vážně	focus on (v)	zaměřit se na
share (v)	sdílet	for-profit (adj)	výdělečný
situation, win-win (n)	situace, kdy nelze prohrát, ať dopadne jakkoli, vždy budeme spokojeni	frequently (adv)	často
staffing (n)	personální zajištění	gentle (adj)	jemný, mírný
strenght (n)	silná stránka	get out of (v)	dostat se z
stretching (n)	protahování	goal (n)	cíl
sturdy (adj)	bytelný	group, support (n)	podpůrná skupinka
suggest (v)	navrhovat	challenging (adj)	náročný
supportive (adj)	podporující, nápomocný	checklist (n)	(kontrolní) seznam
two-fold (adj)	dvojit	cheerful (adj)	veselý, radostný
unique (adj)	jedinečný	impression (n)	dojem
well-run (adj)	dobře spravovaný	improvement (n)	zlepšení
well-being (n)	pocit pohody	in advance	předem
wheelchair (n)	vozík pro tělesně postižené		

4.15 Writing



Read the advertisement searching for staff. Choose one and write a motivational letter in order to get a job.

Senior Care Assistant

Job Title:	Senior Care Assistant
Job Setting:	Care Home / Nursing Home
Job Category:	Senior Carers / Head of Care
Date Posted:	04 Aug 2014
Job Location:	Green Park Nursing Home, Scarborough, North Yorkshire
Salary:	£7–£9.00/hr
Hours:	Full Time
Contact Name:	Mr S Smith
Job Reference:	carehome.co.uk
Description	<p>We are looking for senior carers with experience in dementia to help us maintain and develop further the care standards within our nursing home. Registered for 30 residents, Green Park has a homely ambience with residents who have a wide range of needs. The home is building an excellent reputation in the local community for nursing care and you will be able to make a significant contribution to this process.</p> <p>The ideal candidates will have;</p> <p>National Vocational Qualification 3</p> <p>At least 3 years experience in care of the elderly</p> <p>Specific experience in working with dementia and related conditions</p> <p>The ability to assist us in delivering person-centred care</p> <p>The ability to maintain and create appropriate documentation as required</p> <p>The ability to promote client ability both physically and emotionally</p> <p>The ability to ensure good lines of communication are maintained with management, staff and other health care professionals,</p> <p>The ability to follow the homes policies and procedures, to review and amend them as and when called on to do so.</p>

Support Worker

Job Title:	Support Worker
Job Setting:	Care Home / Nursing Home
Job Category:	Carers / Care Assistants / Care Support Workers
Date Posted:	04 Aug 2014
Job Location:	Epilepsy Society Russell House, Gerrards Cross, Buckinghamshire
Salary:	£7.20–£9.24

Hours: Full Time or Part Time

Contact Name: Samantha

Job Reference:

Description

The Epilepsy Society is the UK's largest provider of epilepsy services. Our Support Workers provide personal care and support to the service users living in the residential homes on our site in Chalfont St Peter, Buckinghamshire.

Our state-of-the-art residential home Russell House is specifically seeking staff with at least one year's experience of working with people on the autism spectrum. This house accommodates 20 residents all with epilepsy in four bright, modern self contained flats.

We have specialist training packages available where staff are encouraged and supported to enhance their learning and develop their skills.

Starting salary for one year's relevant experience is £7.43 per hour (£14526 basic) For an applicant with one year's relevant experience and a relevant qualification salary is £7.89 per hour (£15434 basic).

30% premiums are payable for night and weekend work as our Support Workers work rotation shift patterns. Progress up the salary range is by completion of designated training courses. Once all of the designated training has been completed your salary could reach £18060 (basic).

Our staff also benefit from 27 days annual leave per annum plus Bank Holidays.

We are looking for people who have the right attitude, motivation and understanding of the importance of person centred care.

This is a challenging but, fulfilling role, working in a friendly and supportive environment with opportunities for personal and career development.

Epilepsy Society encourages applications from experienced support workers as well as those new to the care profession. Please contact us for an application pack.

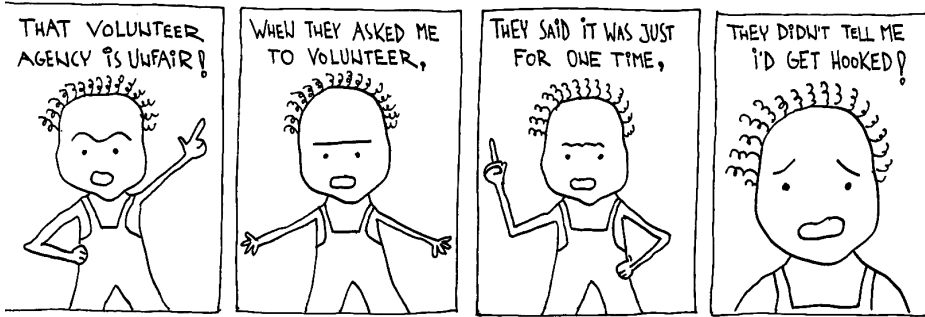
An enhanced DBS Disclosure will be required prior to commencing work.

Registered Charity Number: 206186

UNIT 5:

Volunteering

5.1 Lead-in



Discuss the cartoon

- Why do you think he got hooked into volunteering?
- What are benefits of volunteering for the community and for the volunteer him/herself?



Do your suggestions overlap with these? What were your original suggestions?

Volunteering is also a great way for you to:

- do something you enjoy,
- find new interests,
- stay active and healthy,
- pass on your skills to other people,
- keep to a daily routine,
- get out and meet people,
- give something back to your community,
- increase your confidence, and
- thank people who have cared for a family member or friend.

Benefits when searching for a job later:

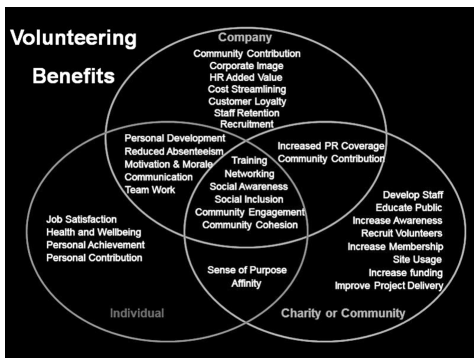
- learn new skills,
- practise the skills you have,
- become more confident,
- put some volunteering experience on your CV,
- pick up good ideas from other people,
- show employers you can keep regular hours and stay committed to a task,
- meet people who can help you find paid work,
- have things to talk about in a job interview, and
- get references.

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/264508/dwp1023.pdf)

5.2 Speaking



Work in groups. Explain the benefits of employee volunteering presented in the graph below. Use the dictionary if necessary. You can suggest icons for each of the benefits for easier understanding. Benefits related to employee volunteering = when companies support volunteering for community purposes of their employees.



(<http://www.employeevolunteering.co.uk/why-volunteer/>)

5.3 Reading



Read the definition of volunteering and think about the motivation for volunteering.

Definition of volunteering

An activity can only be defined as volunteering if it is:

- undertaken of a person's own free will and involves the commitment of time and energy to actions that benefit others and society as a whole,
- unpaid (although it can involve reimbursement of expenses directly related to the activity),
- for a non-profit cause, primarily undertaken within a nongovernmental organisation, and thus clearly isn't motivated by material or financial gain,
- not used to substitute or replace paid employment.

http://europa.eu/youth/eu/article/volunteering-europe_en

benefit (n,v)	užitek, prospěch, být ku prospěchu	pass on (v)	předat dál
cause (n)	příčina, důvod	reimbursement (n)	náhrada, proplacení
commitment (n)	odevzdání se, závazek	relate (v)	týkat se, vztahovat se
confidence (n)	sebedůvěra, sebevědomí	replace (v)	nahradit, vyměnit
employment (n)	zaměstnání	skill (n)	(osvojená) dovednost
expense (n)	výdaj, náklady	substitute (v)	nahradit, zaměnit
gain (n)	zisk, výdělek	suggestion (n)	návrh
hook (v)	zaseknout se, chytit	thus (adv)	a tak, tudíž
increase (v)	zvýšit, (vz)růst, přibývat	undertake (v)	ujmout se, podniknout
involve (v)	obnášet, vyžadovat	whole (n)	celek

non-governmental (adj)	nevládní	will (n)	vůle, odhodlání
non-profit (adj)	neziskový, nevýdělečný	within (prep)	v rámci, pod
overlap (v)	překrývat se		

5.4 Writing



In pairs or in groups write down some activities you can do as a volunteer. The rest of the classroom can match them to these groups when you read out your list.

Different kinds of volunteering:

- Administration
- Animals
- Art and Culture
- Children
- Education and literacy
- Employee volunteering
- Environment
- Health
- Legal aid and justice
- Befriending/mentoring
- Overseas volunteering
- Personal development
- Refugees and asylum seekers
- Sport and outdoor activities
- In emergency
- Virtual volunteering
- Young people

5.5 Reading



Match the fields from exercise 5.4 to the activities described below.

A. You can provide support and friendship to a person who may be going through a difficult period, is feeling lonely, or is adjusting to a major change in their life. Potential activities can include meeting with a client to go shopping or visiting a client who might be isolated in their community to have a chat over a cup of coffee.

B. Many organisations require volunteers for office assistance such as reception duties, typing and research. Organisations often seek volunteers to help out at busy times with publicity campaigns or fundraising drives. Potential activities can include reception and administrative work, computing, managing a committee, and much more.

C. There are lots of amazing ways to volunteer in the arts. You can volunteer by teaching, coaching, set design and assisting with a variety of arts and crafts

from fine art to card making. If you're musical, you can volunteer as a musician at a local nursing home or community centre. Of course, you don't necessarily have to be artistic to volunteer in the arts – why not help out behind the scenes with a local theatre group or promote an arts project in your area?

D. Volunteering opportunities in teaching are available across all age groups and an assortment of organisations and causes. Potential volunteering activities include literacy tutoring, leaving certificate student support, and many others.

E. Counselling/listening volunteers can provide practical and emotional support to others who are enduring a difficult time or recovering from a traumatic experience. There are lots of ways to volunteer and help, from counselling those suffering from depression to lending an ear to someone in any type of emotional distress. Volunteering roles are available for both qualified counsellors and anyone interested in providing support.

F. Are you passionate about enabling young people to find their voice and develop? Volunteering opportunities in youth work include a wide range of activities concerned with supporting children and young people. A few examples of volunteering activities in this area include: supervising young people, becoming a leader in a youth club, facilitating art workshops, being a positive role model for a young person, and many more!

G. Events and stewarding volunteers are often the face of Irish festivals, events and community gatherings, provide a warm welcome to event attendees helping to ensure events run smoothly and safely.

H. Do you love the outdoors? Are you passionate about a sport? We may not always have the weather – but that doesn't hold back thousands of volunteers from volunteering across Ireland (throughout the year!). There are lots of fantastic opportunities to volunteer and supervise and/or coach participants in a host of sporting/outdoor activities. Activities often include coaching, and enjoying everything from abseiling to athletics.

I. An increasingly popular form of volunteering among young people, particularly gap year students, is to travel to communities in the developing world to work on projects. Activities include teaching English, working in orphanages, conservation, and so on. International volunteering is said to give participants valuable skills, knowledge, and the experience of a lifetime.

J. Also called e-volunteering or online volunteering, it is a term that describes a volunteer who completes tasks, in whole or in part, offsite from the organization being assisted. They use the Internet and a home, school, telecenter or work computer, or other Internet-connected device, such as a PDA or smartphone. Virtual volunteering is also known as cyber service, telementoring, and teletutoring, as well as various other names. Virtual volunteering is similar to telecommuting, except that instead of online employees who are paid, these are online volunteers who are not paid.

K. Environmental volunteering refers to the volunteers who contribute towards environmental management or conservation. Volunteers conduct a range of activities including environmental monitoring, ecological restoration such as re-vegetation and weed removal, protecting endangered animals, and educating others about the natural environment.

L. Volunteering often plays a pivotal role in the recovery effort following natural disasters, such as tsunamis, floods, droughts, hurricanes, and earthquakes. For example, the 2004 Indian Ocean earthquake and tsunami attracted a large number of volunteers worldwide, deployed by non-governmental organizations, government agencies, and the United Nations.

M. Volunteering offers employees an opportunity to use their skills to make a unique contribution to the local causes that they support. This helps an organisation to forge stronger relationships with the communities in which they operate, helping to integrate more closely at a local level. To support our volunteering initiative, an additional two days' paid leave each year can be provided. Whilst employees are encouraged to get involved with projects aligned with the community and environmental programmes, they are free to use this time to support any local charity of their choice. Providing the employees with an opportunity to give back to their local communities helps build their loyalty to the brand, and also establishes an employer of choice to many potential recruits.

(<http://www.volunteer.ie/i-want-to-volunteer/what-can-you-do/types-of-volunteering/volunteering-activities>)

5.6 Use of English



These are words taken from the texts. Match synonyms.

- | | | | |
|------------------|--------------------------|--------------------|---------------|
| - participant | - mentor | - endure | - employees |
| - many | - help | - relate to | - meeting |
| - aid | - facilitate | - pivotal | - have a chat |
| - protection | - talk | - staff | - listen |
| - lend an ear | - virtual v. | - assortment | - align with |
| - wide range | - crucial | - overseas v. | - coach |
| - befriend | - v. in developing world | - offer | - require |
| - associate with | - seek | - make friend with | - go through |
| - refer to | - conservation | - host of | - gathering |
| - enable | - cyber service | - attendee | - provide |

5.7 Use of English



Write the correct form (infinitive, to infinitive, gerund, past participle) of the given verbs and realize the application of the forms:

1. Are you passionate about (enable) young people to find their voice?
2. It is important to talk to a person who may be (go) through a difficult time.
3. Potential activities can (include) meeting with a client.
4. Volunteering roles are available for anyone interested in (provide) support.
5. Organisations often seek volunteers (help) out at busy times.
6. There are lots of ways to volunteer and help, from (counsel) to (lend) an ear.
7. A client might (feel) isolated in their community.
8. Support is needed by people who are (endure) a difficult time.
9. Employees are (encourage) to get (involve) with projects (align) with the community.
10. International volunteering is said (give) participants valuable skills, etc.

5.8 Follow up



Discuss the following questions:

1. Which activities do you find most attractive?
2. In which would you participate? Why?
3. What skills and strengths of yours can you offer?
4. What would you never do? Why?

5.9 Writing



Which fields from exercise 5.4 were not described in exercise 5.5? Write a description of voluntary activities in the remaining fields in your own words.

literacy (n)	gramotnost	home, nursing (n)	domov pro seniory
aid, legal (n)	právní pomoc	host of (n)	množství
abseil (v)	slaňovat	charity (n)	dobročinný spolek
across (prep)	napříč, po celém	include (v)	zahrnovat, obsahovat
adjust (v)	přizpůsobit se, uvynout si	initiative (n)	podnět, iniciativa
align (v)	spojit se, sblížit se	instead (adv)	(na) místo
art, fine (n)	výtvarné umění	justice (n)	spravedlnost, justice
assortment (n)	sortiment, škála	mentor (v)	vést, být poradcem
attendee (n)	účastník, návštěvník	offer (v)	nabídnout, poskytnout
attract (v)	přitáhnout, přilákat	offsite (adv)	mimo
befriend (v)	spřátelit se, pomáhat	opportunity (n)	příležitost, možnost
brand (n)	obchodní značka	orphanage (n)	sirotčinec
campaign (n)	kampaň	outdoors (n)	venkovní prostředí
cause (n)	věc, záležitost	overseas (adj)	zámořský, zahraniční
centre, community (n)	kulturní centrum	participant (n)	účastník
certificate, leaving (n)	maturitní vysvědčení (UK)	particularly (adv)	zejména, především
coach (v)	vést, trénovat	passionate (adj)	nadšený, vášnivý
committee (n)	výbor, komise	<i>PDA (personal digital assistant)</i>	malý kapesní počítač

concern (v)	zabývat se, starat se o	pivotal (adj)	klíčový, ústřední
conduct (v)	provádět, (pro)vést	potential (adj)	možný, potenciální
conservation (n)	ochrana, ochranářství	promote (v)	podporovat, prosazovat
contribute (v)	přispět, podílet se	protect (v)	chránit
counselling (n)	poradenství	provide (v)	poskytnout, zajistit
counsellor (n)	poradce	publicity (n)	propagace
craft (n)	řemeslné umění, dovednost	reception (n)	přivítání, recepce
deploy (v)	nasadit	recover (v)	zotavit se, uzdravit se
development (v)	rozvoj, vývoj	recruit (n)	provádět nábor
device (n)	zařízení, přístroj	refer to (v)	týkat se, vztahovat se k
disaster (n)	pohroma, katastrofa	refugee (n)	uprchlík, utečenec
distress (n)	utrpení, strádání	removal (n)	odstranění
drive (n)	úsilí, kampaň	require (v)	vyžadovat, potřebovat
drought (n)	sucho	research (n)	výzkum, bádání
duty (n)	úkol, služba, povinnost	restoration (n)	obnovení
earthquake (n)	zamětřesení	run (v)	probíhat
emergency (n)	mimořádná událost, naléhavý případ	safely (adv)	bezpečně
employee (n)	zaměstnanec	seek (v)	hledat, požadovat
enable (v)	umožnit, dát možnost	seeker, asylum (n)	žadatel o azyl

encourage (v)	podpořit, podnitit	set (v)	stanovit, určit
endangered (adj)	ohrožený	smoothly (adv)	plynule, hladce
endure (v)	vydržet, přetrpět, snést	steward (v)	starat se o průběh
ensure (v)	zajistit, zaručit	suffer from (v)	trpět, prodělat
event (n)	událost, akce	tutor (v)	doučovat
facilitate (v)	umožnit, napomáhat	typing (n)	psaní na počítači
flood (n)	záplava, povodeň	unique (adj)	jedinečný
forge (v)	vypracovat, vytvořit	variety (n)	rozmanitost, různost
fundraising (n)	získávání financí	weed (n)	plevel
gathering (n)	shromáždění, setkání	whilst (conj)	zatímco, když
go through (v)	projít si, zažít	year, gap (n)	rok po ukončení/ přerušení studia, kvůli např. dobrovolnické službě/cestování
hold back (v)	zadržet, váhat		

5.10 Listening



Listen to Winifred who is a volunteer in CSV in London. What does she do?

Listen again and choose A or B:

- Why does Winifred volunteer?
 - She wants to give back to the community.
 - She wanted to be a member of CSV.
- When does she call the people?
 - She calls the people twice a week.
 - She calls the people every Tuesday and Friday.
- Why does she call them?
 - She calls them to check whether the carers talked to them.
 - She calls them to ask about their health and how they are.

4. When do they have to intervene?
 - A. They have to intervene when the people are feeling unwell.
 - B. They have to intervene when the people behave dependently.
5. Who inspired Winifred to do this kind of work?
 - A. She was inspired by older people she met in hospitals.
 - B. She was inspired by her parents who felt isolated.

5.11 Reading



Volunteer at Vitalise Centre

Volunteering at a Vitalise Centre is all about helping our guests get the most out of their break.

Based on the title, picture and motto guess the answers to the questions before you read the text. Then check your answers reading the text.

1. Who does the organization called Vitalise Centre help?

- A. to parents of children with disabilities
- B. to homeless people
- C. to people with obesity
- D. to people with a disability

2. How can a volunteer help in this organization?

- A. prepare and distribute food
- B. take care of children
- C. accompany and help out clients
- D. prepare educative programme for clients

3. What does it mean being a residential volunteer?

- A. staying in the centre
- B. coming to work on a daily basis
- C. working in an office
- D. visiting clients at homes

4. How long do long term volunteers stay?

- A. three months and more
- B. six months and more
- C. three weeks and more
- D. at least one year

5. What can you do as a daily or occasional volunteer?

- A. almost anything around the house
- B. go out with clients
- C. help out in an office
- D. be at the bar

Volunteer at a Vitalise Centre

Volunteering at a Vitalise Centre is all about helping our guests get the most out of their break. there's not some hard work involved but it's a fun and We you'll have a memorable time and meet new people.

What do we need help with?

You could help us supporting disabled people on holiday by to our guests on outings during the day, or in the evenings. Expect great fun in a warm and friendly atmosphere.

No experience needed.

We offer four main kinds of at our Centres.

Residential volunteers

Most of our volunteers are residential (meaning you live at the Centre for the whole time you are volunteering with us). Residential volunteers usually help for a week or two The weeks run from Saturday to Saturday.

Long term volunteers

Vitalise have opportunities for long term volunteers. Places are limited and some restrictions, but we from people looking for a 6 month or longer placement. Ideal for UK students looking for a (cheap!) GAP year experience. Some European and non EEA places may be available. Please contact volunteer@vitalise.org.uk

Daily or occasional volunteers

Helping in your local Vitalise Centre, , whenever you can, can be a tremendous support, especially when helping on the day trips and excursions. You can also help in the gardens, shops, bars, offices, or with guest support, so there is

If you live of one of our Centres and sometimes have time (maybe you're retired, or work part-time) that you'd like to then get your local centre directly and they to discuss things with you. You can find Centre details in the Our Centres section.

Vitalise Volunteers are of the Vitalise team, adding unique value to all our services. Our volunteers work as part of the Vitalise teams so we ask you to respect of your fellow volunteers, Vitalise staff and guests and to work in partnership with us. Vitalise has a range of volunteers working with us so some of your colleagues may have different tasks to you, but we all have

Everything we do is to ensure our guests have a special holiday experience while having fun and making friends in the process.

(http://www.vitalise.org.uk/volunteer/volunteer_opportunities/volunteer_at_a_vitalise_centre)

5.12 Writing



Translate these phrases to Czech without a dictionary. Use these phrases to complete the sentences. Read the text again and check your translation. Is the meaning of the phrases clearer?

- | | |
|----------------------------------|----------------------------|
| - within easy reach | - We won't pretend |
| - will be happy | - put to good use |
| - in touch with | - providing companionship |
| - welcome enquiries | - plenty of variety |
| - unique value | - on a daily basis |
| - to spare | - may apply |
| - the same objective | - volunteering opportunity |
| - the contribution and diversity | - guarantee |

- socialising
- rewarding experience
- put to good use
- for further details
- at a time
- a crucial part

5.13 Writing



There is a list of expectations. Sort them out under the two titles.

1. What you can expect from Vitalise – YOUR Expectations

2. What Vitalise expects of you – VITALISE Expectations

- Insurance cover for your role while volunteering with Vitalise.
- The opportunity to provide feedback on your experiences as a volunteer.
- To work to the best of your ability in the spirit of mutual trust, respect and co-operation with those around you.
- Confidentiality of your personal details and records
- To maintain good working relations with other volunteers, staff, guests and anyone else you come into contact with while volunteering for Vitalise
- Information about the work Vitalise does and where your role fits in.
- To observe and work within Vitalise policies and procedures, especially in relation to Health and Safety, and confidentiality.
- A member of staff to guide your work and to whom you can turn for support.
- A clear explanation of the role and the help you have volunteered to provide.
- To learn about Vitalise and your own role with us.
- Relevant induction and training as appropriate.
- To complete a feedback form at the end of your stay – whether on line or manually.
- Safe working conditions and, where provided, clean and safe living conditions.
- Supervision and support to help you carry out your role.
- The opportunity to claim for out-of-pocket expenses incurred in relation to your volunteering.
- To attend the induction and training sessions.
- To have a good time working with Vitalise and not to forget to tell your friends about us!

5.14 Use of English



Vocabulary practice – underline odd one out. Why did you choose this one?

- | | | | | |
|----|-------------|------------------------|---------------|-------------|
| 1. | socialising | out-of-pocket expenses | companionship | be in touch |
| 2. | retired | tremendous | rewarding | memorable |
| 3. | maintain | observe | guide | attend |

4. opportunity	enquiry	experience	volunteer
5. outing	trust	safe	confidentiality

appropriate (adj)	náležitý, vhodný	occasional (adj)	příležitostný
attend (v)	zúčastnit se	opportunity (n)	příležitost
available (adj)	k mání, k dostání, dostupné	outing (n)	výlet, vycházka
basis, daily (n)	každodenně, každý den	out-of-pocket (adj)	placený z vlastní kapsy
carry out (v)	vykonat, provést	part time work (n)	práce na částečný úvazek
claim (v)	nárokovat	plenty (pron)	spousta
companionship (n)	společnost (přítel)	policy (n)	firemní přístup
condition (n)	podmínka	procedure (n)	proces, postup
confidentiality (n)	důvěrnost informací	provide (v)	poskytnout, dodat, zajistit
cover, insurance (n)	pojistné krytí	relevant (adj)	náležitý, podstatný
enquiry (n)	dotaz, zjišťování	residential (adj)	poskytující ubytování
expect (v)	očekávat	restriction (n)	omezení
expense (n)	výdaje	retired (adj)	v důchodu, penzionovaný
experience (n)	zkušenost	rewarding (adj)	přinášející uspokojení, naplnění
feedback (n)	zpětná vazba	safe (adj)	bezpečný
fit in (v)	zapadnout, pasovat	socialise (v)	být společenský
get in touch (v)	kontaktovat, spojit se s	spare (v)	zbývat, přebývat, vyšetřit si

guarantee (v)	zaručit	support (v, n)	podpořit, podpora
guide (v)	směřovat, (na)vést	tremendous (adj)	ohromný, báječný, senzační
incurred (adj)	vzniklý škody, atp.	trust (n)	důvěra
induction (n)	vedení, zasvěcení	variety (n)	rozmanitost
involve (v)	obnášet, vyžadovat	voluntary (adj)	dobrovolný
maintain (v)	udržet, zachovávat	volunteer (n,v) for	dobrovolník, přihlásit se jako dobrovolník k čemu
memorable (adj)	nezapomenutelný	volunteering (n)	dobrovolnictví
mutual (adj)	vzájemný	within easy reach (n)	snadno na dosah
observe (v)	dodržovat, sledovat		

5.15 Use of English



Abbreviation activity: There are two teams in the class. The teacher writes the abbreviation on the board and the team which makes a meaningful sentence using the letters as first letters of the words in the sentence, gets the point.

Organizations that provide volunteering:

BREADS (Bangalore), EVS, SADBA, ADRA, GVN, DBYN, IVO, CAB, NCVO, PiN, MSF, UNICEF, CSV, VSO, UNESCO, USAID, RSVP, NCS

5.16 Ideas for Homework



Find out some information about these organizations and make a short presentation of its name, aim, activities, history, successes etc.

5.17 Listening



Watch a video about recruiting volunteers and note down six points to have in mind when recruiting volunteers.

5.18 Writing



You are looking for a volunteer for your organization. Write a job description including objectives, duties, qualifications, benefits and training. Prepare a radio announcement. (see examples below) Read your texts aloud and your classmates will guess the job of the volunteer.

Sample of volunteer job description:

Tutor

Objectives

- To help motivate and guide students, challenging them to increase their learning skills and academic success.

Duties

- A tutor provides service to a student by:
- Committing to a regular session schedule.
- Helping individual students or small groups with schoolwork or other learning activities.
- Communicating with a Volunteer Coordinator regarding student needs, progress, and tutoring strategies.
- Completing tutoring log describing session activities and student progress.

Qualifications

- Basic knowledge of reading, writing, and math skills.
- Willingness to commit to working as a tutor for entire school year or as agreed upon.
- Ability and desire to motivate young people to improve their academic skills.
- Effective communication skills.
- Dependability, patience and flexibility.

Benefits

- The satisfaction of having positive impact on students by helping them to gain skills and providing encouragement and motivation for academic and social skills improvement.

Training

- Orientation is provided. Training available.

Sample Public Service Announcements

(25 seconds)

Help a child learn to read! Just one hour per week can make a big difference in a child's life. Many of Seattle's children are struggling to read. Your support is critical in helping our children find success and satisfaction in school. Volunteer your time, and together we can give children a brighter future. For more information, visit www.seattleschools.org or call 252-0794.

(15 seconds)

Tutoring in your local school can make a difference in the life of a struggling student. Attend the All-City Tutor Training from 6-9 p.m. on Thursday March 6th at Meany Middle School in Seattle. Seattle Public Schools Volunteer Coordinator Manual, 2003 37 For more information, e-mail volunteer@seattleschools.org or call 206-252-0794.

5.19 Speaking



You would like to be a long-term volunteer in a developing country working with children. What training and what information would you expect before your departure?

Training program for SADBA volunteers:

The training consists of eight weekends each month from October to July. The sessions take place mainly in Salesian institutions in order to learn more about the Salesian work. This long-term training enables applicants to make the motivation clear and answers many questions that arise before and during the volunteer service.

Content of the sessions:

Topics of the sessions	Content
1. What do we want?	Ex-volunteers' testimonies, introduction of placements for volunteers, basic information about Cagliari programme.
2. Why?	Motivation for volunteering, methods of dealing with worries and stress, misology.

3. How to educate in Don Bosco's way?	Salesian Education style, Don Bosco's education, community life, educative-pastoral community.
4. How to prepare a good programme?	Experiential education, methods of passing on values, theory of games.
5. What (not) to do in a different culture?	Interculturality, meeting guests – specific cultural blocks.
6. Quiet moments.	Salesian spirituality.
7. Global and health dangers.	Health dangers, first aid, global and developing education.
8. Last advice before leaving.	Moments of crisis during the voluntary service, presentation for quests, good-bye function.

5.20 Writing



You would like to write a report to a local newspaper about a volunteer who is leaving for Africa to volunteer there for one year/who has just returned back from his/her one year voluntary service in Africa. What questions would you ask him/her?

Useful words

Explain these words and say why these are important for overseas volunteering:

- Gap year
- Fundraising
- Sending organization
- Receiving organization
- First aid
- Supervision
- Screening
- Recruitment
- Training
- Vaccination
- Interculturality

Follow up questions:

Discuss in pairs or in groups:

- What are volunteer activities that people do?
- Have you ever done any voluntary work? In which organizations?/ Would you like to work as a volunteer? In which organizations?

- Can you think of different types of voluntary work?
- What organizations offer a voluntary work?
- Is there a history of volunteerism in your country?
- Would you volunteer to help people outside your country? Where? What would you like to do?
- What are the motivations for people to do volunteer work?
- When is the convenient time to take a gap year?

5.21 Listening



Suggested Listening:

- Lean on me – Bill Withers
- With A Little Help From My Friends – Beatles

UNIT 6:

Residential Care Homes

6.1 Lead-in



Think of words and phrases using the word *care*. Make short dialogues/comics to show their usage.



I **don't care** who started it... I'll finish it.



I told you to be **careful** and not to lick the rail.

6.2 Reading



What is residential care? Read the definition:

Residential care refers to long-term care given to adults or children who stay in a residential setting rather than in their own home or family home.

There are various residential care options available, depending on the needs of the individual. People with disabilities, mental health problems, or learning difficulties are often cared for at home by paid or voluntary caregivers, such as family and friends, with additional support from home care agencies. However, if home-based care is not available or not appropriate for the individual, residential care may be required.

6.3 Speaking



Discuss these questions concerning types of care homes:

1. Why do institutions like care homes exist?
2. Who are they for?
3. What reasons make people use their service?
4. Give a particular example of client's problem or disability at each point.

Types of care home include:

- care homes for people with physical and sensory impairments
- care homes for older people
- care homes for people with learning disabilities
- care homes for children and young people
- care homes for people with drug and alcohol misuse problems
- care homes for people with mental health problems
- short breaks and respite care services for adults

6.4 Reading



Good and bad care homes

Before you read the text, discuss the following questions:

1. Have you ever visited a residential care home?
2. Did you like the atmosphere of the house?
3. What were the good qualities of the home?
4. What were the bad qualities?

Make a list of bad and good qualities of care homes.

Read the text and complete it with suitable clauses:

a) what qualities to look for	f) what they can expect
b) about what they wear	g) which residents may have helped to prepare
c) that all look the same	h) who don't make an effort to interact with residents
d) that are out of date	l) who respect residents' privacy
e) that's been adapted appropriately for residents	j) who've worked there for a long time

All care homes vary in their quality, and it can be hard to know

1 when choosing a home. A good care home will probably do the following:

- Offer new residents and their families or carers a guide (in a variety of accessible formats) describing 2 while they're living there. Ideally, residents of the home would have helped to produce the guide.
- Have a majority of staff 3 They know the residents well, and are friendly, supportive and respectful.
- Involve residents, carers and their families in decision making, perhaps through regular meetings with staff.
- Support residents in doing things for themselves and maximising their independence, including keeping contact with the outside community.
- Offer a choice of tasty and nutritious food, 4
- Take into account the needs and wishes of all residents, and provide a variety of leisure and social activities.
- Be in a clean, bright and hygienic environment 5 , with single bedrooms available. A good environment encourages residents to personalise their room.
- Have staff 6 and knock before they enter someone's room.
- Be staffed by well-trained people, for example, nurses trained in dementia care.
- Respect residents' modesty and make sure that they look respectable, while recognising residents' choice 7
- Be accredited under the *Gold Standards Framework for end of life care*.

A bad care home might do the following:

- Have a code of practice and a set of aims, but doesn't make them a priority.
- Offers little opportunity to listen to residents, with most decisions made by staff.
- Have residents' care plans 8 , and don't reflect their needs accurately. This means that some residents aren't getting the support they need with their healthcare and personal care.
- Give residents little privacy. Staff often enter residents' rooms without knocking, and they talk about residents within earshot of other people.
- Have staff 9 , and leave them sitting in front of the TV all day.
- Be in a poorly maintained building, with rooms 10 and have little choice in furnishings.
- Need cleaning, with shared bathrooms that aren't cleaned regularly.
- Deny residents their independence, for example, by not allowing someone to feed themselves because it takes too long.

<http://www.nhs.uk/CarersDirect/guide/practicalsupport/Pages/Carehomes.aspx>

6.5 Follow up

Notice the usage of relative clause, linking words and the position of commas.

accessible (adj)	dostupný, přístupný	misuse (n)	zneužití
accredit (v)	akreditovat, schválit	modesty (n)	skromnost, zdrženlivost, umírněnost
accurately (adv)	přesně, věrně	needs (n)	potřeby
additional (adj)	dodatečný, další, doplňkový	nutritious (adj)	výživný
appropriate (adj)	vhodný, přiměřený	opportunity (n)	příležitost
appropriately (adv)	vhodně, náležitě, přiměřeně	option (n)	možnost
available (adj)	dostupný, k dispozici	out of date (adj)	zastaralý

be staffed (v)	mít zaměstnance	produce (v)	vytvořit
care for (v)	starat se o, pečovat	problem, mental health (n)	problém s duševním zdravím
care, residential (n)	ústavní (sociální) péče	provide (v)	poskytnout
caregiver / carer (n)	pečovatel(ka)	recognize (v)	(roz)poznat
code of practice (n)	pravidla chování	refer to (v)	týkat se, vztahuje se k
deny (v)	odepřít, popřít	regular (adj)	pravidelný
disability (n)	Postižení	regularly (adv)	pravidelně
disability, learning (n)	mentální postižení, učební porucha	require (v)	požadovat, potřebovat
difficulty, learning (n)	problémy s učením, mentální postižení	resident (n)	obyvatel
earshot (n)	doslech	respectable (adj)	vážený, řádný, slušný
effort (n)	snaha, úsilí	respectful (adj)	uctivý, zdvořilý
encourage (v)	povzbudit, pobídnout	services, respite (n)	odlehčovací služby
environment (n)	prostředí	set of aims (n)	sada (vytyčené) cíle
expect (v)	očekávat	setting (n)	zařízení
following (n)	následující	share (v)	sdílet, rozdělit, podělit
furnishings (n)	bytové vybavení, nábytek	staff (n)	zaměstnanci, personál
guide (n)	průvodce	support (n)	podpora

home, care (n)	(pečovatelský) ústav, léčebné zařízení	supportive (adj)	nápomocný, podporující
home-based (adj)	domácí	take into account (v)	brát na zřetel
impairment, physical (n)	fyzické postižení	take long (v)	trvat dlouho
impairment, sensory (n)	smyslové postižení	variety (n)	škála, rozmanitost
involve (v)	zapojit,	various (adj)	rozmanitý, různý
keep contact (v)	udržovat kontakt	vary (v)	lišit se, různit se
leisure (adj)	volno časový	voluntary (adj)	dobrovolný
long-term (adj)	dlouhodobý	well-trained (adj)	školený, kvalifikovaný
maintain (v)	udržovat		

6.6 Listening



Before listening think about the word “independence”. What words can you make from the letters in the word “independence”? Why do you think is “independence” an important issue for seniors?

Match synonyms and translate them.

Words	Synonyms	Translation
sympathetic	last some time	
event	disadvantage	
luckily	a lot of	
staff	fortunately	
get used to	occasion	
slight	sensitive	
drawback	tiny	

continue	strange	
retire	scared	
unfamiliar	participate in	
take a while	adapt to	
settle in	go on	
frightened	feel at home	
plenty of	be pensioned off	
be involved in	employees	

Listen to Ruby's story about her stay in a care home in Surrey. What does she think about staying in a care home? Does she like it?

Listen again and note down the positives of staying in the care home.

Listen for the third time and answer these questions:

1. Why did Ruby have to move to a care home?
2. Why was she upset about it?
3. What made it easier for Ruby to get used to the new way of life?
4. What does she enjoy about living in a care home?
5. How are the activities organized in this home?
6. Who visits Ruby in the care home?

Ruby is 93 and lives in a care home in Surrey. Here she talks about her experience of what it's like to live in a care home.

"Being Welsh, I've always been fiercely independent and like to do things for myself. I worked in a shop and didn't retire until I was 88 - even then, I would have liked to continue. So for me, that's been the only slight drawback to living in a care home. I no longer have the same independence. But I could no longer stay in my own home. I had two falls. I was very upset and nervous, but I think that's only natural really. It's a big step to change your life in such a way, and was difficult getting used to the new routine. Anyway, all the staff were very kind to me. They were very sympathetic about how upset I was about having to give up my independence.

Luckily, though, I knew the home quite well. I used to come to events here and often ended up helping out, like serving the coffee or something. So at least it wasn't too unfamiliar."

It took Ruby a while to settle in because she was so used to always doing everything for herself. But now, she says that she loves it. "I was pleasantly surprised by how kind the

staff were, and so patient. What I enjoy most about it is the atmosphere. I've got used to enjoying the security, too. I would be frightened to be on my own at night, now. It's very nice to have everything done for you. You can help out with the cooking, if you want to. But it's nice, too, to know that you don't have to.

"The food here is very good and I always enjoy my meals. There are plenty of activities for me to be involved in too. I can't tell you if I have a favourite as I enjoy most of them! There's always something interesting going on here – or else we go out."

The home gives its residents lots of say in the kind of activities they would like to do. There is a wide range, from musical therapy and aromatherapy, concerts, to plays and recitals in the evening.

"Sometimes my daughter comes to take me out. Or else, we all go out with one of the activities coordinators. I don't feel out of touch, or forgotten. My daughter visits me frequently. My niece also comes - and my granddaughter. I'm very happy here now. All in all, I wouldn't like to live alone again. I think that I made the right decision to come to the home."

6.7 Follow up



What's the meaning of these words? Complete the chart.

Expression	Translation
sympathetic	
experience	
upset	
natural	
event	
help out	
give up	
give a lot of say	
feel out of touch	
get used to	

6.8 Writing



Translate these sentences into English using the expressions from the exercise 6.7:

1. Je rozrušený, protože zjistil, že neudělal zkoušku.
2. Zážitky z dětství utváří celou osobnost.
3. Nikdy si na to nezvyknu.
4. Jill byla citlivá (účastná) posluchačka.
5. Je to sympaťák, poznala ho v klubu.
6. Má hodně zkušeností v sociální práci.
7. Mají žaludeční nevolnost, protože pili vodu z kohoutku.
8. Ten mezinárodní věčírek byla úžasná akce.
9. Jeho vztek byla naprosto přirozená reakce.
10. Ráda ti vypomůžu s přípravou večeře.
11. Nevzdávej to! Každý může vyhrát.
12. Dobrý manažer dává slovo všem členům týmu.

6.9 Ideas for Homework



Choose a topic and write an essay:

1. A story about your grandmother or grandfather going to/ staying in a care home.
2. A for or against essay: advantages and disadvantages of staying in a care home.
3. A description of a situation when a senior is not happy in a care home.

6.10 Use of English



Watch the video called "What does care mean to us"? What activities do the staff do with the residents?

Note down the words written on the products. What word class are they? Write their noun or verb and adjective form. Use a dictionary if necessary. Notice ways the words are formed.

Words	Word class	Noun/Verb	Adjective
1.			
2.			
3.			
4.			

5.

6.

7.

8.

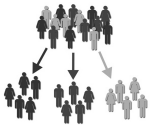
9.

10.

Vocabulary

aspire (v)	toužit, usilovat, snažit se	independent (adj)	nezávislý
be involved in (v)	být zapojený do	luckily (adv)	naštěstí
be used to (v)	být zvyklý na	natural (adj)	přirozený
compassion (n)	soucit	nurture (v)	pečovat, starat se
confidence (n)	sebedůvěra	patient (adj)	trpělivý
continue (v)	pokračovat	pleasantly (adv)	příjemně
decision (n)	rozhodnutí	plenty (adv)	spousta, dostatek
drawback (n)	nevýhoda, nedostatek	quite (adv)	docela
empowered (adj)	posílený, zplnomocněný	range (n)	škála, řada
encourage (v)	povzbudit, dodat odvalu	retire (v)	odejít do důchodu
enjoy (v)	užívat si	security (n)	bezpečnost
even (adv)	ani	settle in (v)	zabydlet se, zvyknout si
event (n)	událost, akce	slight (adj)	drobný, nepatrný
experience (n)	zkušenost	staff (n)	zaměstnanci, personál
feel out of touch	cítit se bez kontaktu	sympathetic (adj)	soucící, účastný

fiercely (adv)	naprosto	take a while (v)	trvat chvíli
frightened (adj)	vystrašený	take out (v)	vzít ven, pozvat někam
get used to (v)	zvyknout si	unfamiliar (adj)	cizí, neznámý
give up (v)	vzát se čeho	upset (adj)	znepokojený, rozrušený
go out (v)	jít ven, vyrazit si	wide (adj)	rozsáhlý



6.11 Lead-in

Institutional care versus living in community

- Think of any movies whose story happens in a care home.
- Why are these movies filmed in these institutions? What is usually their message?
- Think about this quote:

It is easy to take a person out of an institution. Not so easy to take the institution out of the person.

How do you understand it? Do you agree with it? Can you give an example from your own life?

- Read 11 characteristics of institutional care defined by Charmaine Spencer. Are the characteristics positive or negative?
 1. Group Living (the setting).
 2. Standardization of Services.
 3. Treating Residents as a Homogeneous Population.
 4. Formalized Standards of Care Quality.
 5. Accountability.
 6. Hierarchical Structure.
 7. Power Structure.
 8. Professional or Work Relationship.
 9. Medical/Custodial Model.
 10. Dual Nature of Facilities as Personal Residence and Care Facility.
 11. Separateness from Community.

- Match the following sentences to the points. Think of other institutions (prison, children's home, care home, psychiatric hospital, etc.) and give particular examples to each point.
 - A. Hospitals are expected to provide accommodation and daily care.
 - B. There are about three to eight beds in each room in hospitals.
 - C. When admitted to any hospital the similar services can be expected: you go through the process of initial examination, you get a bed with clean bedclothes, your problem is diagnosed, you might be operated on, you receive required after care and you are released.
 - D. Citizens trust the staff and are ensured of their capability of planning for, responding to and recovering from the impacts of emergencies.
 - E. Each hospital has a management, the director, there are senior doctors responsible for each ward and its doctors who are superior to nurses etc.
 - F. Patients in hospitals are usually treated as ill bodies which need to be cured from their physical illness as fast as possible.
 - G. Those work positions superior to other positions have more power in decision making and in influencing the running of the hospital.
 - H. Each patient gains in most cases the same amount of care. For example food three times a day, nurses' attention when required, doctor's visit every morning, etc.
 - I. Patients are objects to be treated and taken care of, they are usually not included in decision making because the doctors are the specialists who are able to deal with the health problem.
 - J. This point relates to the problem of dying in hospitals, whereas most people would prefer to experience this moment of their lives at home.
 - K. In hospitals professional and work relationships are required which are sometimes misunderstood for cold and indifferent attitudes to patients.

6.12 Reading



Have you heard about the process of deinstitutionalization in the Czech Republic? Who does it concern? What steps have been made towards deinstitutionalization? What steps are important to take in order to make the transformation of the system successful?

Deinstitutionalization

Deinstitutionalization or establishing more services in the community and helping people with mental illness to better adopt in the society rather than locking them up in the institutions (mental hospitals) should be a red line for the reforms of mental health care. The following steps could improve the quality of life of people with mental illness and promote their recovery process.

- Establishment of Day Care Centres and creation of more outpatient services that people can visit without living there;

- Organization of the multidisciplinary teams where psychiatrists could coordinate their work with other mental health professionals (psychologists, social workers). A social worker could function as case manager, advocate, program developers, and counsellor.
- Introduction of the psychosocial treatment programs

The following programmes could be offered to improve the quality of care for people who should offer the following services:

- Individual and group psychotherapy can help patients understand and deal with emotional and relational problems associated with the illness;
- Psychoeducational programmes will allow patients and their relatives to learn more about their illness (causes, symptoms, and appropriate treatment) and learn how to better adjust to the illness;
- Social skills training will help clients to communicate better,
- Support Groups for people with mental illness and their relatives
- Vocational training will provide people with mental illness with an opportunity to receive skills required for getting a job.

Harish Kumar, Social Work, 2004 India

(http://books.google.cz/books?id=Czt_KC0GhylC&pg=PA9&lpg=PA9&dq=deinstitutionalization&source=bl&ots=Hl9p6BFY_C&sig=9a_ErdL7iMgTUQE0ICTlgRL2FOw&hl=cs&sa=X&ei=NynJU_ylGu-Y1AWqoYHgDw&ved=0CFIQ6AEwBg#v=onepage&q=deinstitutionalization&f=false)



6.13 Reading



MY TIME – an innovative, user-led and award-winning organisation helping people to manage mental health problems

Before you read the text, guess whether the statements are true (T) or false (F):

1. T/F My Time helps people to improve the skill of organizing their time.
2. T/F It was founded by a psychologist who once was disappointed with the service offered to people with mental health problems.
3. T/F It employs 10 people and works with more than 100 people trying to rebuild their lives.
4. T/F Most of the clients are businessmen suffering from burn-out syndrome.
5. T/F My Time is financed by the local authority.

Read the text about the organization My Time and put the paragraphs into correct order (a hint: first three paragraphs are about the founder, second three are about his ideas and success and last three are about the organization and its funding).

- A. Around 70 per cent of My Time’s clients are from black minority and ethnic groups, while services are delivered in more than 22 languages.
- B. “The CIC structure saved us really. It enabled us to set up the kind of organisation we had always wanted – based on a service user led model, and gave us the opportunity and tools to build up equity,” says Lilley.
- C. “My dream was to build a service user owned, professional and intercultural community based mental health service for people hit by depression, anxiety, low self-esteem and other mental health problems,” says Lilley.
- D. Michael Lilley, a former single parent living in the West Midlands, is a long-term sufferer from depression. However, despite accessing a wide range of services for more than 20 years, he felt they simply did not meet his needs.
- E. “One of My Time’s greatest achievements is its success in engaging with individuals typically excluded from mainstream mental health provision,” Michael says. “This includes men, those with black or ethnic minority heritage and those for whom English is not their first language.”
- F. So, Lilley studied for a degree in psychology before training as a psychologist and counsellor. Today, he runs the award winning social business, My Time, employing 33 people and helping more than 600 people to rebuild their lives each year. In 2010, the business had a turnover of £500,000.
- G. My Time was originally set up as a private company, with a separate charitable trust giving it direction and steering. However, when My Time’s main funding from the local authority was cut, My Time had to have a serious rethink about structure and revenue.
- H. My Time is the first UK Community Interest Company to develop a model in which three different groups – service users, local organisations and investors – all own a share in the CIC.
- I. He had a strong vision about how to revolutionise mental health services in a way that would put the needs of the service user at the heart of their design and delivery. “I had felt really unsupported, humiliated and powerless,” says Lilley.

(CIC = is a new type of company introduced by the United Kingdom government in 2005 under the Companies (Audit, Investigations and Community Enterprise) Act 2004, designed for social enterprises that want to use their profits and assets for the public good. CICs are intended to be easy to set up, with all the flexibility and certainty of the company form, but with some special features to ensure they are working for the benefit of the community.)

6.14 Listening



Case study – A Bengali family helped by My Time

Listen: what were the problems of the Bengali family?

Listen again and find the answers to the questions:

- How did the organization My Time help the father?

- What services did they offer in comparison to the state run institutions?
- Why are men so vulnerable?
- What aid do they need?

A Bengali family were split up through domestic violence. The father was excluded from contact with the children by the local authority. The Police did not prosecute and the case never went to court. The children wanted contact but the Family Court and Cafcass ruled against this. The father who was suicidal and very depressed was referred to My Time by his GP. The father had also engaged a solicitor and the case was referred back to the Court. The father had been given no access at initial stages to an interpreter. The mother had asked that her husband should have access to support and help with his depression and anger and this had also not been fully communicated. It was a case of 'lost in translation'.

My Time was able to offer the father a Domestic Violence Perpetrator programme over a 32-week period in Bengali alongside him getting English lessons. He was also provided counselling to tackle his depression and practical support to rebuild his life, as at the time he was homeless. The mother and children were supported through a refugee programme and re-housed in a new and safe area. There was a view by some agencies that as the new single parent family was ok, why bother about Dad - but My Time took the long view.

Stewart Kunsaka (My Time Family Therapist) states, "Our experience is that a father not supported is like a rogue elephant that is left to die in the desert. Men are four times more likely to commit suicide than women while children who have a parent that commits suicide are four times more likely to commit suicide as an adult. It is also likely that Dad will go into a new relationship and if domestic violence is not addressed you are taking the problem into another family. We worked with a family where a father who has had no help has had children with 6 different women and all the children have been subject to Child Protection. There is a need to look at the bigger picture."

After 6 months there was a Family Court session and a report was provided that the father had attended all sessions and started to address his issues and accepted responsibility for his actions. The mother at this stage objected and was not satisfied that there was change. My Time worked for another six months with the father and this time specifically with a Bengali woman worker as well as attending a weekly men's group. The father now has weekly contact with phone and two weekly supervised contacts that will soon go to unsupervised contact.

Dad states: "I wish that I had access to help early on. There is no excuse for my behaviour and I will make no excuses. I was in a new country through an arranged marriage with my wife speaking English and Bengali. It was ok at first but I could not get work and I was sad and felt I was useless. I became angry and did not know how to ask for help. I would have preferred help to save my marriage but at least now I have contact with my children, and I have a home and job. My ex-wife has a new life and I respect her."

<http://www.mytime.org.uk/wp-content/uploads/2013/10/Every-Childs-Journal-Making-Time-for-Dads-June-2012.pdf>

6.15 Follow up



Based on the listening think about the differences between the approach of formal institutions (police, court, etc.) and My Time.

6.16 Reading



Read about the process of approaching problems of individuals by My Time and compare it to the points in exercise 6.11. Suggest similar characteristics for community or home care.

Our Process

The My Time process involves participants reflecting upon personal issues including family life or debt problems and then receiving practical support to overcome these issues.

The My Time philosophy focuses upon the beneficial effects of talking and non-talking therapies for improving an individual's general physical and mental health which enables them to access employment and social inclusion and prevents them from relapsing into the cycle of low self-esteem and depression.



The My Time model of social ownership enables service users and mental health professionals to work together in providing services that fit the needs of the individual and family, not them having to fit into what is on offer.

My Time designs programmes that will accommodate and support individuals and families who are going through changes in their lives and have for one reason or another become isolated.

The organisation prides itself as a family therapeutic community that works with all the dimensions of a person without fear.

The organisation has developed a mental health service model that is able to provide a wide range of customised services throughout public.

The My Time service includes designing and delivering family therapeutic services and programmes that tackle stress, depression and anxiety, alongside one-to-one & group counselling support in a safe environment.

accountability (n)	Zodpovědnost	lock up (v)	(u)zamknout, zavřít
accept (v)	Přijmout	mainstream (n)	hlavní proud
access (n)	Přístup	minority (n)	menšina
accommodate (v)	pojmout, vyhovovat	object (v)	vznášet námitku
address (v)	oslovit, věnovat se	outpatient (adj)	ambulatní
adjust (v)	přizpůsobit se, uvyknout si	overcome (v)	překonat
achievement (n)	úspěch, výsledek	parent, single (n)	rodič samoživitel
anxiety (n)	úzkost, strach, silná obava	participant (n)	účastník
appropriate (adj)	vhodný, náležitý, příslušný	perpetrator (n)	pachatel
associate with (v)	spojovat s	powerless (adj)	bezmocný
authority, local (n)	místní úřad	prevent from (v)	zabránit, předejít
beneficial (adj)	prospěšný, blahodárný	pride (v)	pyšnit, honosit se
bother (v)	obtěžovat se, trápit se	promote (v)	povzbuzovat, podporovat
case (n)	případ	prosecute (v)	vést soudní řízení ve věci

cause (n)	příčina	provision (n)	zajištění, poskytnutí , opatření
commit (v)	spáchat	range, wide (n)	široká škála
community (n)	obec, komunita, společenství	recovery (adj)	zotavovací, ozdravný
counsellor (n)	poradce	reflect upon (v)	přemýšlet o tom, uvažovat
court (n)	soud	refugee (n)	utečenec, uprchlík
custodial (adj)	poručnický, pečovatelský, vazební	re-house (v)	přestěhovat
deal with (v)	řešit, zabývat se čím	relapse (v)	znovu upadnout/ onemocnět
debt (n)	dluh	responsibility (n)	odpovědnost
degree (n)	titul	revenue (n)	příjem, výnos, tržba
deliver (v)	doručit, dodat	rogue (adj)	samotář, škodící
delivery (n)	doručení, dodání	rule (v)	oficiálně rozhodnout
desing (n)	koncepce, návrh	satisfied (adj)	spokojený
despite (prep)	navzdory, i přes	self-esteem (n)	sebeúcta
effect (n)	účinek, dopad	session (n)	zasedání, schůze
enable (v)	umožnit	set up (v)	zřídit, vytvořit, zorganizovat
engage (v)	najmout si, zapojit	share (n)	podíl, akcie
equity (n)	vlastní kapitál	solicitor (n)	právní zástupce
establish (v)	založit, zřídit, vybudovat	split up (v)	rozdělit
fit (v)	pasovat, sedět	stage (n)	fáze
focus upon (v)	zaměřit se na	steering (n)	řízení

former (adj)	bývalý	study, case (n)	případová studie
funding (n)	financování	sufferer from (n)	člověk trpící, sužovaný
GP (general practitioner)	praktický lékař	suicidal (adj)	se sklony k sebevraždě
group, ethnic (n)	etnická skupina	suicide (n)	sebevraždu
group, support (n)	podpůrná skupina	tackle (v)	vypořádat se , vyřešit, pustit se do
heritage (n)	dědictví, odkaz	training ,vocational (n)	odborný výcvik k povolání
homogenous (adj)	stejnorodý	treat (v)	zacházet, chovat se k, léčit
humiliated (adj)	ponížený, pokořený	treatment (n)	léčba
improve (v)	zlepšit	trust, charitable (n)	charitativní organizace
interpreter (n)	tlumočník	turnover (n)	obrat
issue (n)	záležitost, věc	violence, domestic (n)	domácí násilí
lead, led , led (v)	vést, řídit	vulnerable (adj)	zranitelný

Useful phrases

meet someone's needs	naplňovat něčí potřeby
be within earshot	být na doslech
make an effort	vyvinout úsilí
go about one's business	jít si po svém
it's all up to them	záleží to úplně na nich
be good at	být v něčem dobrý
take the long view of something	zabývat se něčím s dlouhodobé perspektivy

6.17 Use of English



Complete the chart with the correct forms of the given nouns. Notice the different forms of the words and the suffixes which are used for forming different word classes.

	Noun	verb	adjective	adverb
1.	Care			
2.	Dependence			
3.	Variety			
4.	Respect			
5.	Volunteer			
6.	Privacy			
7.	Finance			
8.	Access			
9.	Custody			
10.	Deliver			
11.	Establish			
12.	Recover			
13.	Responsibility			
14.	Suffer			
15.	Suicide			
16.	Treat			
17.	Support			
18.	Encourage			
19.	Expect			
20.	Maintain			

UNIT 7:

Early Childhood Services

7.1 Lead-in



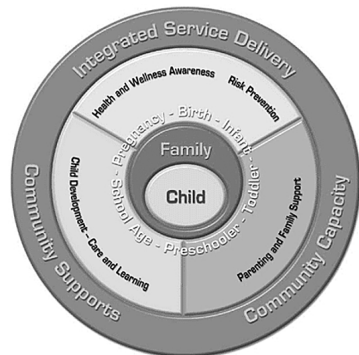
Read the introduction, look at the picture and then discuss which of the mentioned information is the most important and what you know or think about early childhood services.

Early childhood services are provided by various organizations. They provide counselling services, support and help to families where a child with a certain handicap has been born or the child is endangered in its development at a very young age. The professional staff usually try to empower all members of the affected families to be able to raise the child in its natural environment (preferably at home together with the family) and they also aim for the development of the full potential of the child.

Framework Priorities

The four priorities of the Framework are;

- Health and Wellness Awareness and Risk Prevention
- Parent and Family Support
- Child Development – Care and Learning
- Community Supports and Capacity Building



<http://www.ece.gov.nt.ca/early-childhood-and-school-services/early-childhood>

affected (v)	zasažený, ovlivněný	endanger (v)	ohrožit
awareness (n)	(po)vědomí (ně)čeho	framework (n)	rámec, kostra
certain (adj)	jistý, určitý	provide (v)	poskytovat

counselling (adj)	poradenství	raise (v)	vychovat, zdvihát
development (n)	rozvoj	staff (n)	zaměstnanci
empower (v)	zmocnit, posilnit, umožnit		

7.2 Writing



Create a mindmap based on the picture above and on your brainstorm from the previous exercise. Try to put order into your ideas.

7.3 Speaking



Ask and answer questions concerning early childhood services.

eg. What difficulties do you think the parents of the challenged children face?

eg. Name at least some types of handicaps children might be born with and also services or organizations which are active in early childhood care.

7.4 Reading

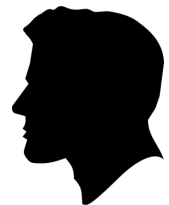


Read about Face 2 Face



Face 2 Face enables befriending parents of disabled children. Its goal is connecting parents with disabled children for emotional and practical support.

“It’s a relief to know that you can make contact with other parents who are going through the same thing.”



7.5 Use of English



Match parts of the sentences.

1. Would you like to talk to another parent who understands what you are going

2. Face 2 Face schemes operate across the UK. Any parent of a disabled child may
3. If there's no scheme in your area, you can use
4. For more information about Face 2 Face, please
 - A. call 0844 800 9189 or fill in our form to get in touch with a parent befriender
 - B. use their local scheme, even if their child hasn't been diagnosed.
 - C. through and can offer emotional and practical support?
 - D. our email or telephone service to talk to our trained parent bfrienders.

7.6 Reading



Read Berit's story

Berit is Mum to two boys. Her youngest, Nicholas, had meningitis as an infant that caused injury to his brain. After his recovery, he was diagnosed with left-sided hemiplegia, a type of cerebral palsy. At five, Nicholas started having seizures and now has severe epilepsy. He also has severe learning difficulties, behavioural and communication problems.



“The last twelve years have been a rollercoaster of emotions. Nicholas spent a long time in intensive care and no one knew if he was going to survive. When he was transferred from our local hospital to Kings College in London we were told to kiss him goodbye.”

“For the first five year's of Nicholas' life his brain injury mostly affected his mobility, co-ordination, attention span and speech. In the early stages after his recovery we were just so happy and relieved that he survived.”

“But at some point, reality kicks in. I felt overwhelmed and stressed out with all the medical appointments and visits from therapists. Although some of the therapists and doctors have been very supportive and caring towards, as parents we never had specific support.”

Vocabulary (in the right column there are some of the children's diseases)

appointment (n)	smluvená schůzka	bruise (n;v)	modřina; otlouct se
attention (n)	pozornost	cerebral palsy	mozková obrna
befriend (v)	spřátelit se	cold	rýma
behavioural (adj)	týkající se chování	cough	kašel

enable (v)	umožnit, zmocnit	Down's Syndrome	Downův syndrom
infant (n; adj)	(malé) dítě; dětský	epilepsy	epilepsie
overwhelm (v)	přemoci, uchvátit, ohromit	fever	horečka
recovery (n)	zotavení, obnova, návrat	hemiplegia	ochrnutí poloviny těla
relief (n)	odpočinek, úleva	chickenpox	neštovice
relieve (v)	odpočinout, ulevit si	influenza (flu)	chřipka
rollercoaster (n)	horská dráha	injury	zranění
severe (adj)	silný, závažný	measles	spalničky
scheme (n;v)	program, schéma; plánovat	meningitis	meningitida
span (n)	rozsah	mumps	příušnice
speech (n;adj)	řeč; řečový	pneumonia	zápal plic
stage (n)	stav, stádium, fáze	polio	obrna
survive (v)	přežít	seizures	záchvaty
towards (adv)	směrem k	tetanus	tetanus
transfer (n;v)	přesun; přemístit		

7.7 Speaking and writing



React to the following statements; if the statements are misleading or false, explain what is correct. Talk in pairs or groups.

1. When Nicholas was an infant he caused himself an injury.
2. His developmental problems are only mild as he is only slow in learning and somewhat lacking behind in behavioural and communicational issues.
3. The emotions in Nicholas' family have been up and down for the last twelve years.
4. The doctors thought Nicholas was going to die soon.
5. Even though Nicholas survived, the reality dawned on the family and it threw them into depression.

7.8 Use of English



Continuation of Berit's story – Parents need befrienders

Fill in the missing words (there are two more words than you need)

bring, stress, disabled, help, known, support, searching, can, contacted, similar

“Looking back, I wished I'd (1) about Face 2 Face and had had contact with a befriender myself. No one really understands the emotions, (2) , worrying, uncertainty and practical implications that having a child with special needs can (3) unless they've had similar experiences. No one (4) understand the euphoria you feel when your child has reached the slightest - and to some unremarkable - milestones and the strengths and closeness it can bring to your family, unless they've had (5) experiences.”

“I came across Face 2 Face through (6) online. I was doing a Certificate in Counselling and was interested to see what (7) there was for parents of disabled children. The fact that they were looking for befrienders immediately caught my eye. I (8) the co-ordinator.”



7.9 Use of English



Continuation of Berit's story – The training befrienders receive

Find all the verbs used in the article and write them down in infinitive, past and past participle form + try to find words which can function as verbs (but here are used as a different part of speech):

eg. have	had	had
show	showed	shown
eg. experiences = zážitky		to experience = zažít, prožít, zakusit

“As parents from all over England had shown an interest, our training took place near Birmingham over several weekends.

I started the training when Nicholas was about three. That was the first time I'd had the opportunity to talk to and listen to other parents' experiences. The other parents were of enormous support to me and I have made fantastic friends for life.



I have been befriending online for over eight years now. I have befriended parents of children with a wide range of impairments. The length of contact varies from parent to parent. I like being an online befriender and hope that I can give other parents some support through my own experiences. If I could, I would probably have chosen to be befriended online all those years ago. You can make

contact in your own time and sometimes it might be easier to express yourself in writing.

I honestly feel that talking to and listening to other parents of disabled children can be of invaluable support and that is what Face 2 Face is for.”

(<http://www.scope.org.uk/support/services/befriending/about-face-2-face?ga=1.127924493.1096254711.1406291009>)

uncertainty (n)	nejistota	interest (n)	zájem
implication (n)	význam, důsledek	several	několik, pár, více
slight (adj)	mírný, lehký, nevelký	opportunity (n)	příležitost, možnost
unremarkable (adj)	ničím pozoruhodný	wide (adj)	široký
milestone (n)	milník, mezník	range (n)	rozsah, oblast
strength (n)	síla, moc, stabilita	impairment (n)	poškození, zhoršení
search (n;v)	hledání; hledat	honestly (adv)	upřímě, poctivě, doopravdy
immediately (adv)	hned, okamžitě	invaluable (adj)	neocenitelný

7.10 Speaking



Name a few principles that would help the parents of disabled children to receive help from the (local) government which is needed. Try to use modal verbs should and ought to.

- eg. The help should come as quickly as possible.
 eg. All the paperwork (online forms) ought to be as clear and easy as possible.
 eg. The internet access should be free so that parents in need may befriend with those who can share their experience and help.

7.11 Reading



Read about one of the services which aims to help parents of children with disabilities

SureStart

Sure Start Children's Centres – Named Social Worker

It is important that children's (1) **centres have robust systems** in place to ensure families are able **to access early support** before they reach the thresholds of social care. Children's centres should therefore (2) **have access to a "named social worker"**, to help build confidence in children's centres to (3) **manage risk and take appropriate child protection action** where necessary. Many families are already familiar with the range of services delivered via children's centres including health visitors and wider therapeutic services. Children's (4) **centres should know their communities well** and are likely already to **work holistically** with the whole family, **acting as hubs** for multi-agency teams with **access to social work expertise** that allows conversations around the types of help and interventions that are needed to support children, young people and families.

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/273768/childrens_centre_stat_guidance_april_2013.pdf)

access (v)	přístup	intervention (n)	zásah, zákrok, přímluva
appropriate (adj)	vhodný	likely (adv)	pravděpodobný, vhodný
confidence (n)	jistota, spolehnutí, důvěra	necessary (n;adj)	nutnost; nutný, nezbytný
deliver (v)	dodat, doručit, předat	protection (n)	ochrana, (za)jištění
ensure (v)	zajistit, zabezpečit	range (n)	rozsah, oblast
holistic (adj)	celistvý, celostní	reach (v)	dosáhnout

hub (n)	centrum, rozbočovač	threshold (n)	práh, hranice
include (v)	obsahovat, začlenit	wide (adj)	široký

7.12 Use of English



There are emphasized four important facts about children's centres in the article above; write down sentences using modal verbs in combination with the facts in bold from the following perspectives:

- a local politician who is always making promises
- poor and uneducated parent of a child with a handicap
- a social worker
- a manager who wants to slash down the expenses on children's centres

eg. *the manager*: Children's centres could have robust systems, but in that case we need more money!

the mother: May I see my named social worker now? If not, my confidence in your centre is ruined!

the politician: If I am elected then you and your families must be treated holistically and with instant access to social work expertise.

7.13 Reading and speaking



Read about services provided by British local councils and compare them with services in the Czech Republic.

Your local council can provide help if you have a disabled child, including:



- short break services
- holiday play schemes

- care at home
- some aids and adaptations
- financial help (eg. money towards travel costs for hospital visits)

Your council has a duty to provide these services under the Children Act 1989. Some are free of charge - the council might ask you to contribute towards others. If you think your child may qualify, contact the social services team at your local council. A social worker will then talk to you about the needs of your family, including health, social care and education. This is called a 'needs assessment' - the social worker will give you advice on what to do next. You can also ask your council about local support groups for carers and families with disabled children.

Help with costs

If your child qualifies for services from your local council, you'll also have the option of getting direct payments. These are paid directly to you so you can arrange services you need. They're an alternative to social care services provided by your local council. You may also be eligible for extra Child Tax Credit for each disabled child you're responsible for or Disability Living Allowance for children.



(<https://www.gov.uk/help-for-disabled-child/overview>)

act (n)	nařízení, protokol	duty (n)	povinnost
advice (n)	rada, poučení	eligible (adj)	vhodný, schopný, oprávněný
arrange (v)	zařídít, uspořádat	free of charge	zdarma
assessment (n)	analýza, odhad, stanovení	option (n)	volba, výběr
contribute (v)	přispět, mít podíl	provide (v)	poskytovat
council (n)	obecní úřad, rada	responsible (adj)	zodpovědný, uvážlivý
disabled (adj)	postižený	towards (adv)	směrem k

7.14 True or False? Check with the article above.

1. No one has to pay for the services provided by local councils.
2. Local council will help you to find appropriate short break services and holiday play schemes.

3. You can get some money if you have to travel to hospital.
4. Any family can receive the services including financial help, care at home, short break services, etc.
5. "Needs Assessment" means that a social worker will ask you a lot of questions concerning education, health, social situation and so on.
6. The local council should automatically link you to local support groups.
7. Direct payment means getting cash from the local council.
8. If you have more disabled children, you can get money only for the first one and only for Child Tax Credit or Disability Living Allowance.

7.15 Writing and pair work



At first try to remember the collocations or particular words, if you cannot remember, ask your friend and only if both of you do not know, look it up in the text.

- council
- provide
- holiday play
- of charge
- your may qualify
- "needs"
- worker will you advice
- local groups
- your child for services
- getting payments
- you can services you need
- for extra tax credit
- disability living

7.16 Speaking – Pair work



Read the following testimonies (student 1 reads stories A, C, E and student 2 reads B, D, F). Retell the story in your own words to the second person and then write down together in what ways an early support key worker might help.

A. My daughter is a lovely little girl, happy, cheerful, loves to draw and she's very cheeky ... **Having help** has brought her out a lot more. I was pregnant when **I was told that** she had spina bifida and hydrocephalus, and **that she might never** walk. I was worried, scared even, when she was born. I wouldn't be where I am now if **it hadn't been for having my Early Support key worker**.

B. Early Support was **the only relevant, practical help we received** before our son was diagnosed with Autism. **It has empowered us** as a family and provided us with good information and advice. **The burden of having to coordinate everything ourselves was lifted** while **our full involvement was maintained**. Information about our child was shared with **all the professionals involved** and this meant we did not have to repeat our story over and over again.

C. As a working mum raising a child with special needs, my time is precious. I have to fit in four working days, endless appointments, daily physiotherapy as well as find time to enjoy my child and family. Before our key worker came into our lives **I was struggling to achieve** this.



D. My first hurdle ... was re-housing. **I was assigned my key worker** and she went to work. Within the same week, **I was assessed ... and moved into temporary accommodation** one week later. She became the single point of contact and ... **was able to eradicate all the problems**. All of these things **helped me to create a stable home environment** for my son and took away the **stress I would have otherwise suffered**.

E. As the parent of a disabled child, it took a while to understand **the significance of what having a child with a disability would mean** to our lives. There was the numbness, **the steady-growing awareness** that something just wasn't quite right ... Our key worker was **a lifeline in a sea of uncoordinated provision**.

F. Before Early Support my life would, at best, be described as chaotic. The youngest of my three children has an autistic spectrum condition ... [The pre-school teacher] suggested I fill out the 'Introducing ourselves' **booklet, which allowed me to give updated background information to any new professionals we came into contact with**. This hugely **alleviated the frustration** of spending the first 15 minutes of appointments repeating information I'd given so many times before.

<http://www.councilfordisabledchildren.org.uk/what-we-do/networks-campaigning/early-support/for-families>

7.17 Use of English



Some parts of the text are written in bold print. Try to translate them and then write them down using different words but keeping the meaning.

- eg. **A:** *having help = the fact that someone is helping (me)*
I was told = someone told me
- B:** *the only relevant, practical help we received = the only good and useful help that came*
- E:** *the significance of what having a child with a disability would mean = what it means and how important it is to have a child with a handicap*

7.18 Reading



Some interesting facts

We need to begin with the firm belief that all parents are interested in the development and progress of their own children. (The Pen Green Team)

- 84% of parents at Pen Green were involved in their children's learning when offered a range of options. (Whalley 2001).
- 98% of parents surveyed believe they have either equal or some responsibility for their children's education; 58% said equal. (Williams and others 2002).
- 67% of parents surveyed want more involvement – especially those in most disadvantaged groups. (Peters and others 2007)

What stops involvement?



- Work commitments
- Time and pressures in busy lives
- Childcare needs
- Pressures due to lack of money, illness, disability, single-parent status

- Own education level, confidence that you can make a difference
- Knowledge of what to do
- Negative feelings about schools from own experience
- Own literacy and numeracy levels poor
- English not first language
- Attitudes – ‘it’s the school’s job’, ‘intelligence is innate’
- Feeling unwelcome, not trusting teachers
- Poor experience of other professionals – suspicion of motives
- Past and ongoing experience of discrimination – including race, gender, class, disability, sexual orientation
- Parents unable to understand or share educational approach
- Practitioner attitudes – not valuing or listening to parents’ view of child
- Parents not confident in the face of professional expertise
- Practitioners lacking confidence in talking to parents
- Practitioners unable to communicate educational approach effectively

(http://peal.org.uk/media/1575/Activities_bookletV3_LoRes.pdf)

7.19 Speaking



Discuss and compare whether the issues mentioned above are also significant in the Czech Republic. Use the expressions below.

- | | |
|------------------|-------------------|
| - (un)like | - too |
| - in contrast to | - as ... as |
| - as opposed to | - either ... or |
| - different from | - neither ... nor |
| - whereas | - though |
| - likewise | - although |
| - same as | - even though |
| - as well as | - however |
| - also | - nonetheless |

VIDEO

7.20 Speaking



Before watching the video, go through the vocabulary and discuss the words you did not know before.

abuse (v)	zneužívat	lap (n)	klín
behaviour (n)	chování	lifesize (adj)	v životní velikosti
bite (v)	kousat	neglect (v)	zanedbat, opomenout
commitment (n)	závazek, oddanost	provide (v)	poskytovat
confidence (n)	jistota, spolehnutí, důvěra	puppet (n)	loutka, maňásek
currently (adv)	v současné době	recognize (v)	uvědomovat si, poznat
cuss (v)	být paličatý, klít	silly (adj)	hloupý, směšný
decision (n)	rozhodnutí	skill (n)	schopnost, dovednost
engage (v)	zapojit	solution (n)	řešení, rozhodnutí
evidence (n)	záznam, svědectví	speech (n)	řeč, mluva
fix (v) <i>something</i>	spravit, opravit	spit, spit, spit (v)	plivat
foundation (n)	základ, poklad, odůvodnění	strengthen (v)	posílit, posilovat
hit, hit, hit (v)	udeřit, bít	support (n)	podporovat
incredible (adj)	neuvěřitelný, neskutečný	throw (v)	hodit
kicked out (v)	vyhozen	vulnerable (adj)	zranitelný, bezbranný

7.21 Listening



Watch the video – **Early Childhood Services (Suncoast Centre)**

https://www.youtube.com/watch?v=4Odj_52WHjE

7.22 Speaking



Answer the following questions:

1. What kind of children does A. Howell speak about?
2. What are the goals of Early Childhood Services?
3. Do they work mainly with children or do they work with whole families?
4. Who is the woman in the yellow t-shirt? Is she mum or grandma of the two kids?
5. One of the boys behaved in a particular way. What did he do? What happened in his day care centre?
6. They made a commitment to try ... did it help in any way?
7. What kind of group support do they offer?
8. How do the puppets help?
9. Is the project “Incredible Years” successful? How do you know?
10. According to A. Howell – what is the most vulnerable group of people?
11. Why should we invest money into children with behavioural problems?

7.23 Listening



Suggested listening:

- Massive Attack – Protection
- Manic Street Preachers – *If You Tolerate This Your Children Will Be Next*
- Jars of Clay – Like a Child

UNIT 8:

Crisis Intervention

8.1 Lead-in



Chinese for “crisis”:

風暴

danger opportunity

What do you think the Chinese wanted to express by this sign about the course of a crisis?

8.2 Reading



Read the text and translate it.

Erikson’s Stages of Development

1. Basic Trust vs. Mistrust (Birth – 18 Months)

During the first or second year of life, the major emphasis is on the mother and father’s nurturing ability and care for a child. The child will develop trust and security if properly cared for. If a child does not experience trust, he or she may develop insecurity and general mistrust of the world.

2. Autonomy vs. Shame (18 Months to 3 Years)

At this point, the child has an opportunity to build self-esteem and autonomy as he or she learns new skills and right from wrong. Children tend to be vulnerable during this

stage, sometimes feeling shame and low self-esteem during an inability to learn certain skills.

3. Initiative vs. Guilt (3 to 5 Years)

During this period we experience a desire to copy the adults around us and take the initiative in creating play situations. We also begin to use that wonderful word for exploring the world – “WHY”? If we’re frustrated over natural desires and goals, we may easily experience guilt.

4. Competence vs. Inferiority (6 to 12 Years)

During this stage we are capable of learning, creating and accomplishing numerous new skills and knowledge. This is also a very social stage of development and if we experience unresolved feelings of inferiority among our peers, we can have serious problems in terms of competence and self-esteem.

5. Identity vs. Role Confusion (12 to 20 Years)

An adolescent must struggle to discover and find his or her own identity, while negotiating and struggling with social interactions and “fitting in”, and developing a sense of morality. Those unsuccessful with this stage tend to experience role confusion and upheaval.

6. Intimacy vs. Isolation (20 to 35 Years)

At the young adult stage, people tend to seek companionship and love. Some also begin to “settle down” and start families, although this seems to have been pushed back farther in recent years. Young adults seek deep intimacy and satisfying relationships, but if unsuccessful, isolation may occur.

7. Generativity vs. Stagnation (35 to 65 Years)

Career and work are the most important things at this stage, along with family. People work to establish stability and generativity – produce something that makes a difference to society. Inactivity and meaninglessness are common fears during this stage.

8. Integrity vs. Despair (65 Years to Death)

As older adults, some can look back with a feeling of integrity – that is, fulfillment, having led a meaningful life and made valuable contribution to society. Others may fear death as they struggle to find a purpose to their lives, wondering “What was the point of life?” “Was it worth it?”

(www.learning-theories.com/eriksons-stages-of-development.html)

Topics for discussion:

- Which stage(s) did you like the most and why?
- Which life stage(s) are you looking forward to?
- Would you like to return to a certain life stage? What would you do differently?

crisis (n)	krize	competence (n)	kompetence
crisis intervention (n)	krizová intervence	inferiority (n)	méněcennost
stage (n)	stádium, stupeň	accomplish (v)	dosáhnout, uskutečnit
development (n)	vývoj, rozvoj	experience (v)	zažít, zakusit
trust (n)	důvěra	unresolved (adj)	nevyřešený
mistrust (n)	nedůvěra	inadequacy (n)	neschopnost, nedostatečnost
emphasis (n)	důraz	peer (n)	vrstevník
nurture (v)	pečovat, starat se	confusion (n)	zmatek
ability (n)	schopnost	adolescent (n)	dospívající
care for (v)	pečovat, starat se	struggle (v)	snažit se, usilovat
develop (v)	rozvíjet, rozvinout	discover (v)	objevit
confidence (n)	důvěra	negotiate (v)	zdotat, vypořádat se
security (n)	bezpečí, jistota	morality (n)	morálka
worthlessness (n)	neschopnost, bezcennost	upheaval (n)	zmatek, nepokoj
shame (n)	hanba, ostuda	intimacy (n)	intimita
self-esteem (n)	sebeúcta, hodnota sama sebe	tend (v)	mít sklon/ tendenci
skill (n)	dovednost	companionship (n)	společnost, společenství
vulnerable (adj)	zranitelný	settle down (v)	usadit se
inability (n)	neschopnost	relationship (n)	vztah

initiative (n)	iniciativa	career (n)	povolání, životní dráha
guilt (n)	vina	meaningless (adj)	nesmyslný, bezvýznamný
desire (n, v)	touha, toužit	despair (n)	zoufalství
adult (n)	dospělý	contentment (n)	spokojenost
explore (v)	zkoumat	fulfillment (n)	naplnění
frustrate (v)	frustrovat	contribution (n)	příspěvek
goal (n)	cíl	purpose (n)	účel, smysl

8.3 Use of English



Look up in the dictionary at least four words that describe characteristic features of a person if they complete the task of the respective stage successfully or they fail to manage it.

Stage	Success	Failure
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

8.4 Speaking



Watch the film about Erikson's theory and write down words you do not know.

Explain the meaning of the sentences from the film:

- We care, we share.
- Mission accomplished.
- Satisfaction guaranteed.
- Mistrust spins the world.
- It's always darkest just before it goes pitch black.

Topics for discussion:

1. Do you agree with the last two sentences? Why? Why not?
2. Do we need to care for other people?
3. What do we share with others?
4. What is, in your opinion, the mission of human life?
5. What makes you be satisfied with your life and yourself?

8.5 Ideas for Homework



John Fitzgerald Kennedy: "One person can make a difference and every person should try."

Do you agree with this quotation from the film? Why? Why not? (Write an essay).

8.6 Reading



Read the text and translate it.

Crisis

A crisis refers not necessarily to a traumatic situation or event, but to a person's reaction to an event. One person might be deeply affected by an event, while another individual suffers little or no ill effects. A crisis presents an obstacle, trauma, or threat, but it also presents an opportunity for either growth or decline.

The following signs, symptoms, and reactions are common psychological responses to a crisis or traumatic event:

1. Disbelief.
2. Emotional numbing.
3. Nightmares.
4. Anger, moodiness, and irritability.
5. Forgetfulness.
6. Flashbacks.
7. Increased use of alcohol and drugs.
8. Isolation from others.

Explain the meaning of 8 responses to a crisis event in English.

event (n)	událost	disbelief (n)	nevíra, neochota uvěřit
affect (v)	ovlivnit, účinkovat	numb (adj)	necitlivý, ochromený, otupělý
individual (n)	jednotlivec, osoba	nightmare (n)	noční můra
suffer (v)	trpět	anger (n)	hněv
obstacle (n)	překážka	moodiness (n)	náladovost
trauma (n)	trauma	irritability (n)	podrážděnost
threat (n)	hrozba	forgetfulness (n)	zapomnětlivost
growth (n)	růst	flashback (n)	záblesk minulé události
dechne (n)	úpadek		

8.7 Listening



Listen to the text and complete the sentences:

- a) The primary purpose of crisis intervention is
- b) Assessing the situation involves
- c) People in crisis need
- d) It can be very beneficial for individuals
- e) Developing coping skills means helping the client

Crisis intervention

The primary purpose of crisis intervention is to help an individual to restore some sense of control and mastery after a crisis event or disaster.

1. Assessing the Situation

The first element of crisis intervention involves assessing the client's current situation. This involves listening to the client, asking questions and determining what the individual needs to cope with the crisis. It is also essential to ensure the client's safety, both physical and psychological.

2. Education

People who are experiencing a crisis need information about their current condition and the steps they can take to minimize the damage. Crisis counsellors often help the client understand that their reactions are normal.

3. Offering Support

One of the most important elements of crisis intervention involves offering support, stabilization and resources. Active listening is critical, as well as offering unconditional acceptance and reassurance. During the crisis, it can be very beneficial for individuals to develop a brief dependency on supportive people, these relationships help the individual become stronger and more independent.

4. Developing Coping Skills

In addition to providing support, crisis counsellors also help clients develop coping skills to deal with the crisis. This might involve helping the client explore different solutions to the problem, practicing stress reduction techniques and encouraging positive thinking.

(www.ncss.org.sg/social_service/family_services_crisis_intervention.asp)

Explain the following terms from the text in English:

- to restore control and mastery
- to cope with the crisis
- to ensure client's safety
- to minimize the damage
- to develop coping skills
- to offer unconditional acceptance and reassurance
- to develop a dependency on supportive people
- to encourage positive thinking

restore (v)	obnovit	counsellor (n)	poradce
control (n)	řízení, kontrola	support (n)	podpora
mastery (n)	zvládnutí, výborná znalost	offer (n, v)	nabízet, nabídka
disaster (n)	katastrofa	resource (n)	zdroj
assess (v)	(o)hodnotit, posoudit	unconditional (adj)	bezpodmínečný
element (n)	prvek, součást	acceptance (n)	přijetí
determine (v)	určit, rozhodnout	reassurance (n)	ujištění
cope (v)	zvládnout, vyřešit se	beneficial (adj)	prospěšný
essential (adj)	nezbytný, podstatný	dependency (n)	závislost
safety (n)	bezpečí	supportive (adj)	podporující
education (n)	vzdělání	coping skills (n)	dovednosti nutné ke zvládnutí těžké situace
damage (n, v)	škoda, poškodit		

8.8 Reading



Read the text and summarize its main points.

Prejudices about crisis:

- Everybody has to cope with troubles and difficulties on his/her own.
NO – It is important to recognize if we don't have the strength to deal with something difficult in our lives and we should be able to ask for help.
- It is a sign of our own incompetence when we look up professional help.
NO – It can be a sign of our courage and readiness to face our problems.
- It isn't appropriate to burden somebody else with our problems.

NO – Telling somebody about our problems can bring relief. In a crisis we are not able to realize many things. Therefore another person can help us see our situation from another point of view.

4. If somebody gets into a difficult situation it is their fault and so they don't deserve any help.

NO – Even though some people contribute to their crisis situation, the most important thing is that they want to solve it and need to get professional help.

5. If we have bad and powerful feelings such as anger, grief, jealousy or hatred, it is better to ignore them and to behave as if we felt good.

NO – Our feelings don't disappear by themselves and they always influence our behaviour. It can be useful to analyze them – where they come from, who they are aimed at and what they want to tell us.

(www.ncss.org.sg/social_service/family_services_crisis_intervention.asp)

Discuss the points of the text in pairs or in groups – one (group) gives reasons why it is a good idea to look for help in a difficult situation and the other (group) arguments against it.

prejudice (n)	předsudek	deserve (v)	zasloužit si
recognize (v)	rozeznat, zjistit	nasty (adj)	hrozný, hnusný
deal, dealt, dealt (v)	jednat, zacházet	feeling (n)	pocit
courage (n)	odvaha	powerful (adj)	silný, mocný
foresight (n)	prozíravost, obezřetnost	grief (n)	zármutek, žal
face (v)	čelit	jealousy (n)	žárlivost
burden (n)	břemeno, zatěžovat	hatred (n)	nenávisť
relief (n)	úleva	behaviour (n)	chování
fault (n)	chyba, vina	refer (v)	odvolávat se, odkazovat

8.9 Speaking



Read the stories and answer the questions:

- *What makes this situation a crisis?*
 - *Who are the main participants in the crisis?*
 - *What factors need to be dealt with in a crisis intervention?*
 - *Who or what are possible sources to provide help?*
1. My partner had been suffering from clinical depression and yesterday he took his own life. I came home from work to find him hanging in our garage. I am 5 months pregnant and I am feeling so alone and wondering how I am going to cope without the love of my life. I am going through so many emotions today, mostly what-ifs and what I could have done better or differently to make him feel like he wanted to live for me and the baby. All I feel is guilt and love for the father of my child.
 2. It has been 8 weeks since my daughter was brought into the hospital and 2 days since her life support was turned off and we watched as her heart gradually stopped beating and she stopped breathing. All of this came out of the blue, she was at the zoo having a great day with her sister and only that night after a sudden vomiting spell I was rushing her to the hospital in a coma from which she never fully awoke.
 3. At 11 P.M. I had just left the health sciences library at the university and was walking the three long blocks to the parking lot where my car was parked when I was assaulted. The man held a knife to my throat and raped me. I was sort of in shock and numb. It was a terrifying, painful, and degrading experience. It was something you don't expect to happen.
 4. I was returning to my apartment following an afternoon appointment with my physician when I was robbed. A guy came up to me and pressed the cold barrel of his gun on my neck, he must have thought it easy as I am blind. He said if I don't give him what I got he would shoot me and the dog. I gave him all I had. About a week after the robbery, I woke up sweating and had a serious asthma attack.
 5. The last year or so I have watched my mother become a woman I don't recognise anymore. She's lost her personality due to alcohol, she'd become a shell of the woman who I remember as my mother. At first it started with phone calls about her not having any money, and not wanting to bother my dad with it all. She confided in me, and as the eldest daughter I did all that I could. Things didn't get any better, instead they got a million times worse. Suddenly I was faced with the reality of debt mounting up to over £ 50,000 and ninety days to pay something before my parents lost their house.
 6. I recently fled to a women's refuge to escape domestic violence from my husband and his family. I applied to a local council as homeless but despite the information from the police they have decided I am not homeless and should return to my previous address. I can't return to where I came from as the violence will start again the minute I return and I will never escape again. I am tired, stressed and very scared that he will

demand I return my daughter back. She is frightened of her father and suffers from anxiety as a result.

7. In 2012 I began to work for an electronics company. The job was really varied and the work was exciting. Little did I know I was going to receive endless abuse from my manager. She soon began to haul me into a side room regularly, for what I thought would be appraisal sessions, but what really turned out to be systematic bullying. I entered the job as a confident MA graduate and she squashed me down into a gibbering, self-conscious wreck with absolutely no self-esteem or self-worth or belief in my ability to do anything right at all.
8. Only minutes away from home my friend who unbeknown to me was drunk, decided to pass another car on the wrong side. We went up and over, rolling three or four times, smashing into a tree. I had injured three vertebrae, which meant I am paralyzed from the chest down. At the age of 24, my so called "normal" life became anything but normal. Why did I survive that horrible night? What is my purpose in this world now? Could I ever be the same person I was prior this day?

Role play. Work in pairs – one of you is a person in crisis and the other a crisis counsellor who provides crisis intervention.

depression (n)	deprese	escape (v)	uniknout, uprchnout
pregnant (adj)	těhotná	local council (n)	místní úřad
emotion (n)	cít, emoce	homeless (adj)	bez přístřeší
breathe (v)	dýchat	demand (n)	požadovat, požadavek
vomit (v)	zvracet	anxiety (n)	úzkost
health science (n)	medicína, lékařské vědy	abuse (v)	zneužívat, týrat
assault (n, v)	napadnout, zaútočit	appraisal (n)	posouzení, zhodnocení
rape (v)	znásilnit	bullying (n)	šikana
degrade (v)	ponížit, znehodnotit	self-conscious (adj)	bázlivý, úzkostně se pozorující
physician (n)	lékař	self-worth (n)	pocit vlastní hodnoty
rob (v)	oloupit, okrást	belief (n)	víra, důvěra
bother (v)	obtěžovat, rušit	injure (v)	zranit

confide (v)	svěřit (se)	paralyze (v)	ochrnout
flee, fled, fled (v)	utéci, uprchnout	survive (v)	přežít
refuge (n)	útočiště, útulek		

8.10 Writing



Choose one of the cases and describe how you would work with this client – including a process of assessment, intervention, and social services needed.

8.11 Listening



Listen to the song “All you need is love” by the Beatles and complete the lyrics.

8.12 Follow up



How Resilient Are You?

How would you fare in a crisis situation? Would you be able to stay calm, look for solutions and manage your emotions? Test your coping skills by answering the following questions. Score: a) 2 points, b) 1 point, c) 0 points:

Do you have strong social connections? a) Yes b) Somewhat c) No	Do you find it easy to adapt to changing situations? a) Yes b) Somewhat c) No
Are you generally optimistic, even when things are difficult? a) Yes b) Most of the time c) No	Are you usually calm in high stress situations? a) Yes b) Somewhat c) No

When something terrible happens, which of the following statements best reflects your feelings?

- a) "Things are bad, but hopefully I'll be able to learn from the experience."
- b) "Why does this always happen to me!"
- c) "Things will never get better and I'll never recover from this."

During a crisis, do you:

- a) Focus on steps you can take to resolve the problem.
- b) Try to solve the problem, but become overwhelmed.
- c) Blame external events or other people for creating the situation.

Are you able to laugh at yourself or find humor in a situation, even during difficult events?

- a) Yes, most of the time.
- b) Occasionally
- c) No

Do you take the time to take care of yourself, such as eating a healthy diet, exercising and getting plenty of sleep?

- a) Yes
- b) Somewhat
- c) No

Are you able to identify the emotions you are feeling and understand what caused them?

- a) Yes, most of the time
- b) Sometimes
- c) Rarely

Are you able to deal with situations that are ambiguous or unclear?

- a) Yes, most of the time
 - b) Sometimes
 - c) Rarely
-

14–20 points: Your resilience is strong enough. Continue to practise coping skills you use.

7–13 points: Your resilience is about average. Focus on developing your existing strengths and work on cultivating new skills that will help you become more resilient.

0–6 points: Your resilience is quite weak. In order to effectively deal with a crisis, it is important to work on developing your hardiness and resourcefulness.

Discuss the result of the test:

Do you agree with it?

In which situations have you felt that your resilience is strong or weak?

In which areas do you need to strengthen your resilience?

8.13 Reading



Fill in the gaps with the following expressions:

- taking a quiet walk
- feeling overburdened
- a caring friend
- too much alcohol
- stressful matters
- the task at hand
- the unpleasant events
- seven hours of sleep
- two days a week
- what we say to ourselves
- beyond your limits
- those around you
- shortcomings
- a sense of control

Coping Strategies:

1. Use your support system – You may feel better sharing your feelings with or family member.
2. Talk it over with yourself – We often have no control over that happen in our lives, but we can change what we say to ourselves about these events. All our feelings are greatly affected by
3. Don't demand perfection – Ease up on yourself and – accept that everyone has both strengths and
4. Just say NO – You can avoid by setting realistic goals and priorities. Remember, it's OK to say NO to requests that push you
5. Take one thing at a time – Instead of thinking of other things you should be doing, focus on and do it well. You'll enjoy the sense of accomplishment and regain
6. Strive for balance in your life – Make time for activities and people you enjoy. Taking your mind off for a while can help you keep a healthy perspective.
7. Be active – Walk your dog, go dancing or join a gym. At least, do some muscle-strengthening activity.
8. Avoid unhealthy behaviour – Some people drink or over-eat to cope with stress.
9. Practice rest and relaxation – Get at least nightly. Even losing yourself in a good book or can help you unwind.
10. Learn to laugh.

(www.uhc.com/health_topics/stress/coping_strategies.htm)

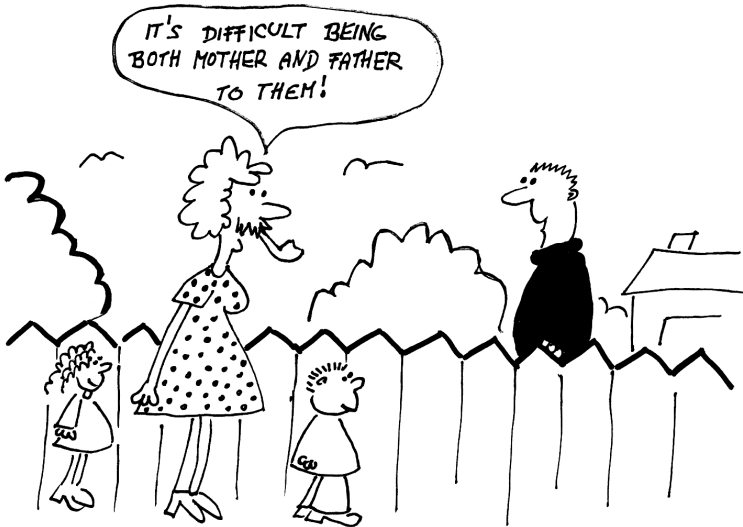
Topics for discussion:

- Which of the coping strategies have you tried?
- Which of them have you found useful?
- Which of them did not work for you?
- Which of them would you like to try?
- Which strategies not mentioned in the text would you recommend to your fellow students?

coping strategy (n)	strategie zvládání obtížných situací	request (n)	požadavek
caring (adj)	pečující, starostlivý	focus (n)	soustředit se
accept (v)	přijmout	task (n)	úkol
strength (n)	silná stránka, přednost	accomplishment (n)	výkon, úspěch
shortcoming (n)	nedostatek, chyba	sense (n)	smysl
overburden (v)	přetížit, zatížit příliš	balance (n)	rovnováha
set, set, set (v)	uložit, nastavit, stanovit	avoid (v)	vyhnout se

UNIT 9:

Services For Single Mothers Domestic Violence



9.1 Lead-in



Think about reasons why some parents become single parents.

What are the difficulties of being a single parent?

9.2 Reading



Read these notes written by thankful children and think about the difficulties of a single parent again.

Single mums, here's a selection of the wonderful words your sons and daughters had for you:

"The older I get, the more I realise how much my single mum did for me when I was growing up. Not only did she do everything she could to provide a stable, comfortable home for me and my sister, but she showed us how important it is to work hard and follow your dreams. She continues to be a huge inspiration to me and I am so, so proud to call her my mum. – Faith

"She made a lot of sacrifices & still does but she was determined to give me a decent future & she did!" – Daisy

"My mum means the world to me. Bringing me and my four sisters up on her own she's done an incredible job." – Olympic medallist and professional boxer Anthony Ogogo

"My brother and I were raised by my mum, when my dad died. I always knew it was hard work, but it wasn't till I became a parent that I truly realised how hard. She was my absolute rock and she continues to be my role model every day. She didn't get much of a chance for fun or to follow her own dreams, but she knew how to survive and her example has helped me keep going through really tough times. Where would we have been without her? I shudder to think." – Angela

"My mum means everything, she brought three of us up on her own and now lives with me age 69, I'm trying to repaying all she did." – Elaine

"When my dad left, my mum had to cope with work and two teenagers at the same time as dealing with the end of the relationship. Looking back, she was tremendous; I'm so proud of her for what she did and for giving us so much love throughout. The best mum I could have hoped for." – Darryl

"Everything. She means everything to me. She was my mum and my dad and continues to be the one I turn to for advice on everything. She is and always has been amazing." – Sarah

"Me and my mum haven't always seen eye to eye but she has taught me how to be both independent and generous with my affection. I love her and I'm proud of everything she has overcome and how she continues to always be there for me and my sis." – Lisa

(<http://www.gingerbread.org.uk/content/1994/Happy-Mothers-Day-single-mums!>)

9.3 Use of English



First translate these phrases and then find them in the text. Do your translations correspond? What are the differences? Why did you translate it different way?

1. Čím jsem starší, tím víc si uvědomuju ...
2. Nejenže pro nás dělala všechno, ale ukázala nám...
3. Hodně se obětovala a stále se obětuje...

4. Byla odhodlaná dát nám obstojnou budoucnost...
5. Její příklad mi pomohl projít si opravdu drsnými obdobími.
6. Kde bychom bez ní byli?
7. Vychovala nás tři sama.
8. Když otec odešel, musela se mamka zároveň vypořádat s prací a dvěma teenagery.
9. Jsem na ni pyšná.
10. Ona je stále ten člověk, na koho se obracím o radu .
11. Je a vždy byla úžasná!
12. Naučila mě jak být obojí, nezávislá a štědrá.
13. Neměly jsme vždy naprosto shodný názor.

Complete the sentences with correct phrases from the previous exercise.

1. One of the big changes we had to , was learning to write with pen and ink.
2. In view of this the involvement of local people in our groups is crucial and extremely welcome.
3. We may not have always in the past but I have great respect for him nevertheless.
4. On the contrary, I get, priority I give to a loving relationship.
5. was the victim named, her photograph was shown at least four times.
6. 'I now knew he was handicapped but that made me even more keep him.'
7. I want to pass all my exams, I want my mum and dad to be me.
8. Making is part of bringing up children.
9. Do we have to all that again!
10. It much more fun, don't you think, if they'd dressed as housewives.
11. She was born and near Moscow, studied the violin at the conservatoire there.
12. Obviously if you have family living near enough, they would be the first to for help of this kind.
13. Clearly, reducing the number of road casualties and a priority for the Government for some time.

9.4 Writing



Write a thankful note to your parents using at least five the phrases practised in exercise 9.2. Collected notes can be read aloud and the audience can guess the author of the particular note.



9.5 Reading



You are going to read about housing assistance for poor single mothers in the State of New Jersey. Choose the suitable word to fit in the context:

- | | |
|----------------------|----------------------|
| 1. earn / develop | 4. manages / assists |
| 2. support / prevail | 5. target / range |
| 3. provide / help | 6. consist / include |

Housing assistance

The Department of Community Affairs in the State of New Jersey is held accountable for housing assistance to poor single mothers who 1, little income that is insufficient for provision of housing. The department helps alleviate the problems of homelessness that 2, among the mothers in the state, provide temporary housing to those in need of them and again 3, permanent housing to the eligible individuals or families.

The Department of Community Affairs, in helping with housing needs, 4, various programs including but not limited to Housing Choice Voucher Program, Homelessness Prevention Program, Emergency Housing Grant, Family Self-Sufficiency Program, State Rental Assistance Program and Section 8 Homeowner-

ship Program. The main 5, of the entire spectrum of programs focus is the provision of low-cost housing of high quality to those in dire need. These needy people 6, single mothers, disabled, the blind and the aged citizens of the state.

9.6 Writing



Write the names of the programs mentioned in the text into the chart. Try to fill in the chart based on your presumptions. You can check the Shelter Housing Exit Program in the following text.

Programmes	Who for?	How do they work?	What are the conditions?
Shelter Housing Exit Program			

Shelter Housing Exit Program

There are some single moms who are normally housed in shelters due to reasons pertaining to domestic violence. This program aims to help these mothers to own the rooms of their own. It therefore assists them with rental payments and deposits to secure apartments. It helps them transition from the constraints of domestic violence to a better life free of domestic violence.

For approval of application in the program, the mothers need prior referral from Domestic Violence Agency (DCA). Furthermore, the program is offered on the basis of income limits where the income of the mother is required to be equal to or below 80 % of the median income determined by HUD.

The program is co-managed by the Division of Housing and the Division of Women. There is long- and short-term assistance. For short-term assistance, the women are helped with

rental payments for up to 2 months and the long-term assistance for a mother is helped for up to 2 years.

(HUD – U.S. Department of Housing and Urban Development)

(<http://www.singlemothershousingassistance.com/housing-assistance-in-new-jersey-for-single-mothers/>)

9.7 Ideas for Homework



Each pair check the content of the program at the given webpage and in the next lesson inform the classmates.

9.8. Vocabulary

Write out expressions connected with economic issues and with housing issues from texts in exercises 9.5 and 9.6. Which of them overlap? Can you explain them?

advice (n)	rada	long-term (adj)	dlouhodobý
affection (n)	láska, city	low-cost (adj)	úsporný, levný
aged (adj)	starý	main (adj)	hlavní
aim (v)	usilovat, mít za cíl	manage (v)	řídít, organizovat
alleviate (v)	zmírnit, zmenšit	model, roke (n)	životní vzor, příklad
amazing (adj)	úžasný, ohromný	overcome (v)	překonat
apartment (n)	byt	payment (n)	platba, úharda
applicantion (n)	žádost, využití	permanent (adj)	trvalý, stálý
approval (n)	souhlas, schválení	presumption (n)	předpoklad, domněnka
be held accountable	být odpovědný	pretain (v)	vztahovat se, týkat se
blind (adj)	nevidomý	prevail (v)	převládnout, panovat
bring up (v)	vychovávat	prior (adj)	předchozí, dřívější
citizen (n)	občan(ka)	proud (adj)	hrdý, pyšný

constraint (n)	omezení, zábrana
continue (v)	zůstat nadále
cope with (v)	zvládnout, vypořádat se
deal with (v)	zabývat se, řešit
decent (adj)	slušný, obstojný
deposit (n)	záloha, vklad
determined (adj)	odhodlaný, určený
dire (adj)	zoufalý, strašný
disabled (adj)	(zdravotně) postižený
eligible (adj)	mající nárok, způsobilý
emergency (n)	stav nouze, mimořádný případ
entire (adj)	celý, veškerý
equal (adj)	stejný, rovný
focus (n)	těžiště, zaměření
free of (adj)	bez, prostý čeho
furthermore (adv)	navíc, mimoto, nad to
generous (adj)	štedrý, velkorysý
go through (v)	projít si, prodělat
grow up (v)	vyrůstat
hope for (v)	doufat v

provide (v)	poskytnout, zajistit
provision (n)	zajištění, zaopatření
raise (v)	vychovat
range (n)	rozsah, škála
realize (v)	uvědomit si
referral (n)	(oficiální) doporučení
rental (adj)	nájemní, k pronájmu
repay (v)	oplatit, odvěčit se
require (v)	vyžadovat
rock (n)	skála
sacrifice (n)	oběť
secure (v)	zajistit, obstarat
see eye to eye (v)	mít naprosto shodný názor
self-sufficiency (n)	soběstačnost
short-term (adj)	krátkodobý
shudder (v)	třást se, chvěť se
stable (adj)	stálý, stabilní
survive (v)	přežít, přestát
target (n)	cíl, úkol
temporary (adj)	dočasný, přechodný

huge (adj)	obrovský, ohromný	throughout (adv)	po celou dobu
income (n)	příjem	tough (adj)	drsný, obtížný
income, median (n)	průměrný příjem (US)	transition (n)	přechod, změna
incredible (adj)	úžasný, fantastický	tremendous (adj)	ohromný, báječný
independent (adj)	nezávislý	turn to (v)	obrátit se na
insufficient (adj)	nedostatečný		

9.9 Listening



Domestic violence

- Listen to the song called *Home Sweet Home* specially recorded about the problem of domestic violence by the *Crooked Monsieurs*. Catch what she doesn't / don't need.
- Watch the video and think about the lyrics of the song and write down warning signs of domestic violence.
- Read the lists below, check your suggestions and put the right title to each list of warning signs.

- Warning signs of isolation** People who are being isolated by their abuser
may
- Warning signs of physical violence** People who are being physically abused
may
- The psychological warning signs of abuse** People who are being abused
may
- General warning signs of domestic abuse** People who are being abused
may

- Seem afraid or anxious to please their partner.
Go along with everything their partner says and does.
Check in often with their partner to report where they are and what they're doing.
Receive frequent, harassing phone calls from their partner.
- Talk about their partner's temper, jealousy, or possessiveness.
Have frequent injuries, with the excuse of "accidents".

Frequently miss work, school, or social occasions, without explanation.
Dress in clothing designed to hide bruises or scars (e.g. wearing long sleeves in the summer or sunglasses indoors).

- c) Be restricted from seeing family and friends.
Rarely go out in public without their partner.
Have limited access to money, credit cards, or the car.
- d) Have very low self-esteem, even if they used to be confident.
Show major personality changes (e.g. an outgoing person becomes withdrawn).
Be depressed, anxious, or suicidal.

9.10 Speaking



- a) *In pairs tick and discuss those warning signs you could notice in the video.*
- b) *Discuss what to do when you notice any of these warning signs. Write the given suggestions into the correct column.*

Speak up if you suspect domestic violence or abuse

If you suspect that someone you know is being abused, speak up! If you're hesitating – telling yourself that it's none of your business, you might be wrong, or the person might not want to talk about it – keep in mind that expressing your concern will let the person know that you care and may even save his or her life.

Do:	Don't:

- Judge or blame
- Express concern
- Offer help
- Wait for him or her to come to you
- Ask if something is wrong
- Pressure him or her
- Place conditions on your support
- Listen and validate
- Support his or her decisions
- Give advice

abuser (n)	trýznitel	low (adj)	nízky
access (n)	přístup	occasion (n)	příležitost, událost
anxious (n)	horlivě usilující, úzkostný	outgoing (adj)	společenský
blame (v)	obviňovat	place conditions	klást podmínky
bruise (n)	modřina, podlitina	please (v)	potěšit, zavděčit se
concern (n)	starost, obavy	possess (v)	ovládnout, vlastnit
confident (adj)	sebejistý	possessiveness (n)	snaha přivlastňovat si druhého
decision (n)	rozhodnutí	pressure (v)	vyvíjet nátlak
even if (adv)	i když	rarely (adv)	zřídka, výjimečně
excuse (n)	výmluva, omluva	receive (v)	přijmout, obdržet
express (v)	vyjádřit, projevit	restrict (v)	omezit pohyb/volnost
fist (n)	pěst	scar (n)	jizva, šrám
flaw (n)	nedostatek, vada	self-esteem (n)	sebeúcta, hrdost
frequent (adj)	častý, hojný	sign, warning (n)	výstražné znamení
go along with (v)	jednat v souladu s	suicidal (adj)	se sklony k sebevraždě
harass (v)	obtěžovat, pronásledovat	support (n)	podpora, pomoc
check in (v)	přihlásit se	temper (n)	vznětlivost, nálada
injury (n)	zranění	validate (v)	uznat platným, osvědčit hodnotu
jar (n)	spor, nesouhlas, záchvat	violence, domestic (n)	domácí násilí

jealous (adj)	žárlivý	withdrawn (adj)	uzavřený (do sebe)
judge (v)	hodnotit, posuzovat	wrist (n)	zápěstí

9.11 Reading



Match the definition with the correct term from the cycle of domestic violence.

The Full Cycle of Domestic Violence



..... Your abuser begins to think about abusing you again. He spends a lot of time thinking about what you've done wrong and how he'll make you pay. Then he makes a plan for turning the of abuse into reality.

..... Your abuser rationalizes what he or she has done. The person may come up with a string of or blame you for the abusive behaviour—anything to avoid taking responsibility.

Your abuser you and puts his plan in motion, creating a situation where he can justify abusing you.

..... The abuser does everything he can to regain control and keep the victim in the relationship. He may act as if nothing has happened, or he may turn on

the charm. This peaceful honeymoon phase may give the victim hope that the abuser has really changed this time.

..... Your abusive partner lashes out with aggressive, belittling, or violent behaviour. The abuse is a power play designed to show you “who is boss.”

..... After abusing you, your partner feels, but not over what he’s done. He’s more worried about the possibility of being caught and facing consequences for his abusive behaviour.

9.12 Writing



- a) Write an example story of domestic violence following the cycle of domestic violence.
- b) Read the following example.

The Full Cycle of Domestic Violence: An Example

A man **abuses** his partner. After he hits her, he experiences self-directed **guilt**. He says, “I’m sorry for hurting you.” What he does not say is, “Because I might get caught.” He then **rationalizes** his behaviour by saying that his partner is having an affair with someone. He tells her “If you weren’t such a worthless whore I wouldn’t have to hit you.” He then **acts contrite**, reassuring her that he will not hurt her again. He then **fantasizes** and reflects on past abuse and how he will hurt her again. He **plans** on telling her to go to the store to get some groceries. What he withholds from her is that she has a certain amount of time to do the shopping. When she is held up in traffic and is a few minutes late, he feels completely justified in assaulting her because “you’re having an affair with the store clerk.” He has just **set her up**.

(http://www.helpguide.org/mental/domestic_violence_abuse_types_signs_causes_effects.htm)

9.13 Listening



Before listening match verbs and then the other words with their synonyms or definitions.

Verbs

discover	take time
move in	to tie something about somebody’s neck in order to kill

worsen	find out
look after	get worse
rely on	take care of
punch	act like
threaten	to hit somebody quickly with the palm of the hand
slap	to hit somebody with your fist (=closed hand)
abuse	to let especially a child have or do whatever they want
squeeze	to make somebody feel frightened or worried
strangle	to press something firmly, especially with your hands
last	to start living in a different house or flat
pretend	to tell sb. that you will cause them harm to make them do sth.
scare	depend on
spoil rotten	to treat somebody in a cruel or violent way
Other words	
age gap	a long thin piece of wood to support when moving
multiple sclerosis	unhappy to see a partner attracted to someone else
unaided	the soft part on each side of your face below your eyes
walking stick	the difference in age
wheelchair	illness affecting the nerve cells of the brain
constantly	entrance without barriers
burden	a sexual relationship of two people, one of them is usually married to someone else
responsibility	an assistive technology for moving around

care home	always or regularly
cheek	a strong feeling of anger
rage	Argument
row	a serious or difficult responsibility that you have to deal with
disabled access	without support
affair	a home for people who need continuous medical treatment
jealous	a duty that you have to do

Listen to Carol's story and choose if these statements are true (T) or false (F) or you don't know (N)

1. She found out that she had the illness one year after they met.
2. They started to live in one flat after she finished her studies.
3. He began to be aggressive when she started to use the wheelchair.
4. He got even more aggressive because she didn't want to rely on him.
5. He was jealous because she had an affair at the care home.
6. He became paranoid thinking that she talks about him with other people.
7. He even tried to strangle her in order to frighten her.
8. After another argument he decided to leave her because he was not willing to care for her anymore.
9. Her brother has a barrier-free house.
10. She meets her husband time to time and they are trying to renew their relationship.

Carol's story

Beginnings...

I met my ex when I was 19, he was quite a bit older than me but the age gap didn't really seem to matter. I had discovered that **I had multiple sclerosis (MS)** about 1 year before we met but I was still walking unaided when we started seeing each other.

We became serious very quickly and after 7 months actually I moved in with him.

After a while my MS began to worsen and **I began to have to use a walking stick** to help me move around, I was no longer working and my MS became so bad that often I had to use a wheelchair. It was around this time he began to be **aggressive** towards me – he'd shout at me for what seemed to be no real reason at all.

Constant wheelchair use...

Eventually I needed to use my wheelchair constantly – by this point things had really gotten bad between us. I had to rely on him more and I felt like his aggression may be due to the **burden of this new responsibility of looking after me**. Me being ill meant that he had to always be home before I could go to bed, and take my physical needs into consideration a lot more and I think **he resented me for this**.

To give him a break and hoping it would make him relax a little, I decided to spend a week in a care home. As he came to take me home he saw one of the male workers there give me a friendly kiss on the cheek to say goodbye. **He went ballistic**. For the duration of our journey home he was shouting and screaming at me and continually punching my leg and arm.

After this he began to be very menacing towards me and was always threatening that he would kill me. For some reason he became very **paranoid** that I was talking about him behind his back to other people and this often sent him into a rage which could last for hours. **I often used to cry myself to sleep** when I was sure he couldn't hear me.

The abuse was mainly emotional and mental but he did slap my face a few times, threw me out of my wheelchair and also squeezed his hands around my neck to scare me I think.

One day I decided, after another row, that I couldn't live like it anymore. I was in the kitchen pretending to wash up and **I decided I just had to get out**. I left with just my dog and a jumper. He followed me out to the street and asked where I was going. I told him I was leaving, he looked a little shocked, muttered something under his breath and returned to the house. That was the last time I saw him.

My brother came to pick me up from a neighbour's and social services managed to find me a place with disabled access in nearby accommodation.

Best decision I ever made...

It was very hard at first not being in my own home and being single but looking back, leaving him was the best decision I've ever made. I am now in a **new relationship**, I've been seeing a lovely man for a couple of years, I'm attending meetings for my MS and learning to manage it a lot better. I get to **see my family most days** now and I'm really enjoying spending time with them and spoiling my dog rotten!

Imagine you are Carol. What would be your answers to these questions?

SIGNS THAT YOU'RE IN AN ABUSIVE RELATIONSHIP	
Your Inner Thoughts and Feelings	Your Partner's Belittling Behavior
Do you:	Does your partner:
feel afraid of your partner much of the time?	humiliate or yell at you?
avoid certain topics out of fear of angering your partner?	criticize you and put you down?
feel that you can't do anything right for your partner?	treat you so badly that you're embarrassed for your friends or family to see?
believe that you deserve to be hurt or mistreated?	ignore or put down your opinions or accomplishments?
wonder if you're the one who is crazy?	blame you for their own abusive behavior?
feel emotionally numb or helpless?	see you as property or a sex object, rather than as a person?
Your Partner's Violent Behaviour or Threats	Your Partner's Controlling Behaviour
Does your partner:	Does your partner:
have a bad and unpredictable temper?	act excessively jealous and possessive?
hurt you, or threaten to hurt or kill you?	control where you go or what you do?
threaten to take your children away or harm them?	keep you from seeing your friends or family?
threaten to commit suicide if you leave?	
force you to have sex?	limit your access to money, the phone, or the car?
destroy your belongings?	constantly check up on you?

abuse (v)	zneužívat, týrat	possessive (adj)	majetnický
accomplishment (n)	úspěch, schopnosti	pretend (v)	předstírat
anything (pron)	cokoliv	property (n)	majetek
assault (v)	napadnout	punch (v)	dát ránu pěstí
avoid (v)	vyhnout se, uniknout	put in motion (v)	uvést do pohybu
ballistic, go (adj)	zuřit, začít vyvádět	put someone down (v)	shazovat, srážet
be due to	nastat kvůli	rationalize (v)	hledat logické vysvětlení
behaviour (n)	chování	reassure (v)	uklidnit, ujistit
belittling (adj)	snižující, přezíravý	regain (v)	znovu získat
belongings (n)	osobní věci, majetek	rely on (v)	být odkázán na
burden (n)	břemeno, zátěž	resent (v)	cítit odpor
come up with (v)	přijít s, vymyslet si	responsibility (n)	odpovědnost
commit (v)	spáchat	row (n)	hádká
consequence (n)	následek	scare (v)	vystrašit
constantly (adv)	neustále	self-directed (adj)	na sebe směřovanou
contrite (adj)	kající, litující	sent into a rage	rozzuřit
deserve (v)	zasloužit si	set someone up (v)	narařit to, falešně obvinít
destroy (v)	ničit	set up (v)	zorganizovat, vytvořit
embarrassed (adj)	trapně	slap (v)	dát facku
excessively (adv)	nadměrně	squeeze (v)	zmáčknout, stisknout

experience (v)	zažívat, pocívat	string (n)	řada, série
face (n)	čelit	suicide (n)	sebevražda
force (v)	nutit	take into consideration	brát v úvahu
groceries (n)	potraviny	temper (n)	vznětlivost, nálada
guilt (n)	vina	threat (n)	hrozba, výhrůžka
harm (v)	ublížit, poškodit	threaten (v)	vyhrožovat
have an affair (v)	mít sexuální poměr mimo manželství	treat (v)	zacházet, jednat
hold up (v)	zdržet se	turn on (v)	začít se chovat, nasadit
honeymoon (n)	líbánky	unaided (v)	bez cizí pomoci
humiliate (v)	ponižit	unpredictable (adj)	nepředvídatelný
charm (n)	působ, kouzlo	victim (n)	oběť
check up on (v)	ověřit si	violent (adj)	agresivní, násilný
jealous (adj)	žárlivý	wheelchair (n)	vozik pro tělesně postižené
justify (v)	ospravedlnit	whore (n)	prostitutka, "děvka"
lash out (v)	mlátit kolem sebe	withhold (v)	zadržet, strhnout
menacing (adj)	hroživý, výhrůžný	wonder (v)	uvažovat
mistreat (v)	špatně zacházet, týrat	worsen (v)	horšit se
mutter (v)	zamumlat	worthless (adj)	bezenný
numb (adj)	necitlivý, otupený	yell at (v)	řvát, křičet
peaceful (adj)	mírový, pokojný		

Unit 10:

Youth Drop In Centres. Easy Access Clubs

10.1 Lead-in



Say a few sentences about the three pictures – what do they symbolize in connection to youth work and social work as such?

10.2 Reading



UK in comparison to the Czech Republic



In the English speaking world the services for young people are structured in a slightly different way than in the Czech Republic (e.g. there are not typical Drop In Centres or Easy Access Clubs focusing not only on young people within the club but also on outreach services – as we are used to it). Concerning Youth Clubs, Youth Centres or various Community Services, their role overlaps in comparison to the services in the Czech Republic. Find out for yourself and try to spot the similarities and differences.

10.3 Reading



Read the following texts and note down the most important information.

What is a youth club?

Youth clubs give young people a low-cost place to go outside of school, offering them a sense of belonging. The activities and support from club leaders and volunteers allow young people to learn new skills and build confidence and resilience for the future, as well as have fun. Young people choose to go there, with youth clubs open to all young people. There are around 11,000 youth clubs in England.

What do youth clubs offer?

The 3,500 youth clubs that our members work with offer a huge range of activities. There is everything from boxing to dance, as well as clubs focusing on the environment, creative arts and leadership and work skills. Relationships are also at the heart of youth clubs - both with friends and the adults who work there. For some young people, their relationship with their youth worker or club volunteer may be the only meaningful relationship they have with an adult - and it can be life changing. Youth clubs offer something for everyone. We want to make sure every young person in the UK has access to a club that's right for them because youth clubs make a huge difference to young people's lives.

(<http://www.ambitionuk.org/seeing/youth-clubs-today>)

What happens at a youth club?

Have fun, make friends - A youth club is somewhere to have fun, meet other young people and make new friends in a safe, friendly and non-threatening atmosphere. Clubs are designed for you! There is something for everyone, from junior or senior sessions to motor vehicle and music club projects.

Challenges & opportunities - Get involved in fun and affordable activities for yourself or a project that will benefit other young people or the community. Some clubs offer the chance to work towards an award and gain recognition for your achievements such as the Duke of Edinburgh's Award. You can also have a say in the running of a youth club, choosing to be as involved as you want.

*Trips & residential*s - Clubs can offer affordable or free trips, such as to theme parks or skate parks. You can even join in on residential such as to outdoor education centres, there's plenty to do!

Friendly help – There is easy access to information and advice on matters that are important to you, helping you make informed decisions. Youth workers are there to listen without judgement, treating each young person equally.

Disabled young people – There are specific clubs running for young people who are disabled or with additional needs. You can also find programmes and support groups such as a young parents group or 1-1 support to help you achieve in school if you are finding school difficult.

(<https://www.dorsetforyou.com/youth-clubs>)

10.4 Speaking



Answer the questions based on the text above.



Can you influence the programme, activities or even more serious issues in the youth club?

What do you think the social worker's role in the youth club is?

What is 1-1 support?

What would be ideal skills and competencies of a social worker in such a club?

Do you have any personal experience with drop in / easy access clubs?

What is similar and what is different in comparison with similar clubs in the Czech Republic?

10.5 Use of English



Translate useful or important collocations:

- non-threatening atmosphere
- zapoj se
- získat uznání za to, čeho dosáhneš
- to have a say
- nabízí (cenově) dostupné výlety
- join in something
- dá se toho dělat mnoho
- easy access to information
- učinit rozhodnutí
- treat each person equally
- people with additional needs

additional (adj)	další, dodatečný, doplňkový	join in (v)	účastnit se, utkat se, připojit se
advice (n;v)	rada; poradit	judgement (n)	rozsudek, mínění, názor
affordable (adj)	dostupný (finančně)	matter (n)	záležitost (na čem), věc, záležitost
achieve (v)	docílit, dosáhnout, provést, vykonat	session (n)	sedění, porada, zasedání
benefit (n;v)	dávka, prospěch; prospívat, mít užitek	skill (n)	schopnost, dovednost, zručnost
decision (n)	rozhodnutí	support (n;v)	pomoc, opora; podírat, pomáhat
drop in centre	nízkoprahový klub či centrum	threaten (v)	hrozit, vyhrožovat, zstrašovat
easy access (club)	snadný přístup (nízkoprahový klub)	treat (v)	jednat (s někým nějak), zacházet
involve (v)	zahrnovat, týkat se; postihnout, zapojit se	youth club	klub pro mládež

10.6 Reading



Fill in the missing words, use the words given:

voluntary, offered, help, creativity, development, role, youth, tackle, limited, skills

So what does a youth worker do, exactly?

Youth workers (1) young people with a whole range of issues from behavioural difficulties to teenage pregnancy. But what's an average day like and what (2) do you need?

Traditionally, the youth worker has been a standalone role incorporated into the services (3) by local authorities. Now, there is a breadth of jobs and sectors where working with young people plays a dominant (4) , and where the skills and knowledge of youth workers are in demand; from criminal justice to social care, across the private and (5) sectors.

Ultimately, all youth work has one key aim – to help young people’s emotional and social (6) in an informal setting but through educational processes. By developing supportive relationships with young people, and opening their eyes to new experiences, (7) workers foster increased confidence, ambition and empathy. This prepares them to make a positive contribution to society in adult life. Youth workers (8) a whole spectrum of issues, from behavioural difficulties to teenage pregnancy. There are essential attributes that all youth workers need – energy, patience and (9) are paramount. And now more than ever, a positive approach to collaboration with other organisations is key. This is especially true in the public sector, where resources are (10) and services are being outsourced.

(<http://careers.theguardian.com/youth-worker-career>)

aim (n)	cíl, úmysl, záměr	outsourced (n)	„z venku“ – využitý pomocí subdodavatele
approach (n;v)	přístup, postup, koncepce	paramount (adj)	vrchní, hlavní, svrchovaný
abortion	potrat, přerušeni, neúspěch	patience (n)	trpělivost, snášenlivost, vytrvalost
breadth (n)	šířka, šíře, rozloha, plocha	pregnancy (n)	těhotenství
collaboration (n)	spolupráce, společné dílo	range (n)	oblast, rozsah, rozkládat se, místo
contribution (n)	příspěvek, vklad, přínos	resource (n)	zdroj
demand (n;v)	požadavek, nárok, poptávka; požadovat	skill (n)	zručnost, schopnost, dovednost

essential (adj)	základní, podstatný, nutný	society (n)	společnost
incorporated (adj)	začleněný, připojený	standalone (n)	soběstačný, samostatný
issue (n)	záležitost, problém, téma	tackle (v)	řešit, zvládat, chopit se (problému)
justice (n)	právo, spravedlnost	ultimately (adv)	v zásadě vzato, nakonec,
knowledge (n)	znalost, vědomost, vědění	voluntary (adj)	dobrovolný, svobodný, nezávislý
		whole (adj;n)	celý, úplný; celek

10.7 Use of English



What is the difference (in translation to Czech language) between EXPERIENCE and EXPERIENCES?

VIDEO

10.8 Listening



Watch the video

“What does a youth worker do?”:

<https://www.youtube.com/watch?v=Xe0POZZeV44>

10.9 Listening



True or false? If false, try to clarify what is correct:

1. A youth worker can put you in touch with a doctor, counsellor or a psychologist.
2. The target age group of the youth workers are those between 14 to 26.
3. At the youth club they provide basketball, softball comps (= competitions) but they cannot teach you any leadership skills.

4. If somebody comes with a new suggestion for a course everything can be arranged by the youth workers themselves.
5. Young people often face bullying and hassle with their friends at school.
6. Youth workers are connected to other services in the area.
7. Absolutely all information between the youth worker and young people is confidential.

10.10 Speaking



Discuss in pairs or groups:

- Being a youth worker – is it a boring job?
- What might be the difficulties a youth worker might have to face?
- Who are typical young people a youth worker meets?

Make your own questions.

10.11 Reading



Put the paragraphs of the article into the proper order.

A day in the life of a youth worker

(1) “Typically, my mornings are taken up with preparation for upcoming projects. One of my current projects involves exploring beliefs and values with the school’s year 10 group (aged 14–15). I am working with these young people to research and debate arguments for and against abortion and capital punishment. This project aims to raise their awareness of controversial issues and give them the tools to engage in debate while addressing their own feelings on the topics.”

(2) “Providing positive, engaging activities and continuing to create opportunities for exploring, addressing and tackling the issues which affect young people makes this a very challenging but incredibly rewarding role.”

(3) “Being a youth worker is not a nine-to-five job. In the evenings I regularly spend time catching up with young people on issues affecting the local housing estate. At the moment I am delivering workshops on stereotypes and prejudices, establishing where stereotypes originate from and how to challenge them.”



(4) Kevin Mullins, who won Youth Worker of the year 2012, works part-time with young people in a high-school-based youth centre in Luton. He says: “A normal working day is a mixture of admin, project planning, facilities management at the youth centre and face-to-face work with young people.”

(5) “In the afternoons, I often spend time in one-to-one mentoring sessions, listening and advising young people who need additional behavioural support. Inevitably there is admin that requires attention, so I try to catch up on emails before after-school sessions. After school I run sexual health sessions with years 10 and 11, exploring issues such as sex and the law.”

(<http://careers.theguardian.com/youth-worker-career>)

advise (v)	poradit, radit, doporučit	facility (n)	zařízení, vybavení
affect (v)	působit, zasáhnout, mít vliv	challenge (n;v)	výzva, úkol; vyzvat, vybízet k
awareness (n)	povědomí, uvědomění, vědomí	inevitably (adv)	nevyhnutelně
capital punishment	trest smrti	originate (v)	vytvořit, začít, pramenit, dát vznik
catch up (v)	dohonit, chytit	prejudice (n)	předsudek, podjatost
continue (v)	pokračovat, trvat, ponechat	provide (v)	poskytovat, opatřit, vybavit
current (adj)	současný, aktuální, běžný	require (v)	žádat, požadovat, chtít
decision (n)	rozhodnutí	reward (n;v)	odměna, výdělek; odměnit, odplatit
engage (v)	zapojit se, zúčastnit se, obsadit	taken up (v)	zabraný (něčím / časem)
explore (v)	prozkoumat, probádat	tool (n)	nástroj, náčiní, pomůcka

facilitate (v)

umožnit,
napomáhat,
pomoci

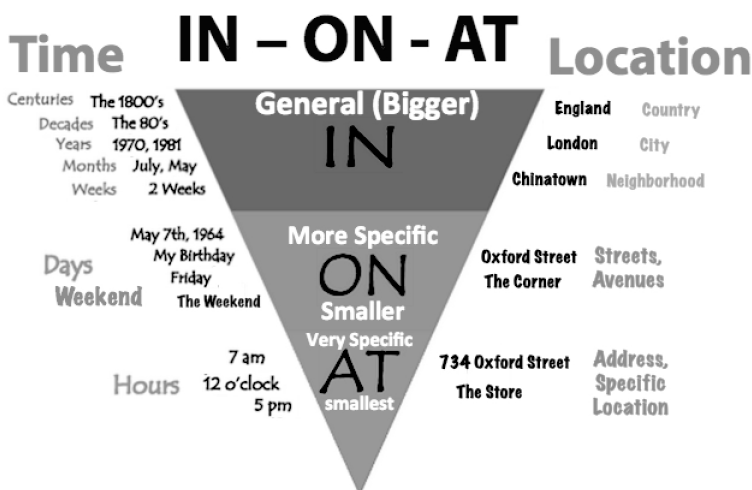
upcoming (adj)

nastávající,
aktuální,
přicházející

10.12 Writing



Write down (in your own words but using the phrases from articles above) a possible day schedule of a social worker who deals with socially challenged children in a big city. What is the most suitable tense to describe a typical day? (The activities probably happen every day.) Try to use at least some of the following time expressions:



- at last
- **after** (that)
- afterwards
- before
- **when**
- as soon as
- **once**
- in / on / at time
- **often**
- following
- last
- a long time ago
- at the (very) moment
- later
- since then
- **at first**
- **regularly**

10.13 Speaking



Discuss (Feel free to discuss the issue more deeply ... You may focus on typical aspects of various types of youth clubs or drop in or easy access clubs.)

Do you think a youth club as described above is the same type of an institution as a drop in / easy access social club?

10.14 Reading



The situation in the Czech Republic – according to the Czech Association of Streetwork.

Outreach services, mobile youth work and youth drop-in centres today are a professional method of performing social work and of social pedagogy. It is also concerned with street children and street youths, drug addicts, homeless, people living in socially excluded areas and prostitutes. Their problems include isolation and poverty, physical hunger, lack of affection and respect, drug consumption, an inclination towards violence, extremist tendencies, homelessness, and boredom.

Our approach developed for advisory work on the street is practised all over the world in a variety of forms and according to a variety of different theories. Its origins lie in the concept of outreach work developed in the USA. The first social pedagogical programmes were developed as early as the late 1920s, especially in large cities, in connection with constantly increasing juvenile delinquency. The target group typical at that time was the youthful street group, clique, or juvenile gang.

Since the Second World War, street work approaches have been developed in almost all the nations of Western Europe, in Great Britain, where it is referred to as “Detached Youthwork”. In the Netherlands, it is known as “Street Corner Work”, in Switzerland as “Gassenarbeit”. In France, street workers are referred to as “Travailleurs de la Rue”; in Germany, this approach is referred to as both Street Work and Mobile Youth Work. In the Czech Republic we use terms like „streetwork“, “terénní sociální práce“, “kontaktní práce“, “nízkoprahové centra a nízkoprahové kluby, NZDM”.

(http://www.streetwork.cz/index.php?option=com_content&task=view&id=790)

according to (prep)	podle	inclination (n)	záliba, sklon, náklonnost
addict (n)	závislý	include (v)	zahrnovat, obsahovat
advisory (adj)	poradní, rádčovský	juvenile (adj)	mladistvý
affection (n)	rozrušení, ovlivnění, cit (pro někoho)	origin (n)	původ

approach (v)	přístup	outreach service	terénní služba
boredom (n)	nuda	perform (v)	vykonat, zhostit se
clique (n)	parta, (zájmová) klika	refer (v)	svěřit (se), poukázat (na)
concern (n;v)	zájem, věc; zajímat	target (n)	cíl, zaměření
consumption (n)	konzumace	towards (prep)	směrem k
delinquency (n)	delikvence, kriminalita	violence (n)	násilí
develop (v)	rozvíjet, zdokonalovat	youth (n; adj)	mladý; mladistvý
excluded (adj)	vyloučený		

10.15 Use of English



Fill in the following sentences (At first try not to look at the article above.)

1. Youth drop in centres today are a professional method of perform social work.
2. It is also concern with street children.
3. People are living in social exclud areas.
4. Our approach develop for advisory work is practis all over the world.
5. Programmes were develop especial in large cities in connection with constant increasing juvenile delinquency.

10.16 Speaking



Radio role play – try to simulate a discussion between a young person and a youth worker on a chosen topic (eg. bullying at school, problems with relationships, domestic violence, having met a drug dealer, ...)

Student A = youth worker (social worker, social pedagogue)

Student B = young person in need of a profound discussion

Student C = radio presenter who leads the discussion

10.17 Reading



Read the article.

Street-based youth work lauded for tackling violence

A major two-year study has found that street-based youth work can play a vital role in tackling violence among young people. The Touch Project by academics at Newman University College found that the “unpredictable nature of the street environment” allows outreach workers to capitalise on “spontaneous encounters” to constructively confront violent behaviour.

But it warns that such workers need to be “embedded and visible in the community for several years before they become truly effective”, arguing that “funding and evaluation regimes should reflect this”.

Mike Seal, head of youth and community studies at Newman University College, said more funding should be made available to secure permanent, long-term community-based youth work, as opposed to targeted “project-based” initiatives. “Funding limitations mean that often youth workers have limited time and have to target certain things,” he said. Seal argued that trusting relationships must be established with young people in order to challenge violent behaviour effectively, which often takes some time. He explained: “If you go straight in to talk about violence with young people they may not even be aware of the violence they’re engaged in and may be reluctant to talk about it.”

The study recommends that councils should use regular round-table discussions with street-based youth workers and young people to help address issues surrounding street violence. Seal said regular discussions would improve relations between young people and local authorities, while encouraging discussion on the effectiveness of policy and how best to distribute funding. He said: “Councillors and youth workers should be pushing for that debate to happen.” He added that street-based youth workers need more

access to formal specialist training, because their role requires them to be able to make more “in the moment” responses than club-based youth workers. Training should equip them to respond to threats or, in extreme cases, actual violence, he said.

See more at:

<http://www.cypnow.co.uk/cyp/news/1075938/street-youth-lauded-tackling-violence#sthash.jYA5hAcV.dpuf>

access (n;v)	přístup; přístupovat	local authorities	místní úřady
allow (v)	dovolit, povolit, připustit	oppose (v)	oponovat, bránit se, čelit
available (adj)	dostupný	policy (n)	metoda, postup, politika
aware (adj)	být si vědom	reluctant (adj)	neochotný, váhavý
capitalise (v)	zhodnotit, vydělat	require (v)	vyžadovat, požadovat
certain (adj)	jistý, nějaký	response (v)	odezva, ohlas, odpověď
confront (v)	čelit, postavit se	secure (v; adj)	zajistit; zabezpečený, bezpečný
constructively (adv)	konstruktivně	spontaneous (adj)	spontanní
embedded (adj)	zasazený, vtisknutý	surrounding (adj)	okolní, obklopující
encounter (n;v)	setkání, střetnutí, souboj	tackle (v)	řešit, zvládat
encourage (v)	povzbudit, dodat kuráž	target (n;v)	cíl, úkol
engage (v)	zapojit, obsadit, zaujmout	threat (n)	hrozba, výhrůžka, nebezpečí
environment (n)	prostředí (životní)	truly (adv)	opravdu, opravdově
equip (v)	opatřit, vybavit	trusting (adj)	důvěřivý

establish (v)	stanovit, zřídit, založit	unpredictable (adj)	nepředvidatelný
explain (v)	vysvětlit	visible (adj)	viditelný
challenge (n;v)	výzva, úkol	vital (adj)	rozhodující, zásadní, důležitý
laud (v)	chválit, velebit	warn (v)	varovat, upozornit

10.18 Speaking



Answer the questions according to the article above:

1. Can street-based youth work actually improve the situation in the streets?
2. What are the conditions determining the success of street-based youth work?
3. What type of social work does Mike Seal prefer?
4. Limited time and insufficient funding may be a threat according to M. Seal – in what ways?
5. How come young people “may not even be aware of the violence they’re engaged in and may be reluctant to talk about it”? Violence is violence and it is clear, or it is not?
6. Create your own questions concerning the last paragraph.

10.19 Speaking – pair or group work.



Summarize the main ideas of the Newman University College research. Try using at least some of the following phrases:

- tackling violence
- street environment
- confront violent behaviour
- embedded and visible in the community
- secure permanent, long-term community-based youth work
- limited time
- help address issues surrounding street violence
- debate to happen
- access to formal specialist training

10.20 Speaking



Try to speak about the pictures from youth clubs for at least one minute. How many sentences can you make?



10.21 Listening



Suggested Listening:

The Verve – The Drugs Don't Work

The Velvet Underground – Heroin

Massive Attack – Protection

The Rembrandts – I'll Be There for You

U2 – I Still Haven't Found

UNIT 11:

Occupational Therapy

11.1 Lead-in



- One of the oldest human needs is having someone to wonder where you are when you don't come home at night. (*Margaret Mead*)
- Everybody needs beauty as well as bread, places to play in and pray in, where nature may heal and give strength to body and soul. (*John Muir*)
- Man needs difficulties; they are necessary for health. (*Carl Gustav Jung*)
- *Do you agree with the quotations? Why? Why not?*
- *Do you think they are related to social work?*

11.2 Reading



Read the text and translate it.

Maslow's hierarchy of needs

1. Physiological needs

Physiological needs are the physical requirements for human survival. Air, water and food are requirements for survival in all animals, including humans.

2. Safety needs

Safety needs include personal security, well-being and a safety net against accidents or illness and their impacts.

3. Belonging

The third level of human needs is interpersonal. Humans need to love and be loved by others.

4. Esteem

All humans have a need to feel respected; this includes the need to have self-esteem and self-respect.

5. Self-actualization

“What a man can be, he must be.” This level of need refers to what a person’s full potential is and the realization of that potential.

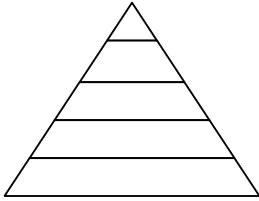
(www.aota.org/About-Occupational-Therapy/#sthash.y0ivr4Cn.dpuf)

hierarchy (n)	hierarchie	accident (n)	nehoda
need (n)	potřeba	impact (n, v)	dopad, dopadnout
physiological (adj)	fyzilogický	belong to (v)	patřit
requirement (n)	požadavek	level (n)	úroveň
survival (n)	přežití	respect (n)	úcta, vážnost, respekt
human (n, adj)	lidský, člověk	self-respect (n)	sebeúcta
shelter (n)	přístřeší, azyl, úkryt	esteem (n)	úcta, vážit si
protection (n)	ochrana	value (n)	hodnota, cenit si
safety (n)	bezpečí	self-actualization (n)	seberealizace, sebeuskutečnění
security (n)	bezpečí, jistota	potential (n)	potenciál
well-being (n)	pocit zdraví, fyzické i duševní pohody		

11.3 Use of English



Look up in the dictionary the vocabulary concerning Maslow’s hierarchy of needs and write it into the pyramid.



5. Self-actualization
4. Esteem
3. Belonging
2. Safety needs
1. Physiological needs

11.4 Speaking



Define specific needs which are vital for following clients and suggest some ways how to fulfill them.

1. A mother of a 2-year-old child, her partner has just left her for another woman, she is depressed and feels suicidal – cannot stop thinking about ending her life. She lives far from her family and has no friends.
2. A 16-year-old girl told her mother that her mother's partner started to abuse her sexually. Her mother doesn't believe her. The girl is frightened, says she thinks her mother doesn't like her as she says that her daughter is a strange child and hard to love.
3. An 8-year-old boy starts lashing out aggressively at his younger sister if she disturbs him, says to his parents "I want to hit you, I want to hurt you". When he is in the classroom he whispers in response to teachers and is described as "very shy" – mother thinks he is bullied.
4. A 75-year-old man has come to live in a care home. He is a widower and his daughter with her family lives abroad. He misses his dog that is now looked after by his friend.
5. Parents after the birth of a son with Down syndrome. They are shocked, do not know how to take care of the child and how to tell their relatives about him.
6. A 35-year-old woman with two children, her husband abuses her physically and emotionally. She already left him four times but kept coming back believing he would change. She feels tired and worthless.
7. A 42-year-old man with three children, he has just learned that his wife died in a car crash. He doesn't have parents and is not on good terms with his in-laws.
8. A 30-year-old man started a new job. Almost since day one he feels he has been mistreated – put down and belittled by his manager in front of customers when he has done nothing wrong, being blamed for other peoples' mistakes and forced to work overtime without payment.
9. A 40-year-old woman started drinking wine 8 years ago after the birth of her children as she was bored at home. Now she is in a habit of opening a bottle after she gets home from work and can't stop until the bottle is finished.
10. Parents whose son was born prematurely and after 2 months in an incubator died, their 3-year-old daughter keeps asking about her brother.

care home (n)	dům s pečovatelskou službou, domov pro seniory/ osoby s postižením	blame (n, v)	vina, obviňovat
suicidal (adj)	sebevražedný	force (v)	přinutit
disturb (v)	rozrušit, zneklidnit	overtime (adv)	přesčas
Down syndrome (n)	Downův syndrom	payment (n)	platba, placení
relative (n)	příbuzný	habit (n)	zvyk
worthless (adj)	bezcný, zbytečný	in-laws (n)	příbuzní získaní sňatkem
mistreat (v)	špatně zacházet	prematurely (adv)	předčasně

11.5 Reading



Read the text and translate it.

Occupational Therapy

Occupational therapy is the use of treatments to develop, recover, or maintain the daily living and work skills of people with a physical, mental or developmental condition. Occupational therapy interventions focus on adapting the environment, modifying tasks, teaching skills and educating the client/family in order to increase participation in the life of the community and performance of daily activities, particularly those that are meaningful to the client.

Occupational therapists help individuals acquire the skills to care for themselves including the following:

1. Self-care activities.
2. Schedule maintenance.
3. Routine building.
4. Coping skills.
5. Medication management.
6. Employment.

7. Education.
8. Community access and participation.
9. Social skills development.
10. Leisure pursuits.
11. Money management.
12. Childcare.

(www.aota.org/About-Occupational-Therapy/#sthash.NLKG5SVT.dpuf)

Explain the contents of the 12 skills in English.

occupational therapy (n)	ergoterapie	participation (n)	účast
occupation (n)	zaměstnání	performance (n)	výkon, chování
treatment (n)	léčba	meaningful (adj)	smysluplný, užitečný
recover (v)	uzdravit se	acquire (v)	získat
maintain (v)	udržet	schedule (n)	rozvrh, program
developmental (adj)	vývojový	routine (n)	rutina, běžný postup
adapt (v)	přizpůsobit se	childcare (n)	péče o děti
environment (n)	prostředí, okolí		

11.6 Writing



Choose two of the clients from exercise 11.4 and suggest the means of occupational therapy suitable for their needs.

11.7 Listening



Listen to the text and fill in the gaps.

Then 60 years old in 2012, Peter had been out for his usual morning bike ride. The sun was shining bright, and Peter had dismounted his bicycle That's the last thing he remembers before waking up in a hospital recovery room.

He had compound fractures in , a severe right arm fracture and six broken ribs.

When Jane first met Peter, she found a broken man – physically and emotionally.

“The last thing anyone could do with this man was give up because you just saw huge potential. If we now, this guy is going to give up. So I would make sure that we did a lot of things to work with what we could work with, some strategies for trying to be able , trying to be able to take care of himself, to figure out if he could seat himself with his left arm. We even worked on fine motor with his left hand.”

Since Peter couldn't use his legs, Jane focused on what Peter could do with his hands. For four weeks they worked on endurance and fine motor coordination in because his right arm was broken and the physicians weren't sure Peter would ever regain function in it.

“She was working with me on my hands. She would put on a table and I would have to try and pick one up, and I couldn't do it,” Peter recalls. “When they would ask me to do something like that that I couldn't do, I would break down and cry, because I had been doing those things”

Peter was in rehabilitation for During that time there were lots of ups and downs. In , Peter was released from inpatient therapy.

“At this point in time if you look at me you would never know that I was”

11.8 Listening



Listen to the story and find out the differences between the text and the recording.

I was diagnosed with anxiety, depression and panic attacks as a child. I cried easily and was often anxious and overwhelmed by my duties and activities of daily living. Just getting out of bed, getting dressed and making my breakfast to go to school were beyond me. When I was a teenager, I was hospitalized after several years of medication and counselling had not been effective. I received occupational therapy services while in the hospital's inpatient and day centre. The occupational therapist provided a practical approach to my daily activities and how to maximize my ability to participate in the programmes I found meaningful. She taught me the skills of task analysis – learning how to break tasks down to prevent depression and frustration, whether that task was doing my English homework or setting the table for dinner. The occupational therapist also performed a home and school visit to evaluate how the house could be modified to best support me – with a plan for what to do when I was experiencing distress during the school lessons, and with lists or schedules posted at home to minimize anxiety and

remind me of the coping strategies available to me. It's been a long and challenging way since then.

recovery (n)	uzdravení	inpatient (adj)	lůžkový (např. péče)
fracture (n)	zlomenina	overwhelm (v)	přemoci, zahltit
compound (v, adj)	složit, složený	household chores (n)	domácí práce
severe (adj)	vážný, těžký, kritický	hospitalize (v)	hospitalizovat
motor (adj)	motorický	preteen (n)	dítě mladší než 13 let
endurance (n)	vytrvalost, odolnost	approach (n)	přístup
function (n)	funkce, úloha	evaluate (v)	ocenit, zhodnotit
recall (v)	vzpomenout si, vzpomínat	available (adj)	dostupný
rehabilitation (n)	rehabilitace	challenging (adj)	náročný, namáhavý
release (v)	uvolnit, propustit, vyprostit	resident (n)	obyvatel

11.9 Listening



Listen to the story. Are following statements true or false? Correct the false ones:

1. Rachel lived in a care home.
2. Her hand was amputated.
3. She suffered from anxiety.
4. She did not want to do anything.
5. She wanted to try relaxation.
6. She chose Scripture reading and meditation.
7. Rachel liked swimming and watching TV.
8. Therapy helped her to deal with the death of her sister.
9. Leisure activities helped her to concentrate on herself.
10. Leisure activities can decrease stress and increase safety of a client.

Have you ever had a teacher who was so tough on you that you loved her for it? That is how I remember my client Rachel. She was a very difficult resident in a care home. The nursing staff didn't know what to do with her.

She had a number of medical issues including diabetes and a below-the-knee amputation, but what really debilitated her was the extreme anxiety she experienced. She was terrified to get out of bed and was reluctant to do almost anything.

I couldn't do therapy "as usual" with Rachel and because of that, she taught me a lot. I wouldn't normally think of leisure as the first area of occupation to address; but we started talking about leisure pursuits and relaxation techniques as her most immediate need. In a short time, with assistance, she was able to begin selecting leisure activities she enjoyed, such as Scripture reading and meditation, knitting, writing letters and exercise.

Amazingly, she then dealt with the death of her daughter and brother in the ensuing three months with no increase in anti-anxiety medication and a very significant decrease in panic attacks. Rachel also identified the leisure activities as "helping me to focus on something besides myself".

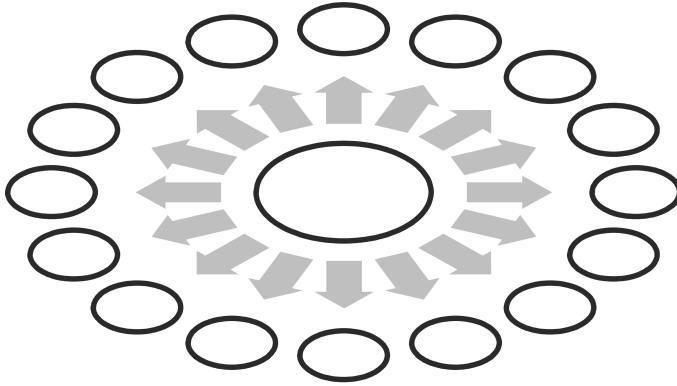
Leisure can be a powerful tool to decrease physical or emotional pain and anxiety as well as increase function. It can bridge mental and physical health. Rachel reinforced in me that being careful to listen to and address the client's specific needs with occupation, in this case starting with leisure, can change a life.

staff (n)	zaměstnanci, personál	Scripture (n)	Písmo svaté
debilitate (v)	oslabit, vysílit	decrease (v)	snížit, zmenšit, klesat
terrified (adj)	vyděšený, vystrašený	tool (n)	nástroj
reluctant (adj)	zdráhavý, neochotný	emotional (adj)	citový, emoční
immediate (adj)	okamžitý, bezprostřední	mental (adj)	duševní, psychický

11.10 Use of English



Write words concerning occupational therapy you can find in the texts into the bubbles.



11.11 Ideas for Homework



- Match two halves of the sentences.
- Choose one of the cases and write down at least six more sentences with “Tips for living life to its fullest” for this client.

Tips for living life to its fullest:

a) For parents of a child with an autism spectrum disorder:

- Help your child remember what to do by showing pictures,
- Do self-care activities, like getting dressed, eating, and brushing teeth,
- Help your child tolerate different sensory experiences,
- Anticipate situations your child might find difficult and be prepared to use the strategies
- such as sights, sounds, touch, smells, taste and textures, and movement.
- that help your child stay calm, such as offering favourite objects or a snug blanket.
- pretending to do the activity yourself, saying the next step out loud, or singing songs with directions.
- in the same way at the same time each day to create routines.

b) For a person recovering from stroke:

- Learn one-handed techniques for how to do things like
- Learn how you can safely move from sitting to standing,
- Use ordinary activities that are meaningful to you to improve function, strength, and endurance,
- Train to use mobility aids (walkers, canes or wheelchairs)
- get in and out of your bed, use the bathroom or the tub/shower, and perform other activities.
- open packages, get dressed, cut food, and use a computer.
- to increase your ability to navigate safely in your community.
- these activities could include things like gardening, pet care, cooking, and household tasks.

c) For a carer of a person with Alzheimer's disease:

- Large, clearly written signs with step-by-step directions can help the person
- Maintain an emotional connection. Revive shared interests through photos and memories,
- Help create activities that you and the person can do together and teach you strategies to effectively manage difficult or unusual behavior
- Have some time to yourself. Remember, you need to take care of yourself first,
- encourage the person to share his or her life story with you.
- continue to do basic tasks like microwave a frozen meal or get dressed.
- in order to care for someone else.
- (e.g., the person thinks you are someone else, is dressing inappropriately, cries easily, etc.).

l

autism (n)	autismus	conserve (v)	chránit, uchovat, šetřit
disorder (n)	porucha	techniques (n)	techniky
self-care (n)	sebeobsluha	aid (n)	pomůcka (pro postižené)
pretend (v)	předstírat	walker (n)	chodítko

direction (n)	směr, řízení	cane (n)	hůl
succeed (n)	uspět, mít úspěch	wheelchair (n)	invalidní vozík
sensory (adj)	smyslový	designate (v)	určit, vymezit, označit
experience (n)	zkušenost, zážitek	disease (n)	nemoc
anticipate (v)	předvídat, očekávat	inappropriately	nevhodně
stroke (n)	mozková mrtvice		

11.12 Listening



Listen to the song “Do you remember” by Phil Collins and complete the lyrics.

11.13 Reading



Read the text and translate it.

What is Reminiscence Therapy?

Reminiscence therapy uses prompts, such as photos, music or familiar items from the past, to encourage the patient to talk about earlier memories. It's generally offered to people in their later years who have mood or memory problems, or need help dealing with the difficulties that come along with aging. Reminiscence therapy can be conducted formally or informally with individuals, families or groups. Sessions can last from 30 to 60 minutes and take place weekly or even several times a week.

Typical topics are:

- Family and friendships.
- Loves and losses.
- Achievements and disappointments.
- Adjustments to life's changes.

Reminiscence is a way for a therapist and patient to develop a therapeutic relationship. By creating a sympathetic situation, therapists may make it easier for patients to verbalize their problems and concerns. This therapy can help patients establish realistic goals and come to terms with life's disappointments and limits, while taking pleasure and pride in recalling accomplishments.

Topics for discussion:

- *Is it beneficial for people to recall their past experiences?*
- *What is the first memory from your childhood?*
- *What memories can help people to overcome difficult situations?*
- *Why do old people like telling about their youth?*
- *Do you speak with your grandparents about their lives?*

reminiscence (n)	vzpomínka	adjustment (n)	přizpůsobení, úprava
prompt (n)	podnět, pobídka	session (n)	terapeutické sezení, hodina
familiar (adj)	důvěrně známý	therapist (n)	terapeut
memory (n)	vzpomínka, paměť	patient (n)	pacient
mood (n)	nálada	sympathetic (adj)	soucitný, podporující
aging (n)	stárnutí	concern (n)	starost, obava
conduct (n)	vést, řídit, chovat se	come to terms	smířit se, vyrovnat se
loss (n)	ztráta	limit (n)	mez, hranice, omezit
achievement (n)	úspěch, výkon	pride (n)	hrdost, pýcha
disappointment (n)	zklamání		

11.14 Follow up



In pairs suggest some topics for reminiscence therapy. Then the group will choose one of them – e.g. “my favourite toy(s)”, everybody brings their favourite toy(s) into school and the group hold a reminiscence session.

UNIT 12:

Aftercare services

12.1 Lead in - Brainstorming



Find (Think out) as many words connected with aftercare services as you can. If you do not know what the aftercare service is, read the following definition.

Aftercare service is a support for a person discharged from an institution, such as hospital, hostel, children home, or prison.

12.2 Reading



Read the history of Aftercare Service in Sydney, Australia. Order all the paragraphs. Think about a suitable name for each paragraph.

A. After two years visiting patients, Emily Paterson was determined to do something about the plight of the many ex-patients who re-entered a world where family, friends and employers shunned them and they had no government support. There were Aftercare Associations in England and America but none in Australia. So, in 1907, with the support of medical, political and intellectual figures of the day, Emily proposed the formation of Aftercare. She sent out the invitations to meet at Rockend to form the Aftercare Association. It was a success due not only to her commitment but that of the staff and especially psychiatrists at Gladesville Hospital and their families, Emily's extended family, and the local community.

B. Aftercare Service was established by Emily Paterson, a woman of great courage, foresight and strength, in 1907. When Aftercare celebrated its centenary in 2007, the celebrations were called 'Emily's Party' and on the invitation were the words: 'One Woman's Vision that changed thousands of lives.' That woman was Emily Paterson the founder of Aftercare; her 'vision' was especially remarkable because she was blind.

C. Always working voluntarily, she was Aftercare's first Honorary Secretary until 1912, then took various executive positions. She became President in 1940 and remained so until her death in 1945. She helped establish Aftercare's non-judgmental ethos. She

was also very active in fundraising. Emily Paterson found comfort in music and religion; she composed many church hymns. Despite suffering ill health as a child, as a result of which she lost her eyesight, she was known as a very independent woman who went on to achieve great things in the world.

D. It is now more than a century later and the focus of Aftercare Service work has not changed. Its objective has always been to assist people to live independent lives in their chosen community. It is now the longest-serving organisation of its kind in Australia, with services in over 40 locations across Australia and they are committed to continuously evolving to meet the needs of all Australians. At any given time, thousands of people aged from 12 to 80 years are being supported through our range of services. The organization is founded on the values of respect, integrity, leadership, professionalism, fairness and advocating a better understanding in the community of social and emotional wellbeing.

E. As a child Emily was frequently sick and her sight progressively deteriorated. When she was about 16 years old, she was taken to England for specialist eye treatment but there was no cure. It was probably when she finally lost her sight that Emily had a mental breakdown, perhaps severe depression. Rockend, the place where she lived, was close to Gladesville Psychiatric Hospital and it was as a form of mutual therapy that Emily began visiting the patients. She was able to visit female patients, often inviting them to Rockend to have afternoon tea. She formed very strong relationships with these women and became concerned that, when they left the hospital, they would have nowhere to live, no money and be without friends—a very frightening prospect for someone who has just recovered from mental illness.

(www.aftercare.com)

Order	Letter	Name of the paragraph
1		
2		
3		
4		
5		

advocate (v) <i>something</i>	hájit
breakdown (n)	zhroucení
commitment (n) <i>to something</i>	oddanost čemu
concern (v)	dělat obavy, znepokojovat
deteriorate (v)	(z)horšit (se)
determine (v)	určit, stanovit
due to something	kvůli, díky čemu
evolve (v)	vyvíjet se
executive (adj)	řídící, zodpovědný
foresight (n)	předvídavost
founder (n)	zakladatel
integrity (n)	morální zásadovost, celistvost
mutual (adj)	vzájemný
plight (n)	těžký úděl
propose (v) <i>something to somebody</i>	navrhnout
range (n)	řada, rozsah
remain (v)	zůstat
severe (adj)	těžký, přísný
voluntarily (adv)	dobrovolně

12.3 Use of English



The table below contains some words from the article. Fill in the meaning and three phrases or sentences for each word in the third column.

Words from the text	Meaning	Other words from same root (in typical phrase or sentence)
founder	someone who starts a school, organization, business, or community	The newspaper was founded in 1907. a solid foundation; a foundation course
voluntarily	done because you chose it; you are not paid for it	
executive		
to propose		
to evolve		
commitment		
to determine		
mutual		

Complete each sentence with a word derived from the word in brackets at the end.

- a** He is one of the original of the party. **(found)**
- b** She works as a for the Gay Helpline. **(voluntarily)**
- c** There have been no in this state for almost 20 years. **(execute)**
- d** The Security Council has rejected the latest peace **(propose)**
- e** He finally accepted the theory of by natural selection. **(evolve)**
- f** He admitted he that murder. **(commitment)**
- g** The Prince's destiny was from the moment of his birth. **(determine)**
- h** The meeting will take place at a convenient time. **(mutual)**

12.4 Speaking



Find a picture of Emily Paterson on the Internet. What did she look like? In pairs, describe her appearance.

12.5 Writing



What was Emily like? Could you describe her character according to the article?

12.6 Use of English



Fill in the gaps with articles and determiners or leave the gap empty.

It is now more thancentury later and focus of Aftercare Service work has not changed. objective has always been to assist people to live independent lives in chosen community. It is now longest-serving organisation of its kind in Australia, with services in over 40 locations across Australia and they are committed to continuously evolving to meet needs of all Australians. At given time, thousands of people aged from 12 to 80 years are being supported through our range of services. organization is founded on values of respect, integrity, leadership, professionalism and fairness.

Check the solution in 12.2.

12.7 Follow up



Having in mind the words: **'One Woman's Vision that changed thousands of lives'**, remember a man or a woman you know of who also changed thousands of lives. Tell others or write down something about her/his life.

12.8 Listening



Listen how Aftercare Service helps clients nowadays and read along the text. Underline all the words or phrases you do not know.

How we help clients

- Our workers have a wealth of information about all the services available to help clients. We support clients by walking with them on a day-to-day basis, making sure that they can access everything they need. They might have just come out of hospital and be capable but not necessarily confident, or they may be feeling very sad. We are there to make sure that they are okay, so that they know that 'Tomorrow will be a better day.'
- Our approach involves working with clients so that they develop the skills to do things for themselves, giving them a sense of empowerment and responsibility in their lives.
- We place great emphasis on getting clients involved in the community by making sure that they can access everything they need.
- We encourage volunteering both within and outside Aftercare so that clients can develop their skills to work as a volunteer and support others.
- In Aftercare's Peer Support Program each Peer Support Worker who have 'lived experience' of mental illness is willing to share their experience and knowledge with others, including other Aftercare staff, participants and their families and carers. Peer Support Workers show that recovery is possible and they make good role models. Their involvement also has a considerable positive impact on the stigma that surrounds mental illness.
- Aftercare works very closely with colleges, universities and schools. Our training and development programs include learning and development modules, certification programs, additional support and intern/work experience. This program is designed to provide people with the necessary skills to be able to take advantage of employment opportunities. We provide direct, personalised outreach support to assist people whose ability to find and keep a job is impacted by mental illness or who receive Disability Support Pension.

(www.aftercare.com)

12.9 Use of English



Find words from the text described by following definitions:

a large amount of money or useful quality.	
If you are you feel sure about your abilities or qualities.	
happening every day	
giving power and status to a person or a group of people in a particular situation	
someone who looks after a person who is ill or unable to look after themselves	
an effect or an influence	
to work in a job in order to get experience, often for low or no pay	
bringing services to people at home or to where they spend their time before they have to ask for them	
to get something that someone gives or sends to you	

12.10 Listening



Listen to the text again, try to understand as much as possible and note down some main fields and activities which the Aftercare Service provides.

12.11 Reading



There are 6 items which give some examples of trainings which Aftercare Service offers their clients. Match the first half of each item with the second half.

Cooking and	Management
Quitting	Lifestyle Workshops
Stress	Skills

Health	Nutrition
Discussion	Smoking
Communication	Groups

12.12 Speaking and Writing



In pairs speak about what TWO WHEELS PROGRAMME could be. Think out as many possibilities as possible, even not realistic. Write down your ideas. Then share your ideas with the whole class.

12.13 Reading



Read the article about another activity which Aftercare Service provides:

Two wheels programme presents bikes

On Tuesday 14th of June, The Two Wheels Programme presented their completed bikes to needy families. This round Aftercare collaborated with other organisations such as Workfind and the Albany Men's Shed to get five beautiful... bikes restored so they can be loved and used again. The Mayor of Albany, Paul Grant presented Certificates to the people who worked in the program to restore the bikes although not all could attend because some have found work! Well done! Another great example of the community working together for terrific outcomes!

(<http://www.aftercare.com.au/our-programs/personal-helpers-mentors-phams-service/2-wheels-2wp-program/>)

Sum up the article in one sentence. Did you guess well in 12.12? Share with the whole class.

12.14 Follow up



In groups of three or four gather your notes and remember everything you have got to know about Aftercare Service up to this time to make a leaflet or a poster with information about Aftercare Service. Be creative as much as you can.

12.15 Pre-reading activity

Each student will get one slip of paper with a new word or collocation and its definition. He/she will memorise one word and definition, gives the paper back and then the class mingles and exchange words. After that, the whole class checks the Vocabulary in the table.

addict (n)	závislý člověk
cause (n) root cause	původní příčina
chore (n)	domácí práce
clad (adj)	oblečený
counsellor (n)	poradce
credit (v) <i>somebody with something</i>	přisuzovat, připisovat <i>komu co</i>
desperate (adj)	zoufalý
dignity (n)	důstojnost
legacy (n)	dědictví, odkaz
marginalise (v)	přhlížet, odsouvat na okraj zájmu
overdose (v)	předávkovat se
record (n) criminal record	rejstřík trestů
recovery (n)	zotavení
robbery (n)	loupež
sacrifice (n)	oběť
sentence (n)	trest, rozsudek vyneseny soudem
setback (n)	krok nazpět, nezdar
sleepers (n) rough sleeper	člověk spící venku, většinou bez domova
skill (n) coping skill	zvládací strategie, dovednosti
tackle (v) <i>something</i>	dát se do něčeho, řešit něco
treatment (n)	léčba, zacházení

12.16 Reading and speaking.



In four groups read stories of people who were helped or influenced by the aftercare service Crosscare. Each group will read one story. After that as a group they will prepare a short presentation about their person to introduce her/him to other groups.

Jaxon's STORY – GENERAL CLIENT



Jaxon didn't dream of becoming an addict. Jaxon dreamed of horses. At just sixteen, he stood on the rich green grass of the Curragh ... a promising young apprentice jockey, watching his dreams become real.

But one night Jaxon mixed in with the wrong crowd. He first used heroin at age 18. Less than three years after he looked out over the Curragh, Jaxon was in a prison cell for committing robbery to finance his drug habit. (His jump from drugs to crime isn't unique: in a recent UK study, nearly six in ten drug users say their drug use came before crime.)

He spent most of his twenties in prison, including the first years of his daughter's life. Says Jaxon, *"She thought I was out of the country working, me Ma told her that. I promised meself as soon as Cara was born that would be my last sentence. It was pretty hard on my parents."*

This is where Jaxon was at when he came to Crosscare Ireland. With a criminal record and few options for the future, but determined to keep the promise he'd made to set things right. For Jaxon, and for others in his shoes, Crosscare provides free job training, help with housing, drug treatment and aftercare support.

Today he's a changed man, having gone from heroin user to devoted father. And no one is more thrilled than Jaxon:

"I am after getting me own apartment from the council. It's a two-bedroom apartment for me and my daughter, not too far from me mother's house. I can see me Ma from where I live so my daughter actually cycles up and when she's ready to come home I wait at the top of the road. I am looking forward to the rest of me life ... and I thank this programme for what it done.

Daisy – HIGH PARK AND AFTERCARE



Daisy had childhood trauma. She was unable to make peace with it for years, and at a young age turned to drugs as a way to cope. Homeless by 19, she remembers one night most of all:

“I got a very bad beating by two girls that particular night and nobody wanted to know me. I had no money, nowhere to go, and literally having no dignity.”

I was so young at the time plus I’d never lived away from home before... it was very very scary.”

You can see why Daisy is so sure she’d be dead by now – or back on the streets – if she hadn’t gotten help. Instead she is very much alive, this young mother with the dark hair and warm smile. Getting an education. Rebuilding her life. Renewing relationships. Back with her little girl.

I’m delighted to report that Daisy is totally drug-free – and equally delighted that Crosscare Ireland could be there to help Daisy with her recovery.

“Life on the streets is very different for women,” Daisy says plainly *“because people tend to prey on that. You mix in with alcoholics, with anyone just so you are in a group rather than on your own and even then you can’t trust the people you’re mixing in with.”*

The root cause may be a painful event, or a devastating personal or financial blow. But the fact is that these things could happen to any one of us, even you or me. And when you’re caught up in something like addiction or homelessness, it’s hard to see a way out. Audrey was no different – so I won’t pretend her “road home” was without setback...

Years ago, Daisy stayed off drugs long enough to buy a house and have a daughter. By her own account, she nearly “lost it all” – falling back into addiction because she hadn’t resolved her childhood trauma. She explains how Crosscare has been life-changing: *“In Crosscare they treat everyone as equal. I learned so many new coping skills and learned to look at a lot of things that would have driven me back down the road to addiction.”*

Daisy learned new coping skills at High Park residential drug treatment programme, where trained counsellors helped her work through the childhood trauma – then showed her new ways to cope without turning to drugs. She continued on to our aftercare services when she’d completed rehab. She credits her aftercare group with giving her the support she needed to remain drug-free and build a life for her and her daughter.

THIS LEGACY I LEAVE: BY Andrew



When I was 14 I left National School in Athlone, Ireland. It was the 1940s. My father had left us. But thanks to the sacrifices of my mother and sometimes to the kindness of strangers – I’ve had more than my fair share of good luck. In fact I’ve been fortunate to have worked most of my life in London’s financial district. But I’ve never forgotten my Athlone of the 1940s with poorly clad school children or old ladies taking still-full carts back to their farms because there weren’t any customers. Those memories would have stayed with me anyway.

A Man Abroad

Even in London I felt how blessed I was, passing rough sleepers so easily missed in the shop doorways. Often they were Irish men like me, drawn to “the Great Magnet” in hopes of a better life. Instead they met disappointment – a scene that was replicated in the quieter streets of Dublin during my summer holidays. And it only needs a little imagination to guess at their situation when the winter winds blow in from the Irish Sea.

Gift of Gratitude

So, in my heated house with my adequate meals and annual holidays, I am deeply grateful to whatever spirit it is that calls me to leave a substantial portion of my worldly estate to those good souls who have so much less, and maybe it’s time to make that a higher percentage.

Why Crosscare Ireland? I’ve read for many years of the work of the Franciscans for the poor and marginalised in Dublin, and visited their midday meals in the 1980s. As a donor I know that nowadays Crosscare’s reach extends to working with drugs victims, which to me must take an especial dedication. And this is why I’ve left a legacy to Crosscare. For Ireland, and for all this life has given to me.

Benny AT ST FRANCIS FARM – THE STRENGTH TO SAY GOODBYE



Drug use often begins as a way to be one of the gang. Not for Benny.

The cocktail of drugs he started using at age 15 – grass, speed, cocaine, ecstasy – was, in his own words, “*the cure for my feelings.*” From ages 4 to 14, awful childhood events he was too small to control left Benny desperate for a way to “*block away nasty memories.*”

He hid it from his family, saying, *“I had a good childhood. I’m glad it happened to me, and not any of the rest of them.”*

Years later, he was dealing and delivering drugs round the country in order to have money to use them. The self-destructive lifestyle took its toll. *“If I had just gone to sleep and never woke up, I would have been happy.”*

At his brother-in-law’s urging, Benny rang Crosscare’s St. Francis Farm. *“Basically, I begged them for help,”* he says. *“I’ll never forget it.”*

On the Farm, Benny began residential rehabilitation. Like all clients, he did a turn in the kitchen with Chef Alan, planning and preparing meals. *“The food is fabulous,”* he laughs. *“I’ve put on two stone!”*

He credits project worker John O’Riain’s counselling with helping him tackle the root causes of his drug use. Says Benny, *“John turned my whole life around. It’s like he can feel what I’m feeling. I care now about helping out the little boy who was inside me, ‘cause he was shut down a long time ago.”*

Like most clients, Benny also finds therapeutic the structured daily routine and farm **chores**. *“It’s no bother doin’ a bit of hard work. I pick up a shovel, I’ll do anything. I’m just happy to breathe the air again – fresh air.”*

Of the 14-week programme, he wishes it were longer – but is thrilled with the man he’s become. He hopes to take college courses, and to one day return to St. Francis Farm. *“I’d love to do voluntary work, if they’ll have me. I’d like to give something back, for what people have done for me.”* When asked how your support helps, Benny says, *“There’s a lot of people out there, that need help. If Crosscare weren’t there, I would have killed myself through **overdose**. I’m not the old Benny I used to be.”*

(<https://www.mqi.ie/stories/neil-st-francis-farm-strength-say-goodbye>)

UNIT 13

Rehabilitation Of People With Disabilities

13.1 Leading in



Brainstorming. Do you know any famous people who had some kind of disability? How did the disability influence their lives? Were they able to work?

13.2 Listening



- Watch the short film *Famous People with Disabilities* and check the brainstorming results from 13.1. <https://www.youtube.com/watch?v=GGCnhCXSQBg>
- Do you know why the people from the film are famous? Do you remember which disabilities they suffered from?

13.3 Reading and Speaking



Divide into two groups. Each group will read 7 quotes and match them with names and pictures of famous people. Then introduce your famous people and their quotes to the other group.

Group 1

Person	Quote
Leonardo da Vinci	If you can't explain it simply, you do not understand it well enough.
Charles Darwin	Time you enjoy wasting was not wasted.

David Beckham	The painter has the Universe in his mind and hands.
Albert Einstein	Walking with a friend in the dark is better than walking alone in the light.
George Washington	An American monkey, after getting drunk on brandy, would never touch it again, and thus is much wiser than most men.
John Lennon	I have got this obsessive compulsive disorder where I have to have everything in a straight line, or everything has to be in pairs.
Helen Keller	If the freedom of speech is taken away then dumb and silent we may be led, like sheep to the slaughter.

Group 2

Person	Quote
Michelangelo Buonarotti	I'm not the smartest fellow in the world, but I can sure pick smart colleagues.
Cameron Diaz	To every action there is always opposed an equal reaction.
Leonardo DiCaprio	The true work of art is but a shadow of the divine perfection.
Isaac Newton	An actress can only play a woman. I'm an actor, I can play anything.
F. D. Rooswelt	I like to be able to play a character and act out a lot of things which I can't or don't do in my normal everyday life.
Ludwig van Beethoven	Whenever I don't have to wear makeup, it's a good day.
Whoopi Goldberg	Only the pure in heart can make a good soup.

13.4 Listening



Listen to the article and fill in the gaps.

Well Known People with Disabilities

Have a disability or condition? You are not alone. Many people with disabilities have contributed to These include actors,, celebrities, singers, world leaders, and many other famous people. Of course there are also millions of people who may not be famous in the sense society famous, but still live with, battle, and overcome their disabilities every single day their lives.

A disability is often used to to individual functioning, including physical impairment, impairment, cognitive impairment, intellectual impairment, mental illness, and various types of diseases.

http://www.disabled-world.com/artman/publish/article_0060.shtml#sthash.07nkPpIV.dpuf

13.5 Reading



Read together the introduction. Then divide into 6 groups, fill in the gaps with the given words, read the part of your text and refer then to the whole class about your part.

Introduction: Types of Disabilities

Types of disabilities include various physical and mental impairments that can hamper or reduce a person's ability to carry out his day to day activities. These impairments can be termed as disability of the person to do his or her day to day activities. "Disability" can be broken down into a number of broad sub-categories, which include the following:

a) Mobility and Physical Impairments

organs, fall, includes, of, dexterity, including, Lower, acquired

This category of disability people with varying types of physical disabilities

Upper limb (s) disability

..... limb (s) disability

Manual

Disability in co-ordination with different of the body

Disability in mobility can be either an in-born or with age problem. It could also be the effect a disease. People who have a broken bone also into this category of disability.

b) Spinal Cord Disability:

birth, due, injury, lifelong, apparent, conveyed, complete, organs

Spinal cord can sometimes lead to disabilities. This kind of injury mostly occurs to severe accidents. The injury can be either

..... or incomplete. In an incomplete injury, the messages

..... by the spinal cord are not completely lost, whereas a complete injury results in a total dis-functioning of the sensory

..... In some cases spinal cord disability can be a defect.

c) Invisible Disabilities

Invisible Disabilities are disabilities that are not immediately to others. It is estimated that 10% of people in the U. S. have a medical condition considered a type of invisible disability.

d) Head Injuries – Brain Disability

mild, occurs, hereditary, magnitude, forces, in, disturbance, cases

A disability in the brain due to a brain injury. The

..... of the brain injury can range from , moderate and severe. There are two types of brain injuries:

Acquired Brain Injury (ABI)

Traumatic Brain Injury (TBI)

ABI is not a type defect but is the degeneration that occurs after birth.

The causes of such of injury are many and are mainly because of external applied to the body parts. TBI results

..... emotional dysfunctioning and behavioural

e) Vision Disability

from, blindness, speech, suffering, hundreds, result, kind, various

There are of thousands of people that suffer minor to various serious vision disability or impairments. These injuries can also into some serious problems or diseases like

f) Cognitive or Learning Disabilities

Cognitive Disabilities are of impairment present in people who are from dyslexia and other learning difficulties and includes disorders.

g) Hearing Disability

misconception, partially, auditory, oral, include, correct, sign, later

Hearing disabilities people that are completely or partially deaf, (Deaf is the politically term for a person with hearing impairment).

People who are deaf can often use hearing aids to assist their hearing. Deafness can be evident at birth or occur in life from several biologic causes, for example Meningitis can damage the nerve.

Deaf people use language as a means of communication. Hundreds of sign languages are in use around the world. In linguistic terms, sign languages are as rich and complex as any language, despite the common that they are not "real languages".

h) Psychological Disorders

day-to-day, problems, mood, sufficient, describe, characterized, as, behaviour

Affective Disorders: Disorders of or feeling states either short or long term. Mental Health Impairment is the term used to

..... people who have experienced psychiatric or illness such as:

- Personality Disorders – Defined deeply inadequate patterns of and thought of severity to cause significant impairment to activities.
- Schizophrenia: A mental disorder by disturbances of thinking, mood, and behaviour.

www.disabled-world.com

apparent (adj)	zřejmý
convey (v)	doprovít, sdělit
cord (n) spinal cord	mícha
deaf (adj)	hluchý
dexterity (n)	zručnost, šikovnost
disturbance (n)	nepokoj, porucha
hamper (v)	překážet, bránit
hereditary (adj)	dědičný
injury (n)	poranění
limb (n)	končetina
magnitude (n)	velikost, závažnost
oral (adj)	mluvený, ústní
pattern (n)	vzorec
suffer (v) from	trpět
severity (n)	vážnost
sufficient (adj)	dostatečný

13.6 Speaking and Writing



Think about your meeting with a person with impairment. Then tell your story to your partner or write it down.

13.7 Listening



Watch the short film **Supported Living** As pre-listening activity translate the following collocations and phrases and try to think of what is their connection to the topic Supported Living.

support worker	
independent lives	
to offer personal services	
learning disability	
to be focused on helping people	
to provide care and support	
to make choices	

<https://www.youtube.com/watch?v=DMqLuj87Rv4>

Watch the second film **Work**. Try to catch as many of collocations or phrases as you can. Write them down into the table and translate them.

<https://www.youtube.com/watch?v=uv507FJmtH4>

13.8 Reading



Read the following article to learn what options at work people with disabilities can have.

Options at work

The onset or progression of a disability can be a devastating event. However, it does not always mean that you will have to give up your job. Employers are obliged to make reasonable accommodations for staff with disabilities and often, you can continue working in an adapted workplace or with equipment and changes to your work practice and conditions of employment. Some possible options for you and your employer include:

- Partial re-deployment which allows you to continue to do part of your original job (either part-time or with the addition of new tasks). You can drop certain tasks and take on others that are currently carried out by other colleagues.
- Re-deployment: If you are unable to perform your previous job, but could carry out another function within the organisation, re-training and re-deployment are options you and your employer can consider.
- Flexible working arrangements: If you have a disability, being able to work part-time, flexitime, job share or work from home may be a deciding factor in whether you can resume your working life.
- Adapting the workplace and assistive technology: an accessible workplace and assistive technology can allow you to perform your job without difficulty. The Workplace/Equipment Adaptation Grant provides funding towards the costs of modifications or special equipment that will allow a disabled person to take up an offer of employment or to remain in employment.
- Personal Reader Grant: If you are blind or visually impaired and you need help with job-related reading, you may be entitled to a grant to allow you to employ a personal reader.
- Sheltered workshops: Sheltered work gives people with disabilities the opportunity to take part in daily work in a sheltered setting where they receive personal support services. Trainees may produce goods that have a commercial value.
- Rehabilitative training: It is provided in accredited training centres run by Health and Safety Executive or by service providers contracted by HSE.

http://www.citizensinformation.ie/en/employment/employment_and_disability/working_with_a_disability.html

carry out (v)	provádět, vykonat
consider (v) <i>something</i>	uvažovat
currently (adv)	v současné době
deployment (n)	přerozdělení, rozmístění
drop (v) <i>something</i>	nechat <i>čeho</i>
entitle (v)	opravňovat
impaired (adj) visually impaired	zrakově postižený
perform (v)	vykonávat, provádět
previous (adj)	předchozí
onset (n)	začátek
option (n)	volba
original (adj)	původní
reasonable (adj)	rozumný, slušný
resume (v) <i>something</i>	pokračovat
take on (v) <i>something</i>	nabrat si, přijmout
take up (v) <i>something</i>	začít se věnovat, přijmout
workshop (n) sheltered workshop	chráněná dílna

13.9 Ideas for Homework



Search the Internet and find some kinds of assistive technologies. Prepare a short presentation on them.

13.10 Listening and writing



Watch the video from the Texas Department of Assistive and Rehabilitative Services about vocational rehabilitation process or read some article from their webpages and write a short report about their work.

<http://www.dars.state.tx.us/drs/vr.shtml>

13.11 Speaking



Have you ever been to any sheltered workshop? Tell your schoolmates about it. Then look at the pictures and describe them.



13.12 Follow up



Do you know this man? He said, "It is a waste of time to be angry about my disability. One has to get on with life and I haven't done badly. People won't have time for you if you are always angry or complaining."



Read about his life story on the Internet for example:

<http://www.disabled-world.com/disability/disability-quotes.php#sthash.ee1XDihN.dpuf>

UNIT 14:

Outreach Work

14.1 Lead-in



Discuss the following questions:

1. Have you ever met with an outreach worker?
2. What do you know about outreach social work?
3. Discuss with your teacher the role of local communities in the UK or USA.

14.2 Speaking



Take a look at the pictures and discuss the questions. Feel free to bring in related topics.

1. Looking at the leaflet from Southwick – who can be the target groups of outreach workers?
2. What can outreach workers offer?

Outreach Work



Outreach workers are out
on the streets of
Southwick for 9
hours each week

The Outreach Workers can:

- Be a friendly face to have a chat to.
- Support any young person with any issue of concern regarding their lives.
- Tell you what going on at SNYP.
- Give information & advice on issues, career or anything that is affecting your life.
- Sign post you to relevant organisations for support.
- Keep you up to date on community activities.
- Provide access to the showt scheme and chlamydia screening
- Provide information about personal safety.

Always ask of proof of identification when approached by an adult on the street.
Our workers always carry ID Cards.

3. Find one grammatical mistake in the leaflet.

(<http://www.snyp.co.uk/youth-outreach.html>)

FYI: SNYP = Soutwick Neighbourhood Youth Project

4. What can you see on the two pictures below?



14.3 Reading



Read the article about outreach work below

Outreach work is an activity of providing services to people who might not otherwise have access to those services. A key component of outreach is that the groups providing it are not stationary, but mobile; in other words they are meeting those in need of outreach services at the locations where those in need are. In addition to delivering services, outreach has an educational role, raising the awareness of existing services.

Outreach is often meant to fill in the gap in the services provided by mainstream (often, governmental) services, and is often carried out by non-profit, non-governmental organizations. Rhodes (1996) distinguishes between three types of outreach: **domiciliary** (undertaken at individual homes), **detached** (undertaken in public environments and targeting individuals), and **peripatetic** (undertaken at public or private environments and targeting organizations rather than individuals).

Dewson et al. (2006) lists another type in addition to those three: the **satellite** type, where services are provided at a dedicated site. The very same author also lists the following tools of outreach: leaflets, newsletters, advertising; stalls and displays, and dedicated events, with the common location being local community institutions such as libraries, community centres, markets and so on. Compared to traditional service providers, outreach services are provided closer to individuals residence, are voluntary, and have fewer, if any, enforceable obligations.

advice (n)	rada, informace, poučení	otherwise (adv)	jinak, sice, nebo(li)
approach (v)	přístup, postup, koncepce	outreach work	terenní práce, streetwork
awareness (n)	povědomí, uvědomění, vědomí	peripatetic (adj)	pohyblivý, potulný, kočovný
concern (n;v)	dotýkat se čeho, obava, zájem	provide (v)	poskytovat, opatřit, vybavit
dedicated (adj;v)	oddaný, horlivý, nadšený; zasvětit	regard (v)	dbát na, zřetel, mít ohled
deliver (v)	pomocť, dodat, sdělit	satellite (adj;n)	předměstský, okrajový; satelit
detached (adj)	stojící o samotě, oddělený	showt scheme	místní projekt spojený se zdravím
distinguish (v)	odlišit, rozpoznat	sign post	ukazatel, návěstí, značka
domiciliary (adj)	domovský, domácí, bytový	SNYP	Southwick Neighbourhood Youth Project
enofrceable (adj)	vynutitelný, vykonatelný	stall (n)	stánek, krámk, kiosk
gap (n)	mezera, otvor, rozdíl	stationary (adj)	nehybný, pevný, neměnný
issue (n)	záležitost, problém, téma	target (n;adj;v)	cíl, plán; cílový; cílit
obligation (n)	povinnost, závazek, úpis	tool (n)	nástroj, náčiní, nářadí
offer (n;v)	nabídka, návrh; nabízet, poskytnout	undertake (v)	vykonat, provést, absolvovat

14.4 Speaking



Answer the questions concerning the article above:

1. What are the specifics of outreach work?
2. Where and with whom do outreach workers most often work?
3. Why is outreach work needed?
4. How can an outreach worker help the people in need?
5. Name and explain the four basic types of outreach work according to Rhodes and Dewson.

14.5 Use of English



Write down words which could characterize an outreach worker.

Positive			Negative		
nouns	verbs	adjectives	nouns	verbs	adjectives
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

14.6 Writing



Write down a short definition in your own words to each of the following words or notions concerning outreach work:

- to provide a service
- people in need
- to raise awareness
- to fill in a gap
- to target individuals
- dedicated site

VIDEO

14.7 Reading and speaking in pairs



Go through the useful phrases which appear in the video:

- This is where it goes down ... like the night time ... there is extremely high crime, drug dealing, **you name it** is here.
- Young people aren't just gonna come to us so we have to meet them where they are.



- We go in a van to the most dangerous parts of the city because it's **where the kids congregate**.
- Maybe you know somebody who needs a place to stay, or they are struggling.
- A part of our mission is **to feed the poor**.
- A snack pack includes: club tarts, chewy granola bars, cheese crackers, chips, ... and a **flyer**.
- We go out and **we try to engage them** we offer something to eat something to drink, blankets, clothing ... always **with a nurturing approach and always with the intent get them off the streets**.
- There is a **well-oiled machine** of criminals, ready to exploit them and throw them away.
- What we try to do with the van is to get out there and **reach them before the bad guys do**.
- There is a way **to get out of that environment** if they want to.
- Once **you can establish the relationships** with even the head of the gang or drug dealers ... it's very bizzare but they wanna help the kids too. Once they know who you are, they become a kind of your protector out there ... and **they sort of pave the way for you**.
- Later you have the community themselves telling you about the kids in need.
- You just **have to be consistent** and let them know that you care.

blanket (n)	deka, přikrývka	flyer (n)	leták v USA (UK = leaflet)
congregate (v)	shromažďovat se, sejít se	get off the street	dostat pryč z ulice
consistent (adj)	důsledný, soudržný	intent (n)	úmysl, záměr

engage (v)	zapojit se, zúčastnit se, obsadit	nurture (v)	vyživovat, pečovat
environment (n)	(okolní) prostředí	pave (v)	dláždit, razit, připravit (cestu)
establish (v)	založit, určit, ustavit	protector (n)	ochránce, strážce
exploit (v)	zneužít, využít, vykořisťovat	reach (v)	(do)sáhnout, podat
feed (v)	krmit, (na)sytit	struggle (v)	zápasit, bojovat, usilovat
		van (n)	dodávka

14.8 Speaking – pair work



Using the phrases above try to create the story told by the staff of Covenant House:

eg. There is a lot of crime of all kinds when it gets dark in this area ...

14.9 Listening



Watch the video “Our Work: Outreach”

<https://www.youtube.com/watch?v=XnXK6QHJJPc>

14.10 Speaking



Having seen the video answer the following questions:

1. Why is outreach work needed by the society?
2. Do you think outreach work (street work) differs a lot in the Czech Republic and in the USA or UK?
3. Do you think outreach work is needed even in smaller towns and villages?
4. What is the main goal of an outreach worker?
5. Do you find the work of an outreach worker (un)attractive? In what ways?

14.11 Speaking



Relate the following notions to outreach work:



14.12 Writing



Try to write down some rules an outreach worker should follow when at work:

eg. An outreach worker is a trustworthy person.

eg. In their work outreach workers find fulfilment and happiness.

14.13 Reading and speaking



Read about the following procedures and discuss them:

Office and Outreach Emergency Procedures Including Safety and Security for Outreach Workers (according to www.cdc.gov/outreach/resources/SafetyProtocols.doc)

I.

1. Workers are to remain in pairs at all times.
2. When approaching a client, workers should be aware of their hands.
3. When encountering dangerous activity in an outreach area (i.e.: police activity, fights etc.) workers should leave the area immediately. If the worker is with a client, the worker is to tell the client they have to leave and will return later.
4. If the worker is under threat of robbery let them have what they want and get away as soon as possible.

II.

1. Worker is to stay calm and remain objective.
2. Client should be offered food or drink.
3. Worker is to ask if the client has any weapons. If yes the worker is to ask if they may hold the weapon for the client.
4. If the client refuses to hand over the weapon the worker is to call 911.
5. If no weapon is involved, but the situation continues to escalate and client is out of control call 911.
6. If there is no weapon and the client is coherent, the worker should continue counselling efforts to diffuse the crisis and assess the need for a referral to an assisting agency.



III.

1. Outreach workers are never to be alone with a client when escorting a client off the street.
2. Outreach workers should always meet a client in public well-lit areas.
3. If a client is homebound, and an escort is necessary the 2-outreach workers will work in conjunction with 911 services and not enter the building until other assistance arrives.
4. When completing an escort outreach workers are to seek out the social worker in the Hospital or Agency they have escorted the client to and provide follow-up.
5. In a hospital if the worker encounters difficulty they should locate the Administrator on Duty (AOD). This person is there for client advocacy, and can assist them with questions.
6. If a client is severely ill a determination should be made if an ambulance should be called.
7. If a client appears mentally ill (psychotic) and out of control call 911.

IV.

1. If the worker is attacked or threatened by a client they must try to remove themselves from the area and if possible call their Supervisor, or Coordinator immediately (as soon as it is safe). If the worker cannot contact any supervisors, leave the streets entirely for the night.
2. An Incident Report must be filled out as soon as possible after the incident.
3. Outreach workers are to act in the best interest of their safety. If you perceive the need to call 911 for help, do so.

V.



1. If a fight breaks out in the office, workers are to call 911 immediately.
2. An incident report is to be filled out immediately after the incident.

VI.

1. Some Workers may be beeped at any time by the Runaway Youth Hotline.
2. Workers are to answer all beepers immediately.
3. The Workers need to assess the situation to determine if the client is in need of escort services. If escort services are necessary, the worker is to locate a worker that can assist in the escort. If no assistance is available the escort will not take place. The worker will then contact 911 on behalf of the client.

VII.

1. All Home Visits should be done in pairs.
2. Before leaving the office, the outreach worker should leave the Name, address, phone number and time of the appointment with the office.
3. If the worker sees a situation in the home escalating, in the early stages, all efforts should be made to diffuse the situation. If it continues to escalate and the worker senses physical danger they should leave immediately.
4. As soon as the worker has reached safety they should contact 911 if they assess it is necessary and then their Supervisor or Coordinator.
5. Upon Returning to the office an incident report should be filled out and copies CC'd to the Coordinator.

VIII.

1. There are no weapons allowed in the office or on street outreach vehicles.
2. If a client admits they have a weapon in their possession the worker should ask the client to leave the premises and return when the weapon has been removed from their possession.

14.14 Reading



Match the headlines with the content of the text:

Assault, Attacks, Threats Made by a Client during Outreach:	I.
Suicidal Behaviour:	II.
Emergency Phone Counseling:	III.
General Safety Precautions:	IV.
Assault, Attacks, Threats made by a Client in the office:	V.
Weapons:	VI.
Emergency Street Escort Procedures:	VII.
Emergency While Doing a Home Visit:	VIII.

admit (v)	přiznat, připustit	homebound (adj)	připoutaný k domovu
advocacy (n)	obhajoba, zastávání se	immediately (adv)	ihned, okamžitě
approach (v;n)	přiblížit se; postoj	include (v)	obsahovat, zahrnovat
assess (v)	stanovit, určit, zhodnotit	interest (n)	zájem
aware (v;adj)	být si vědom; vědomí	perceive (v)	vnímat, postřehnout
beep (v)	pípnout	provide (v)	poskytovat
beeper (n)	pípák	reach (v)	dosáhnout, sáhnout
coherent (adj)	srozumitelný, soudržný	referral (n)	odkázání (na)
conjunction (n)	spojení, součinnost	remain (v)	zůstat, zbýt, trvat
counselling (n;adj)	poradenství; poradenských	remove (v)	odstranit
determination (n)	odhodlanost, předsevzetí	robbery (n)	loupež

diffuse (v)	rozptýlit, zklidnit	safety (n)	bezpečí, pojistka, opatrnost
duty (n)	povinnost, závazek, úpis	security (n)	důvěra, bezpečí, spolehlivost
effort (n)	úsilí, snaha	seek (v)	hledat
emergency (n;adj)	pohotovost; záchranný	severely (adv)	těžce, vážně
encounter (v)	setkání, střetnutí	stage (n)	stav, úroveň
entirely (adv)	cele, pouze, jen	threat (n)	nebezpečí, ohrožení
escalate (v)	stupňovat, zvyšovat	vehicle (n)	vozidlo
follow up	to, co následuje (např. péče)	weapon (n)	zbraň
		well-lit (adj)	dobře osvětlený

14.15 Use of English



Create sentences in the imperative (make at least one from each section) using the text above
– e.g.:

- Remain in pairs all the time!
- Beware of the hands of clients when approaching them!
- Always meet at well lit areas!

14.16 Writing



Create sentences using modal verbs (make at least one from each section) using the text above
– e.g.:

- As soon as possible after the incident you should fill out an Incident Report!
- You must answer all beepers immediately!

14.17 Speaking



Try to make up a story of two female outreach workers according to the pictures:



14.18 Reading



Read the story (pictured in 14.17) as it really happened somewhere in Portugal:

One day we (two outreach workers) were working in a slum and a drug dealer was talking to us as usual. Suddenly he started to insist that we needed to be armed as well because our work was too dangerous for two girls like us. We said we didn't need any guns and that we were not afraid of doing our job, but he insisted on his idea. Then he disappeared. After a few minutes he appeared with a semi-automatic gun. The gun was very little (feminine, you could say) and capable of shooting six bullets automatically and continually. He wanted to sell it to us. We carefully tried to change his mind but he kept on insisting and suddenly started to shoot in the air. Everyone started to run and only the three of us were left standing there, continuing to talk about the gun. We were both trembling and he just kept on talking like it was the most natural thing in the world and just wanting to help us.

(www.correlation-net.org/.../book_outreach_fin.pdf)

armed (adj)	ozbrojený	insist (v)	trvat (na), naléhat
bullet (n)	kulka	semi-automatic (adj)	polo automatický
capable (adj)	schopný, způsobilý	shoot (v)	střílet
continue (v)	pokračovat	slum (n)	obydlí chudých
disappear (v)	zmizet, ztratit se	suddenly (adv)	najednou, z ničeho nic
		tremble (v)	třást se

14.19 Writing



Write down your ending of the story above:

To make it more interesting you may choose one of the following styles:

- boring reality
- dada
- horror
- comedy
- love romance
- thriller
- *deus ex machina* (fantasy)
- very professional approach of the outreach workers
- Argentinian soap opera
- other

14.20 Use of English



Fill in the missing words – they are all forms of the verb *to be* or modal verbs or basic prepositions:

Peer driven outreach (volunteers)



Voluntary peer outreach work needs taken into account as a part of successful interventions, especially in countries and areas where the target group's activity hidden and can't found and accessed without difficulties (e.g. no visible drug use in the streets, street prostitution and rough sleepers).

Peer outreach work differs from professional outreach work two ways. Firstly, it aims to introduce changes in the behaviour of the specific target group from inside the network. Secondly, the aim to introduce change via peers/cultural mediators that are either current or ex group members Peer outreach workers also be called as peer educators or tutors.

Peer workers get seldom permanent contracts. They usually work volunteers at times that suit them. In many countries, peer outreach workers paid tax-free remunerations/expenses. Harm reducing peer support

is based on the idea that peer workers act responsibly as important information distributors and support mentors, even if they themselves use drugs or work the sex industry. Peer workers belong to the target group that the support organisation offers services to.

The strength peer activity lies in the similar lifestyles of the peer workers and the people they helping. Peer workers can ultimately change attitudes, habits, beliefs and risk behaviours in their own social networks. Peer workers have the unique opportunity getting involved in those concrete, daily situations which the target group lives. Peer workers can also reach those people who do not otherwise access the services offered by the organisation.

The status of peer workers can be defined three dimensionally follows. Peer supporter: a person from the peer group who offers support. In principle, this can anyone. This position does not include any obligations or responsibilities. Peer educator: a person from the peer group that has completed peer education training and committed to a certain time limited undertaking. Peer worker: a person from the peer group who receives continuous training and ongoing supervision, provided the organisation that provides services. Peer workers can also have an important role in developing services. They supply up to date information on possible changes and additional needs among the target group. Peer activities must meet the ever-changing needs of the clients and adapt each challenge, phenomenon and problem typical for that time.



The work must be persistent, continuous, and constantly developing. Peer workers be a part of the development. Peer workers need professional, social and medical support. Both individual and group support important. The support generated by peer educators when they work, access and analyse their work together also develop the peer activities further.

Peer workers require a clear definition of their role. They need to be treated respect as fellow associates and the organisation needs ensure that their voice is heard. This is important for peer educators development and motivation. Respecting peer workers and taking them seriously enhance their self-esteem and motivate them to continue and develop their work.

(www.correlation-net.org/.../book_outreach_fin.pdf)

account (n)	důvod, úsudek, účet	obligation (n)	povinnost, závazek, úpis
aim (v)	cílit, směřovat, mířit	ongoing (adj)	pokračující
associate (n;adj)	kolega; přidružený	peer (n)	rovnocenný člověk
attitude (n)	postoj, názor, stanovisko	persistent (adj)	trvalý, stálý, úporný
belong (v)	patřit	principle (n)	základ, princip, poučka
enhance (v)	vylepšit, zkrášlit	provide (v)	poskytovat
ensure (v)	zajistit	remuneration (n)	odměna, náhrada, mzda
expense (n)	náklad, výdaj, útrata	require (v)	vyžadovat, požadovat
further (adv)	dál, dále	responsibility (n)	zodpovědnost
generate (v)	tvořit, vyrábět, generovat	responsible (adj)	odpovědný
habit (n)	zvyk	rough sleeper	ten, kdo spí venku
harm (n)	újma, škoda	seldom (adv)	zřídka, málo kdy
hide (v)	schovat (se)	self-esteem (n)	sebevědomí, sebeúcta
challenge (n)	výzva	strength (n)	síla
intervention (n)	zásah, zákrok, přímluva	treat (v)	zacházet, hostit, jednat s
involve (v)	zahrnovat	ultimately (adv)	nakonec, v zásadě vzato
mediator (n)	prostředník, vyjednávač	unique (adj)	jedinečný, ojedinělý

14.21 Speaking



Answer the questions concerning the article above:

- A) In what ways does peer outreach work differs from usual outreach work?
- B) In what kind of situations may peer outreach work be more effective?
- C) Do some states motivate people to become peer outreach workers?
- D) Do peer workers have to study social work?
- E) How can organizations doing usual outreach work help peer outreach workers?
- F) *Create your own questions.*

14.22 Speaking and writing



Group work.

1. *Create a mindmap of outreach work, each group focusing on a different target group (poor people, drug users, juvenile delinquents, ethnic minorities, ...).*
2. *Present your mindmaps to the other groups (if possible, use the World Café approach)*

14.23 Listening



Suggested Listening:

- Michael Jackson – Stranger in Moscow
- Michael Jackson – They Don't Really Care About Us

UNIT 15:

Interpreting Services – Communication With People With An Impairment

15.1 Leading in



Try to explain the meaning of the quotes and remember some situation in your life when you could have used one of the quotes.

“Much unhappiness has come into the world because of bewilderment and things left unsaid.”

– Fyodor Dostoyevsky

“The single biggest problem in communication is the illusion that it has taken place.”

– George Bernard Shaw, *Leadership Skills for Managers*

“We speak not only to tell other people what we think, but to tell ourselves what we think. Speech is a part of thought.”

– Oliver Sacks, *Seeing Voices*

15.2 Listening



Listen to the recording. Complete the sentences with the missing information.

Communication generally

- Everyone can communicate and everyone is an in the way they communicate.
- There are hundreds of definitions of what communication is and how it is

- c) Perhaps the simplest way of thinking about communication is that it is the passing on of information from one person to another using any possible.
- d) The best way for somebody to communicate with is, because you never know how the other person is feeling.
- e) It may be surprising that we get most of our information across our body language.
- f) The way people communicate is of:
 - Body language = 55%
 - Tone of voice = 38%
 - Words = 7%
- g) Remember, all communication is, but you may need to work harder to understand.

(<http://www.wales.nhs.uk/sitesplus/862/opendoc/203548>)

15.3 Speaking



Speak in pairs about your meeting with a person with disabilities and try to remember what difficulties you met in communication. How did you overcome them?

15.4 Reading



Read the text below and decide which word best fits each space. When reading the text find some new ideas for improvement of your future communication with people with disabilities.

Communication with people with a learning disability

Working with someone with a learning disability may (1) your idea of what communication is, and how you make yourself understood. It may make you think about your tone of voice and your body language as well as the words you use, and (2) you that communication is not just about talking but also about listening.

If people with a learning disability have the right (3) to learn they can achieve anything, (4) you communicate in an understanding way. It is important to always use accessible language, and to (5) jargon or long words that might be hard to understand. You should also take into (6)

any physical disabilities the person may have that could make communication difficult for them.

- **In person:** many people with a learning disability say that the best way to communicate with them is face-to-face and one-to-one.
- **In writing:** in writing, it is a good idea to use bigger text and bullet points, and to keep writing at a minimum of 16 point. It is also important to remember that (7) much colour can make reading harder for some people.
- **On the phone:** the best way to talk to someone with a learning disability (8) the phone is slowly and clearly, using easily understandable words.

“When I (9) go to the hospital the doctors usually spoke to my mum rather than speak to me. So I didn’t bring her to the hospital (10) Finally they started to recognise I’m the one, I need to understand, not my mum.”

(<http://www.wales.nhs.uk/sitesplus/862/opendoc/203548>)

- | | | | | |
|----|-------------|--------------|------------|-------------|
| 1 | A challenge | B invite | C emerge | D originate |
| 2 | A remember | B awake | C remind | D make |
| 3 | A support | B pillar | C surprise | D check |
| 4 | A after | B as long as | C unless | D however |
| 5 | A use | B prefer | C refuse | D avoid |
| 6 | A favour | B care | C sight | D account |
| 7 | A evenly | B hardly | C too | D highly |
| 8 | A on | B through | C by | D in |
| 9 | A could | B have | C had | D use |
| 10 | A than | B already | C anymore | D still |

accessible (adj)	/ək'sesəb(ə)l/	přístupný, dostupný
achieve (v)	/ə'tʃi:v/	dosáhnout, docílit
avoid (v) <i>something</i>	/ə'vɔɪd/	vyhnout se, vyvarovat se
bewilderment (n)	/bi'wɪldə(r)mənt/	zmatení, údiv
bullet point (n)	/'bʊlɪtpɔɪnt/	odrážka (v textu)

jargon (n)	/'dʒɑ:(r)gən/	žargon, mluvajistéspolečens- skénebo profesnískupiny
pass on (v)	/pɑ:s/	předatdál
remind (v) <i>someone of something</i>	/rɪ'maɪnd/	připomínatkomu co
take into account (v)	/teɪk 'ɪntu: ə'kaʊnt/	vzít v úvahu

15.5 Listening



Go through the Vocabulary below. Then close your eyes and listen.

assume (v)	/ə'sju:m/	předpokládat
embarrassed (adj)	/ɪm'bærəst/	v rozpacích
expression (n)	/ɪk'spreʃ(ə)n/	vyjádření, výraz
get stuck (v)	/getstʌk/	uvíznout
humiliating (adv)	/hju:'mɪlɪs,ertɪŋ/	ponižující, pokořující
jumble or jumble up (v)	/'dʒʌmb(ə)l/	pomíchat
respond (v)	/rɪ'spɒnd/	zareagovat, odpovědět

Try to imagine

- not being able to read anything
- not being able to tell someone else about it
- not being able to find the words you wanted to say
- opening your mouth and no sound coming out
- words coming out jumbled up
- not getting the sounds right
- words getting stuck, someone jumping in, saying words for you
- people assuming what you want, without checking with you
- not hearing the questions

- not being able to see, or not being able to understand, the signs and symbols around you
- not understanding the words, phrases or expressions
- not being able to write down your ideas
- being unable to join a conversation
- people ignoring what you are trying to say, feeling embarrassed, and moving away
- people not waiting long enough for you to respond in some way, assuming you have nothing to say, and moving away

(<http://www.wales.nhs.uk/sitesplus/862/opendoc/203548>)

15.6 Speaking



In pairs role-play meeting a person with a communication problem and a social worker.

15.7 Speaking



Work with your partner and discuss which points in the text 15.5 are the most difficult and humiliating in your opinion.

15.8 Writing



Describe a day of a person with communication problems using the possible problems mentioned above.

15.9 Reading



You are going to read ten tips for good communication with people with learning disabilities. Before reading think what tips you would come up with based on your own experience. After that match the first half of the sentences with the second half.

Tips for communication

1	Find a good place to communicate in
2	Ask open questions
3	Check with the person that you understand what they are saying
4	If the person wants to take you to show you something,
5	Watch the person
6	Learn from experience
7	Try drawing
8	Take your time,
9	Use gestures and facial expressions.
10	Be aware that some people find it easier to use real objects to communicate
a	go with them.
b	.- even if your drawing is not great it might still be helpful.
c	but photos and pictures can really help too.
d	don't rush your communication.
e	- somewhere quiet without distractions. If you are talking to a large group be aware that some people may find this difficult.
f	If you are asking if someone is unhappy make your facial expression unhappy to reinforce what you are saying.
g	- they may tell you things by their body language and facial expressions.
h	- "the TV isn't working? Is that right?"
i	questions that don't have a simple yes or no answer.
j	.- you will need to be more observant and don't feel awkward about asking parents or carers for their help.

(<http://www.mencap.org.uk/all-about-learning-disability/communication/communicating-people-learning>)

15.10 Reading



Read the texts and find sentences with modal verbs in them.

How to Communicate With Deaf People

Deaf individuals communicate visually and physically rather than audibly. There are varying degrees of deafness: hard of hearing, “profoundly” deaf, and completely deaf. You can often recognize the hard of hearing by their hearing aids (although of course some people refuse to wear them, or are unable to, and newer aids are becoming smaller and harder to see). Deaf or profoundly deaf people may wear no hearing aid at all. Some will be able to lip read and understand you nearly perfectly, however, many will communicate with sign language rather than with words. This visual way of communicating can be intimidating and seem strange at first, of course.

Interpreting Services for Deaf People

An interpreter must accurately convey messages between two different languages. An interpreter is there for both the deaf and a hearing individual. When a hearing person speaks, an interpreter will render the speaker’s meaning into the sign language, or other forms used by the deaf party. The other end of interpreting is when a deaf person signs, an interpreter will render the meaning expressed in the signs into oral language for the hearing party, which is sometimes referred to as voice interpreting or *voicing*. This may be performed either as simultaneous or consecutive interpreting. Skilled sign language interpreters will position themselves in a room or space that allows them to be seen by the deaf participants and heard clearly by hearing participants as well as to be in a position to hear and/or see the speaker or speakers clearly. In some circumstances, an interpreter may interpret from one language to another whether that is English to English Sign Language, English to American Sign Language, Czech to American Sign Language and so on.

(<http://www.wikihow.com/Communicate-With-Deaf-People>)

aid (n), hearing aid	/ˈhiəriɪd/	naslouchátko
at all	/ætˈɔ:l/	vůbec
audibly (adv)	/ˈɔ:dəbli/	slyšitelně
become (v) became, become	/bɪˈkʌm/	stat se
consecutive	/kənˈsekjʊtɪv/	posobějící
convey (v)	/kənˈveɪ/	vyjádřit, tlumočit, dopravit
intimidate (v)	/ɪnˈtɪmɪdeɪt/	zastrašit
language (n) oral language	/ˈɔ:rəl ˈlæŋgwɪdʒ/	mluvený jazyk
nearly (adv)	/ˈniə(r)li/	téměř
profoundly (adv)	/prəˈfaʊndli/	hluboce
render (v)	/ˈrendə(r)/	poskytnout, vylíčit, přeložit
simultaneous (adj)	/sɪm(ə)lˈteɪniəs/	souběžný, simultánní

15.11 Use of English



Translate the following sentences using correct modal verbs:

Do naslouchátek se musí používat malé baterie.

Mohou znakoví lidé z různých zemí spolu komunikovat navzájem, jestliže neznají jazyk toho druhého?

Znakování je také prováděno lidmi, kteří jsou schopni slyšet, ale nejsou schopni fyzicky mluvit.

V 17. století se mělo běžně za to, že hluší lidé se nemohou vzdělávat.

Sousední kmeny domorodých Američanů byly schopny spolu komunikovat pomocí druhu znakového jazyka.

15.12 Reading:



Lip-reading

Lip-reading empowers someone with a hearing loss to lead an independent and fulfilled life. Lip-reading is often described as a 'third ear'.

What are the skills involved in lip-reading?

- training your eyes to help your ears
- watching the movements of the mouth, teeth and tongue
- reading the expression on the face
- noticing body language and gestures
- using residual hearing
- anticipation

Things to know about lipreading

- Lipreaders cannot lipread in the dark
- You need reasonably good eyesight to lipread
- Lipreading is difficult unless you are lipreading your first language, e.g. an English person lipreads English better than they lipread French
- Not everyone is lipreadable!
- Some lipshapes look alike, for example, 'f' and 'v'
- Special equipment is not required
- Batteries are not needed
- Since most people speak, most people can be lipread
- Lipreading is not expensive
- You can take your lipreading ability anywhere
- When two words look similar, you can often tell which is the correct one from the context

Of the **eight to nine million people** in Britain who have a hearing loss around 50,000 to 70,000 use British Sign Language as their preferred method of communication. Nearly everyone else will rely to some extent on lip-reading.

(<http://www.hearinglink.org/lipreading>)

anticipation (n)	/æntɪsɪpeɪʃ(ə)n/	předjímání, anticipace
extent (n)	/ɪkstent/	rozsah, míra
fulfilled (adj)	/fʊlflɪd/	naplněný
gesture (n)	/dʒestʃə(r)/	gesto
language (n) body language	/bɒdi/læŋɡwɪdʒ/	řečtěla

lip-read (v)	/lɪp ri:d/	odezírat ze rtů
loss (n) hearing loss	/hɪərɪŋlɒs/	ztráta sluchu
movement (n)	/mu:vmənt/	pohyb
reasonably (adv)	/ri:z(ə)nəbli/	obstojně, rozumně
rely (v) on	/rɪlaɪ/	spolehnout se <i>na</i>
residual (v)	/rɪzɪdʒuəl/	zbytkový, zbylý

15.13 Listening



Watch the short film *I See What You Say* and test your lip-reading skills:

<http://www.icod.org.uk/lipreading.htm>

15.14 Listening



Watch a short film about Helen Keller and answer the following questions. You may need the following Vocabulary:

Vocabulary (sorted in order of appearance):

intact (adj)	/ɪntækt/	nedotčený
fever (n) scarlet fever	/skɑ:(r)læt fi:və(r)/	spála
circumstance (n)	/sɛ:(r)kəmstəns/	okolnost
obstacle (n)	/ɒbstæk(ə)l/	překážka
contribute (v) to	/kəntrɪbjʊ:t/	příspěť
equality (n)	/ɪkwələti/	rovnost
dedicate(v) to	/dedɪkeɪt/	zasvětit

archive (n)	/ɑ:(r)kaɪv/	archív
influential (adj)	/ɪnfluɛnʃ(ə)l/	vlivný
atrocitiy (n)	/ə'trɒsəti/	zvěrstvo, krutost
wounded (adj)	/wu:ndɪd/	raněný
underdog (n)	/ʌndə(r)dɒg/	oběť útlaku, psanec
diminish (v)	/dɪmɪnɪʃ/	zmenšit

FDR - Franklin Delano Roosevelt

(<https://www.youtube.com/watch?v=QK7tGE1MWEk>)

- What kind of disability did Helen have?
- Was she born disabled?
- Did Helen's parents themselves teach her to communicate?
- What was the first word Helen learned?
- How many foreign languages could she understand?
- How could she help wounded soldiers?
- How many countries did she visit?
- What did she do in Japan?
- What did she mainly fight for?

15.15 Listening



Watch another short film *Helen Keller & Anne Sullivan* and find out how Helen learned to communicate:

Vocabulary (sorted in order of appearance):

dumb (adj)	/dʌm/	hloupý, němý, oněmělý
impaired (adj) speech impaired	/spi:tʃɪmpeə(r)d/	s postižením řeči
mute (adj)	/mju:t/	mlčící, oněmělý
imitative (adj)	/ɪmɪtətɪv/	napodobující

observe (v)	/əbzɜ:(r)v/	pozorovat
instantly (adv)	/ɪnstəntli/	okamžitě
thumb (n)	/thumb/	palec u ruky
throat (n)	/rəʊt/	hrdlo, krk uvnitř
larynx (n)	/ləɪrɪŋks/	hrtan
nasal (adj)	/neɪz(ə)l/	nosní
vowel (n)	/vaʊəl/	samohláska
blind (adj)	/blaɪnd/	slepý
impaired (adj) visually impaired	/vɪʒʊəlimpeə(r)d/	se zrakovým postižením
deaf (adj)	/def/	hluchý
hearing (n) hard of hearing	/hɑ:(r)d əv hɪərɪŋ/	nedoslýchavý
deaf-blind(adj)	/defblaɪnd/	hluchoslepý

<https://www.youtube.com/watch?v=XdTUSignq7Y>

15.16 Reading



Excerpt from: "What The Blind Can Do" written by Helen Keller

There is no law on the statute-books compelling people to move up closer on the bench of life to make room for a blind brother; but there is a divine law written on the hearts of men constraining them to make a place for him, not only because he is unfortunate, but also because it is his right as a human being to share God's greatest gift, the privilege of man to go forth unto his work...

(<http://www.disabilitymuseum.org/dhm/lib/catcard.html?id=2502>)

15.17 Ideas for Homework



Look at the web page of dcmp.org and find out which services they offer to deaf-blind people. Search the Internet to find some services for deaf-blind people in the Czech Republic.

15.18 Speaking



Describe the picture.



Do you know this sculpture in Prague? Where can it be found? How would you read it?

15.19 Reading



Write one word in each gap. The text begins with the example.

Spreadthesign

Spreadthesign.com is an international dictionary where all the sign languages of the world (0) are accessible. This pedagogic self-learning tool is free (1) use for all in the world.

Primarily it was done to improve a vocational pupil's language skills when going abroad for work practice. Spreadthesign.com also has sentences and not (2) single words/sign.

A common question is: "Oh, you know sign language! Then you can (3) to deaf people in Australia and the US, too?" Wrong! Sign language is not the (4) everywhere. It is as different as all the spoken languages. Otherwise, there would not be a great need for the web site *spreadthesign.com*.

Spread the sign is an international EU project and the lifelong learning programme. In this project the partnership with new countries (5) enlarged, new signs are recorded so each language has 15,000 signs documented. The EU and Leonardo (6) given us the opportunity to show our capability to improve vocational education for deaf pupils.

Each country represented has (7) team with responsibility for their language on this web site. Spreadthesign.com helps thousands of people every day to find the sign they are searching (8)

(<http://www.spreadthesign.com/cz/>)

15.20 Ideas for Homework



1. *In pairs or groups of three find a word or a sentence in the spreadthesign dictionary in different languages, learn it and show it to your class. They should guess the meaning of your signs.*
2. *Find some information about Baby Sign Language.*
3. *Write some text (a story, fairy tale, report etc.) for people with learning disabilities and follow rules mentioned in the MAKE IT CLEAR document:*

<https://www.mencap.org.uk/sites/default/files/documents/2008-04/make%20it%20clear%20apr09.pdf>

UNIT 16: Standards Of Social Services

16.1 Lead-in



- Give a man a fish, and you feed him for a day; show him how to catch fish, and you feed him for a lifetime.
- We work on ourselves in order to help others, but also we help others in order to work on ourselves. (*Pema Chodron*)
 - *Do you agree with the quotations? Why? Why not?*
 - *Do you think they are related to social work?*

16.2 Reading



Read the text and translate it.

Monitoring Inspection Report of a Nursing Home

Standard 1: Contract for the Provision of Services

Each resident has an agreed written contract which includes details of the services to be provided for that resident and the fees to be charged.

Standard 2: Safeguarding and Safety

Measures to protect residents being harmed or suffering abuse are in place and appropriate action is taken in response to allegations, disclosures or suspected abuse. Residents told the inspectors they felt safe, well cared for, and that their privacy and dignity was respected. The inspector noted that all staff demonstrated a high standard of appropriate communication and respect for all residents and visitors to the centre at all times. A policy was in place to guide staff in the event of any incident of violence, aggression, self harm and assault.

Standard 3: Health and Social Care Needs

Each resident's wellbeing and welfare is maintained by a high standard of evidence-based nursing care and appropriate medical and allied health care. Each resident has opportunities to participate in meaningful activities, appropriate to his or her interests and preferences. The arrangements to meet each resident's assessed needs are set out

in an individual care plan, that reflect his/her needs, interests and capacities, and are drawn up with the involvement of the resident and reflect his/her changing needs and circumstances.

Standard 4: Food and Nutrition

Each resident is provided with food and drink at times and in quantities adequate for his/her needs. Food is properly prepared, cooked and served, and is wholesome and nutritious. Assistance is offered to residents in a discrete and sensitive manner.

Standard 5: Residents' Rights, Dignity and Consultation

Each resident's privacy and dignity is respected, including receiving visitors in private. He/she is facilitated to communicate and enabled to exercise choice and control over his/her life and to maximise his/her independence.

Residents' civil and religious rights were respected. The provider and person in charge confirmed that residents from all religious denominations were supported to practice their religious beliefs. A residents' forum was established and relevant issues could be voiced and brought to the attention of the person in charge. Links with the local community were maintained and residents could enjoy access to local shops, banks and bus services.

Standard 6: Residents' clothing and personal property and possessions

Adequate space is provided for residents' personal possessions. Residents can appropriately use and store their own clothes. There was a clear policy in place regarding safeguarding of residents' personal property and possessions.

Standard 7: Suitable Staffing

Staff have up-to-date mandatory training and access to education and training to meet the needs of residents. Residents spoken with were complimentary of the staff team and commented on their caring nature. They reported that staff were always available to provide the help and assistance they needed.

(www.dhsspsni.gov.uk/careinspectorate.com/services-inspection-report/article7909&Item727)

Explain the following expressions in English:

- to suffer abuse
- to respect privacy and dignity
- to exercise choice and control
- to maximise his/her independence
- to assess needs
- to communicate appropriately
- meaningful activities
- wholesome and nutritious food
- civil and religious rights
- person in charge
- personal possessions
- mandatory training

Underline the vocabulary concerning standards of social services in the text.

monitor (v)	kontrolovat, sledovat	welfare (n)	blaho, prospěch
inspection (n)	inspekce, inspekční	evidence (n)	důkaz
report (n)	zpráva	nutrition (n)	výživa
provision (n)	poskytnutí, zajištění	wholesome (adj)	zdravý, prospěšný
contract (n)	smlouva	facilitate (v)	ulehčit, usnadnit
fee (n)	poplatek	enable (v)	umožnit, oprávnit
charge (v)	účtovat, počítat si	civil (adj)	občanský
safeguard (v)	zabezpečit, ochránit	religious (adj)	náboženský
measure (n)	opatření	right (n)	právo
harm (n, v)	škoda, poškodit, ublížit	denomination (n)	církev, denominace
appropriate	vhodný, přiměřený	link (n)	spojení, vztah
allegation (n)	obvinění	property (n)	majetek
suspect (n, v)	podezřívát, podezřelý	possession (n)	vlastnictví
privacy (n)	soukromí	mandatory (adj)	povinný, nařízený
dignity (n)	důstojnost	training (n)	kurz, školení, výcvik

guide (v)	vést, řídit	complimentary (adj)	pochvalný, lichotivý
self-harm (n)	sebepoškození	nature (n)	povaha, charakter
assault (n)	napadnout, napadení, útok		

16.3 Listening



Listen to the story and summarize the information.

This story is about a care home that consistently exceeds best practice standards. It's especially good at providing activities for its residents.

Inspectors are continually impressed by the home's huge notice board of multi-coloured posters. The posters are written in large, easy-to-read letters that show the week's activities. Activities include musical therapy workshops, aromatherapy classes, choral singing, plays, concerts and even a pantomime.

"Sometimes I think it's more like a holiday camp than a care home," joked Ann, the manager. "We have two activity co-ordinators for just over forty residents, and their main aim is to find out what the residents want and then go about organising it. We never impose our own ideas on residents about how we think they should amuse themselves – it's all up to them."

One male resident used to be a carpenter and cabinetmaker. Now he has his own wood-working workshop in a converted summerhouse. "That was quite difficult with Health and Safety, as you can imagine," said Ann, "especially as this man had recently had a stroke, and he was going to be using quite heavy power tools. We had to completely change the lighting."

But she says that working hard to please the residents is always worth it in the end. "Visitors to the home always remark on the happy atmosphere. I think that's partly because our residents feel valued, empowered, and involved in activities that make their lives interesting. It's only when people don't have a varied and absorbing lifestyle that they start to become unhappy, and that's when problems can occur."

Young volunteers often come in to take part in activities, such as Scrabble and other games. Recently, some of the residents attended the young people's graduation ceremony.

The home always encourages its residents to go out to the doctor or the dentist, rather than having health professionals come to them. Ann believes that it's important for older people to feel part of their community and not be tucked away from it.

One of the residents likes to go to the local pub everyday for his lunch so the home provides an escort for him. He only has half a pint of beer but he says it makes him feel good to have the regulars say “hello” to him.

Those with dementia, though, often prefer simpler, more everyday activities. “They usually like to be involved with the washing up or the dusting, or baking cakes in the kitchen,” said Ann. “For people with dementia, it’s partly having a routine and it’s partly feeling needed. It helps to build their confidence and contentment, because it gives their lives a sense of purpose.”

The home also encourages its residents to handle their own financial affairs for as long as is practical. They can bring in their own possessions and furniture if they wish, and all of them have private rooms.

(www.dhsspsni.gov.uk/careinspectorate.com/services-inspection-report/article1253&Item421)

exceed (v)	překonat, přesáhnout	attend (v)	navštívit
notice board (n)	tabule	graduation ceremony (n)	promoce
aim (n)	cíl	dementia (n)	demence
health professional (n)	zdravotník (lékař, sestra atd.)	handle (v)	řešit, zvládat, mít na starosti, řídit
amuse (v)	pobavit, rozveselit	financial affairs (n)	finanční záležitosti
empower (v)	zmocnit, posílit		

16.4 Listening



Listen to the story and summarize the information.

An inspector found, on an unannounced visit to a care home, that the level of hygiene left much to be desired. Residents seemed quite listless and unmotivated. He was quite surprised, when visiting this care home, to find that that the place smelt of stale urine. There was dust on the furniture and the windows onto the garden were smeared with grime. He also was quite saddened to see that the residents were slumped in front of the television in the lounge, in the middle of the day.

“It wasn’t as if any of them were even watching it,” he said. “They had it on at full volume, probably for those with hearing difficulties. Whatever daytime programme they were watching was boring them enough to be of little interest. But it was loud enough to prevent any other form of communication. This meant that each resident was just slumped in their own armchair and in their own world, when they could have been having a good chat or a game of cards or something. I asked for the remote control to the television, to turn it down. But none of them knew where it was.” On talking to the manager, he realised that this wasn’t just a one off. It was what happened on most days.

Despite the fact that the home’s brochure boasted about the health giving properties of the sea air in the locality, residents were rarely taken out for a walk. On top of that, the garden was out of the bounds because staff could not be spared for supervising outdoors.

Occasionally, usually at Christmas, a local choir came in to give a choral performance, but such entertainments were rare.

The inspector talked to the manager of the care home: “I said, ‘Do you ever ask the residents what they’d like to do?’ He seemed quite surprised at such an idea. ‘Oh no,’ he said. ‘They’re just like children. They like to be told what to do.’ I replied, ‘In that case, why do they look so bored and unhappy?’ Then I explained to him about how people like to be involved with their home, wherever it is, just as they would in a family. I told him that old people are no different to any others, regardless of their age. They like to be stimulated, they want to feel empowered and involved in how their lives are run, and they need to have a sense of purpose.” He also talked to the manager about the hygiene issues, and the manager agreed that the standards needed to be raised considerably.

The inspector is now working with the home to help the manager to improve the lives of the residents. The home is now much cleaner, and the residents have monthly meetings where one of the matters under discussion is the sort of activities they would like to introduce into their daily lives.

(www.dhsspsni.gov.uk/careinspectorate.com/services-inspection-report/article4896&Item885)

announce (v)	oznámit	stimulate (v)	podnítit, motivovat
lounge (n)	hala, společenská místnost	hygiene (n)	hygiena
hearing difficulty (n)	porucha sluchu	raise (v)	pozvednout, zlepšit
spare (v)	uvolnit, ušetřit	considerably (adv)	značně, výrazně
entertainment (n)	zábava		

16.5 Writing



Write inspection reports about both care homes using standards from the exercise 16.2.

16.6 Listening



Listen to the song “Stand by me” by Oasis and complete the lyrics.

16.7 Reading



Read the text and translate it.

Care and control

One of the issues often debated amongst health and social work professionals is, how can we best balance the need for care and control while ensuring the relationship between us and the client is best preserved?

What decisions do you take out of the person’s hands and why? What level of risk is acceptable to allow the person to place themselves in, in order to allow them a degree of autonomy? And most pertinently, how do you tell the person of what you have done and why?

In most situations, I am comfortable (as any individual can be given the ethical complexities) with having open discussions with patients. I see it as my absolute duty to be transparent with people when I am making decisions about their lives, why I am doing so and my reasons for having overridden their wishes. It is an enormous power and not one I take lightly. Removing someone’s autonomy will never sit easily with me (and rightly so, I should always be mindful that I use this power only when absolutely necessary).

For the most part, I have enjoyed positive relationships with the service users I have worked with, even when I have had to make difficult decisions that I know they have not liked.

(www.dhsspsni.gov.uk/quality_standards_community_care_services.pdf)

degree (n)	stupeň	applicable (adj)	použitelný, vhodný
autonomy (n)	autonomie	remove (v)	odstranit
ethical (adj)	etický	mindful (adj)	dbající, dbalý
duty (n)	povinnost	service user (n)	uživatel služby
transparent (adj)	jasný, otevřený, upřímný		

16.8 Ideas for Homework



Describe the situation concerning the ethical issues of care and control that you have experienced during your placements in social service institutions.

16.9 Listening



Listen to the text and write down what problems Betty had and what she likes about living in supported accommodation.

I am Betty, I am 20 years old and I have autism. When I was about 14 years old, I went into care home because my Mum and Dad found it difficult to cope with me. I used to self harm a lot and hit people. I moved about every year or so as I didn't like any of the care homes. I didn't go out much and got bored and angry. Then I moved into a residential home. I did go out sometimes but not as much as I would have liked and I didn't really like the people I lived with. I told my manager this and that I wanted a place of my own.

Last year in May I moved out into supported living. I go to college and do "skills for adult's independence", I go on Wednesday, Thursday and Friday.

The staff in the house have been brilliant in supporting and encouraging me to join various activities. I haven't self harmed for a long time now as staff help me to control my feelings when I am angry.

On Saturday I go to dance, I really enjoy dancing, I do Rumba, Salsa, Tango, and Fox Trot, I enjoy the exercise and meeting some friends.

On Monday I go to do some voluntary work at *Help the Aged*, it is a charity shop and I help with sorting out some clothes to sell, also dust and polish the work tops.

We make our own weekly menu and go shopping for the food. I do my own washing and iron my T-shirts with the support of the support workers who know me and my difficulties very well.

The best thing I am happy about is that the staff helped me arrange to bring my Mum to stay for the weekend. I hadn't seen my Mum for 5 years, we had the best weekend!

What ways of care and control can be found in Betty's life?

residential home (n)	domov pro seniory/ osoby s postižením	charity (n)	charita, dobročinná organizace
supported living (n)	chráněné bydlení	arrange (v)	zařídít, zorganizovat
voluntary (adj)	dobrovolný		

16.10 Use of English



Words like "to control" are called "false friends" – find other such words in the vocabulary at the end of the textbook.

16.11 Reading



Read the text and underline the qualities of good and bad social workers.

What makes an outstanding social worker?

I have an amazing social worker. Recently, she drove me to the town to hand out CVs to help me get a part-time job. She cares about me and what's important in my life right now. Social workers have been given mobiles, and it makes me feel good when I get a text from my social worker – even if it's a short 'are you ok?' or 'hope your exam goes well'. It must take less than 20 seconds to write but it's little things like that that make you feel cared for and special. She saw what needed to be done and did not wait to be told. She fought on my behalf to ensure that my school life was not disrupted and showed me the deepest compassion when I felt I did not deserve it. I can say without a shadow of a doubt that my social worker saved my life.

It hasn't always been this way. I have experienced all types of social workers. The worst type of social worker made me feel that they did not care because of their lack of empathy and actions when I needed their support. One particular social worker I remember was

never compelled enough to bother to do the basic things I needed, which meant that promises never materialised.

My local authority provides money for me, meaning that I've been able to do things like go on school trips or have music lessons. However, I often missed out on these experiences that were available to most children because it took too long for social workers to get approval for the paperwork. My social worker is fantastic – but she has 17 cases. Good social workers are given more cases, but then that limits the face-time you get with them, which is the most important part of their job.

It's not about knowing every little thing I'm up to, or always doing things for me – I don't need her to do that – but knowing that she cares and that she can get things done, that's what makes the difference. Anyone can be an outstanding social worker because it starts with seeing that young people have so much potential if they are given the right support. To be an amazing social worker you need to instil a sense of trust in a young person that they can be happy.

(www.dhsspsni.gov.uk/quality_standards_community_care_services.pdf)

outstanding (adj)	vynikající	local authority (n)	místní úřad
CV - curriculum vitae (n)	životopis	approval (n)	schválení, souhlas
text (n)	SMS zpráva	paperwork (n)	„papírování“, kancelářská práce
compassion (n)	slitování, soucit	case (n)	případ
deserve (v)	zasloužit si	instil (v)	vštípit
empathy (n)	vcítění, empatie		

16.12 Speaking



Topics for discussion:

Do people need to have models of good professionals?

Do you agree with the opinion that “social workers cannot help their clients, the clients have to learn how to help themselves”? What consequences does it have for your work?

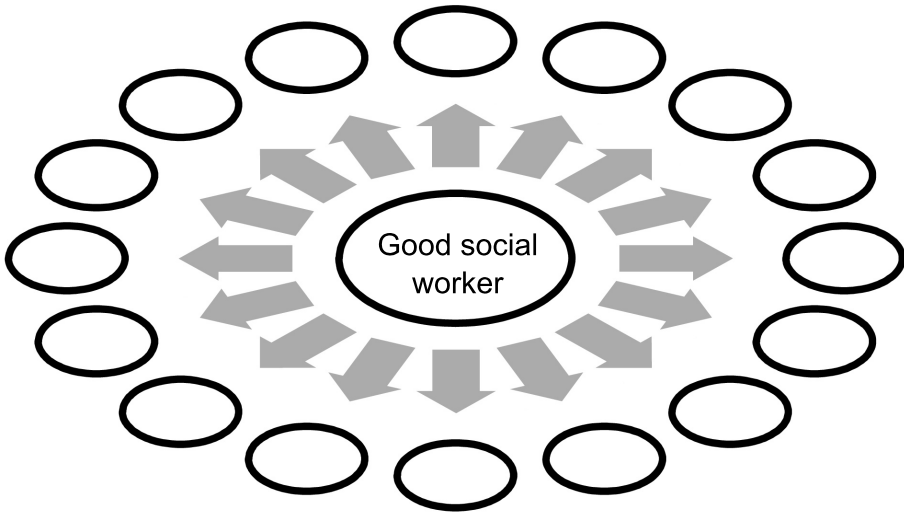
Have you ever met anyone during your placements who has shown you what it means to be a good or bad social worker?

Can clients encourage you to go on being a social worker? How?
What can bring you the feeling of satisfaction with your profession?

16.13 Follow up



Brainstorming – What qualities should a good social worker have? Write them into the bubbles.



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UNIT 5

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The author of the photo – Fiona Cuce

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UNIT 16

16.9

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Vocabulary

A

ability (n) schopnost

abortion (n) potrat, přerušeni, neúspěch

abseil (v) slaňovat

absorbing (adj) poutavý, nesmírně

zajímavý

abuse, sexual abuse (n) sexuální zneužívání

abuse, substance abuse (n) zneužívání návykových látek

abuse (v) zneužívat, týrat

abuser (n) trýznitel

accept (v) přijmout

acceptance (n) přijetí

access (n, v) přístup, přistupovat

accessible (adj) přístupný, dostupný

accident (n) nehoda

accommodate (v) pojmout, vyhovovat

accomplish (v) dosáhnout, splnit

accomplishment (n) úspěch, schopnosti

according to (prep) podle

account (n) důvod, úsudek, účet

accountability (n) zodpovědnost

accredit (v) akreditovat, schválit

across (prep) napříč, po celém

accurately (adv) přesně, věrně

acquire (v) získat

act (n) nařízení, protokol

active listening (n) aktivní naslouchání

activity (n) činnost

actually (adv) vlastně, opravdu

ad, advertisement (n) reklama, inzerát

adapt (v) přizpůsobit se

adaptation (n) úprava

addict (n) závislý

additional (adj) dodatečný, další, doplňkový

address (v) oslovit, věnovat se

adjust (v) přizpůsobit se, uvynout si

adjustment (n) přizpůsobení, úprava

admit (v) připustit, přijmout

adolescent (n) dospívající

adopt (v) osvojit, přisvojit si

adult (n) dospělý

advice (n) rada, informace, poučení

advise (v) (po)radit, doporučit

adviser (n) poradce

advisory (adj) poradní, rádcovský

advocacy (n) obhajoba, zastávání se

advocate (v) hájit, obhajovat

affairs, financial affairs (n) finanční

záležitosti

affect (v) působit, zasáhnout, mít vliv

affected (v) zasažený, ovlivněný

affection (n) rozrušení, ovlivnění, cit (pro někoho)

afford (v) dovolit si, dopřát si

affordable (adj) dostupný (finančně)

aged (adj) starý

aging (n, adj) stárnutí, stárnoucí

agree (v) souhlasit

agreed (adj) sjednaný, dohodnutý

achieve (v) dosáhnout, docílit, vykonat

achievement (n) úspěch, výsledek

aid (n) pomůcka (pro postižené)

aid (n, v) pomoc, pomoci

aid, hearing aid (n) naslouchátko

aid, legal aid (n) právní pomoc

aid, mobility aid (n) pomůcka pro pohyb a přesun

ailment (n) nemoc

aim (n) cíl, úmysl, záměr

aim (v) usilovat, mít za cíl, směřovat

align (v) spojit se, sblížit se

allegation (n) obvinění

alleviate (v) zmírnit, zmenšit

allow (v) dovolit, povolit, připustit

although (conj) ačkoli, sice, i když

amazing (adj) úžasný, ohromný
amuse (v) (po)bavit, rozveselit
anger (n) hněv
anniversary (n) výročí
announce (v) oznámit
annual (adj) každoroční, výroční
anticipate (v) předvídat, očekávat
anticipation (n) předjímáním, anticipace
anxiety (n) úzkost, strach, silná obava
anxious (n) horlivě usilující, úzkostný
apartment (n) byt
apparent (adj) zřejmý
applicable použitelný, vhodný
applicant (n) zájemce, žadatel, uchazeč
application (n) žádost, využití
apply (v) for žádat, ucházet se
appointment (n) smluvená schůzka
appraisal (n) posouzení, zhodnocení
apprentice (n) učeň
approach (n, v) přístup, postup, koncepce
appropriate (adj) náležitý, vhodný
appropriately (adv) vhodně, náležitě, přiměřeně
approval (n) schválení, souhlas
archive (n) archiv
armed (adj) ozbrojený
arrange (v) zařídit, uspořádat
arrangement (n) dohoda, uspořádání
art, fine art (n) výtvarné umění
aspect (n) hledisko, stav, zřetel
aspire (v) toužit, usilovat, snažit se
assault (n, v) napadnout, zaútočit, napadení, útok
assess (v) (o)hodnotit, posoudit
assessment (n) ohodnocení, posudek, analýza
assistant, personal assistant, PA (n) osobní asistent
associate (n,adj) kolega, přidružený
associate with (v) spojovat s
assortment (n) sortiment, škála
assume (v) předpokládat
assumption (n) předpoklad, domněnka
asylum seeker (n) žadatel o azyl

atrocities (n) zvěrstvo, krutost
attend (v) navštěvovat, zúčastnit se, docházet
attendant (n) ošetřovatel, provázející
attendee (n) účastník, návštěvník
attention (n) pozornost
attention, pay attention (n, v) věnovat pozornost
attitude (n) postoj, názor, stanovisko
attract (v) přitáhnout, přilákat
audibly (adv) slyšitelně
authority, local authority (n) místní úřad
autism (n) autismus
autonomy (n) autonomie
available dostupný, k dispozici
avoid (v) vyhnout se, uniknout
aware (adj) být si vědom
awareness (n) povědomí, uvědomění, vědomí

B

balance (n) rovnováha
barring (prep) mimo, kromě, vyjma
base (n, v) základna, to základní, založit
be after (v) chtít, sledovat
be held accountable (v) být odpovědný
be staffed (v) mít zaměstnance
be used to (v) být zvyklý
become, became, become (v) stát se
bedsit (n) garsonka
beep (v) pípnout
beeper (n) „pípátko“, „pípák“
beforehand (n) předem, dopředu
befriend (v) spřátelit se
behaviour (n) chování
behavioural (adj) týkající se chování
belief (n) víra, důvěra
belittling (adj) snižující, přezíravý
belong to (v) patřit
belongings (n) osobní věci, majetek
beneficial prospěšný, blahodárny
benefit (n) sociální dávka
benefit (n, v) užitek, prospěch, být ku prospěchu

Benefit, Incapacity Benefit (n) dávka pro postižené

bewilderment (n) zmatení, údiv

bite, bit, bitten (v) kousat

blame (n, v) vina, obviňovat

blanket (n) deka, přikrývka

blind (adj) nevidomý, slepý

blood pressure (n) krevní tlak

blow (n) šok, rána

board, notice board (n) nástěnka

body language (n) řeč těla

boredom (n) nuda

bother (v) obtěžovat se, trápit se

brand (n) obchodní značka

breadth (n) šířka, šíře, rozloha, plocha

breakdown (n) zhroucení

breathe (v) dýchat

bring up, brought, brought (v) vychovávat

broad (adj) široký

bruise (n) modřina, podlitina

bullet (n) kulka

bullet point (n) odrážka (v textu)

bullying (n) šikana

burden (n) břemeno, zátěž

C

campaign (n) kampaň

cane (n) hůl

capable (adj) schopný, způsobilý

capital punishment (n) trest smrti

capitalise (v) zhodnotit, vydělat

care for (v) starat se o, pečovat

care home (n) dům s pečovatelskou

službou, domov pro seniory/ osoby

s postižením

care, day care (n) denní péče ve stacionáři

care, home care (n) domácí péče

care, nursing care (n) ošetrovatelská péče

care, residential care (n) residenční péče,

péče v domovech, ústavech

career (n) povolání, životní dráha

caregiver (n) pečovatel

carer (n) pečovatel(ka)

caring (adj) pečující, starostlivý

carpenter (n) tesař

carry out (v) provádět, vykonat

case (n) případ

case study (n) případová studie

catch up, caught, caught (v) dohonit, chytit

cause (n) věc, záležitost, příčina, důvod

centre, community centre (n) kulturní

centrum

centre, day care centre (n) denní stacionář

cerebral palsy (n) mozková obrna

ceremony, graduation ceremony (n)

promoce

certain (adj) jistý, určitý

certificate, school leaving certificate (n)

maturitní vysvědčení (UK)

challenge (n,v) výzva, úkol, vyzvat, vybitet

k

challenging (adj) náročný, podnětný,

vyzývající

charge (v) účtovat, počítat si

charitable trust (n) charitativní organizace

charity (n) charita, dobročinná organizace

charm (n) půvab, kouzlo

check (n, v) kontrola, kontrolovat, ověřit

check in (v) přihlásit se

check up on (v) ověřit si

checkbook (n) šeková knížka

checklist (n) (kontrolní) seznam

cheerful (adj) veselý, radostný

chickenpox (n) neštovice

childcare (n) péče o děti

choral (adj) sborový

chores, household chores (n) domácí práce

circumstance (n) okolnost

citizen (n) občan(ka)

Citizens Advice Bureau (n) občanská

poradna

civil (adj) občanský

claim (n, v) nárok, nárokovat

clarify (v) objasnit, vyjasnit

closure (n) uzavření

club, easy access club (n) nízkoprahový

klub či centrum

club, youth club (n) klub pro mládež

coach (v) vést, trénovat
coaching (v,n) připravovat, vést
code of practice (n) pravidla chování
coherent (adj) srozumitelný, soudržný
cold (n) rýma
collaboration (n) spolupráce, společné dílo
come up with, came, come (v) přijít s, vymyslet si
come, came, come to terms (v) smířit se, vyrovnat se
comfortable (adj) pohodlný
commit (v) spáchat
commitment (n) to závazek, povinnost, oddanost
committee (n) výbor, komise
community (n) obec, komunita, společenství
community centre (n) kulturní centrum
companion (n) společník, druh
companionship (n) společnost (přátel)
company, keep company (n, v) dělat společnost
compassion (n) soucit, slitování
competence (n) kompetence
complaint (n) stížnost
complimentary (adj) pochvalný, lichotivý
compound (adj, v) složit, složený
comprehension (n) porozumění, pochopení
concentrate (v) soustředit se
concern (n) starost, obavy
concern (v) dotýkat se čeho, obava, zájem
conclude (v) usoudit, udělat závěr
condition (n) stav, podmínka
conditions, place conditions (n, v) klást podmínky
conduct (v) vést, řídit, chovat se
confide (v) svěřit (se)
confidence (n) důvěra, jistota, sebedůvěra
confident (adj) sebejistý
confidential (adj) důvěrný
confidentiality (n) důvěrnost informací
confirm (v) potvrdit
confront (v) čelit, postavit se
confusion (n) zmatek

congregate (v) shromažďovat se, sejít se
conjunction (n) spojení, součinnost
consecutive (adj) po sobě následující
consequence (n) následek
conservation (n) ochrana, ochranářství
conserve (v) chránit, uchovat, šetřit
consider (v) uvažovat, uvážit
considerably značně, výrazně
consistent (adj) důsledný, soudržný
consistently (adv) důsledně, stále
constantly (adv) neustále
constraint (n) omezení, zábrana
consumption (n) spotřeba, konzumace
contact, keep contact (v) udržovat kontakt
contentment (n) spokojenost, uspokojení
continue (v) pokračovat, trvat, ponechat
contract (n) smlouva
contribute (v) to přispět, podílet se
contribution (n) příspěvek, vklad, přínos
contrite (adj) kající, litující
control (n) řízení, kontrola
convenient (adj) praktický, vhodný
converted (adj) přeměněný
convey (v) vyjádřit, tlumočit, dopravit
co-ordinator (n) koordinátor
cope with (v) zvládnout, vypořádat se
cooping skills (n) dovednosti nutné ke zvládnutí těžké situace
coping strategy (n) strategie zvládnání obtížných situací
cord, spinal cord (n) mícha
correction (n) oprava
cost (n) náklady
cough (n) kašel
council, local council (n) místní/ obecní úřad
counseling (n) poradenství
counsellor (n) poradce
countless (adj) nesčetný
courage (n) odvaha
court (n) soud
cover (n, v) příkrývka, pokrýt, uhradit
cover, insurance cover (n) pojistné krytí
craft (n) řemeslné umění, dovednost, dílny

crave (v) toužit, prahnout, bažit
credentials (n) pověřovací listiny
criminal zločinný, trestný
crisis (n) krize
crisis intervention (n) krizová intervence
current (adj) současný, aktuální, běžný
currently (adv) v současné době
cuss (v) být paličatý, klít
custodial (adj) poručnický, pečovatelský, vazební
CV - curriculum vitae(n) životopis

D

damage (n, v) škoda, poškodit
database (n) databáze
day care (n) denní péče ve stacionáři
day care centre (n) denní stacionář
deaf (adj) hluchý, neslyšící
deaf-blind(adj) hluchoslepý
deal with, dealt, dealt (v) zabývat se, řešit, jednat, zacházet
debilitate (v) oslabit, vysílit
debt (n) dluh
decent (adj) slušný, obstojný
decision (n) rozhodnutí
decline (n) úpadek
decrease (v) snížit, zmenšit, klesat
dedicate (v) to zasvětit
dedicated (adj,v) oddaný, horlivý, nadšený, zasvětit
degrade (v) ponížít, znehodnotit
degree (n) stupeň, akademický titul
delinquency (n) delikvence, kriminalita
deliver (v) doručit, předat, sdělit
delivery (n) doručení, dodání
demand (n, v) požadovat, požadavek, nárok, poptávka
dementia (n) demence
denomination (n) církve, denominace
deny (v) odepřít, popřít
depend on (v) záležet
dependable (adj) spolehlivý, důvěryhodný
dependency (n) závislost
deploy (v) nasadit

deployment (n) přerozdělení, rozmístění
deposit (n) záloha, vklad
depression (n) deprese
deserve (v) zasloužit si
design (v) navrhnout, zamýšlet, návrh
designate (v) určit, vymezit, označit
desirable (adj) žádoucí, vhodný, kýžený
desire (n, v) touha, toužit
despair (n) zoufalství
despite (prep) navzdory, i přes
destroy (v) (z)ničit
detached (adj) stojící o samotě, oddělený
deteriorate (v) (z)horšit (se)
determination (n) odhodlanost, předsevzetí
determine (v) určit, stanovit
determined (adj) odhodlaný, určený
develop (v) rozvíjet, zdokonalovat
development (n) rozvoj
developmental (adj) vývojový
device (n) zařízení, přístroj
dexterity (n) zručnost, šikovnost
differ from (v) lišit se
difficulty, hearing difficulty (n) porucha sluchu
difficulty, learning difficulty (n) problémy s učením, mentální postižení
diffuse (v) rozptýlit, zklidnit
dignity (n) důstojnost
diminish (v) zmenšit
dire (adj) zoufalý, strašný
direction (n) směr, řízení
disability (n) postižení
disability, learning disability (n) poruchy učení, mentální postižení
disabled (adj) (zdravotně) postižený
disappear (v) zmizet, ztratit se
disappointment (n) zklamání
disaster (n) pohroma, katastrofa
disbelief (n) nevíra, neochota uvěřit
disclosure (n) odkrytí, odhalení
discover (v) objevit
disease (n) nemoc
disgrace (n) ostuda, skandál

disorder (n) porucha
distinguish (v) odlišit, rozpoznat
distress (n) utrpení, strádání
disturb (v) rozrušit, zneklidnit
disturbance (n) nepokoj, porucha
divide (v) into, between, from rozdělit
domestic violence (n) domácí násilí
domiciliary (adj) domovský, domácí, bytový
Down syndrome (n) Downův syndrom
draining (adj) vysilující, únavný
dread (n) děs, strach, obava
drive (n) úsilí, kampaň
drop in centre (n) nízkoprahový klub či centrum
drought (n) sucho
due to (prep) kvůli
dumb (adj) němý, oněmělý, hloupý
duty (n) úkol, služba, povinnost

E

earshot (n) doslech
earthquake (n) zamětřesení
easy access (n, adj) snadný přístup, nízkoprahový
easy access club (n) nízkoprahový klub či centrum
education (n) vzdělání
effect (n) účinek, dopad
effort (n) snaha, úsilí
element (n) prvek, součást
eligible (adj) mající nárok, způsobilý, oprávněný
embarrassed (adj) v rozpacích, cítící se trapně
embedded (adj) zasazený, vtisknutý
emergency (n) mimořádná událost, naléhavý případ, pohotovost
emotion (n) cit, emoce
emotional (adj) citový, emoční
empathy (n) vcítění, empatie
emphasis (n) důraz
employ (v) zaměstnat
employee (n) zaměstnanec

employer (n) zaměstnavatel
employment (n) zaměstnání, zaměstnanost
empower (v) zmocnit, posilnit, umožnit
empowered (adj) posílený, zplnomocněný
enable (v) umožnit, oprávnit
enabler (n) ten, kdo uschopňuje (koho)
encounter (n, v) setkání, střetnutí, souboj
encourage (v) povzbudit, dodat odvalu
endanger (v) ohrozit
endangered (adj) ohrožený
endurance (n) vytrvalost, odolnost
endure (v) vydržet, přetrpět, snést
enforceable (adj) vynutitelný, vykonatelný
engage (v) zapojit se, zúčastnit se, obsadit
enhance (v) zvýšit kvalitu, vylepšit
enliven (v) oživit, rozproudit
enquiry (n) dotaz, zjišťování
enrich (v) obohatit
ensure (v) zajistit, zabezpečit
entertainment (n) zábava
entire (adj) celý, veškerý
entirely (adv) cele, pouze, jen
entitle (v) opravňovat, mít nárok
environment (n) prostředí, okolí
epilepsy (n) epilepsie
equal (adj) stejný, rovný
equality (n) rovnost
equally (adv) stejně tak
equip (v) opatřit, vybavit
equipment (n) vybavení, zařízení
equity (n) vlastní kapitál
escalate (v) stupňovat, zvyšovat
escape (v) uniknout, uprchnout
escort (n) doprovod, společník
essential (adj) základní, zásadní, hlavní
establish (v) založit, zřídit, vybudovat
esteem (n, v) úcta, vážít si
ethical (adj) etický
ethnic group (n) etnická skupina
evaluate (v) ocenit, zhodnotit
even if (adv) i když
event (n) událost, akce
evidence (n) důkaz, svědectví

evolve (v) vyvíjet se
exactly (adv) přesně (tak)
examination (n) prohlídka
exceed (v) překonat, přesáhnout
excessively (adv) nadměrně
excluded (adj) vyloučený
excuse (n) výmluva, omluva
executive (adj) řídící, zodpovědný
ex-husband (n) bývalý manžel
expand (v) (roz)šířit se
expect (v) očekávat
expense (n) výdaj, náklady
experience (n) zkušenost, zážitek
experience (v) zažívat, pocítovat
explain (v) *sth to sb* vysvětlit *něco někomu*
exploit (v) zneužít, využít, vykořisťovat
explore (v) zkoumat, zabývat se
expose (v) vystavit
express (v) vyjádřit, projevit
expression (n) vyjádření, výraz
expressions, facial expressions (n) mimika
extent (n) rozsah, míra

F

face (n) čelit
faceless (adj) anonymní, bezejmenný
facial expressions (n) mimika
facilitate (v) ulehčit, napomáhat
facility (n) zařízení
familiar (adj) důvěrně známý
fault (n) chyba, vina
fee (n) poplatek
feed, fed, fed (v) krmit, (na)sytit
feedback (n) zpětná vazba
feeling (n) pocit
fever (n) horečka
fill, fill in (v) vyplnit
financial affairs (n) finanční záležitosti
find out, found, found (v) zjistit
fine (n, v) pokuta, pokutovat
fine art (n) výtvarné umění
fire (v, n) vyhodit (někoho), oheň
fist (n) pěst
fit in (v) zapadnout, pasovat

fix (n) dávka drogy
fix (v) spravit, opravit
flashback (n) záblesk minulé události
flaw (n) nedostatek, vada
flee, fled, fled (v) utéci, uprchnout
flood (n) záplava, povodeň
flu (influenza) (n) chřipka
flyer (n) leták v USA (UK = leaflet)
focus (n) těžiště, zaměření
focus on (v) zaměřit se, soustředit se
follow up (n) to, co následuje (např. péče)
following (adj) následující, další
force (v) přinutit
foresight (n) prozíravost, obezřetnost
forge (v) vypracovat, vytvořit
forgetfulness (n) zapomnětlivost
form (n) formulář
former (adj) bývalý
for-profit (adj) výdělečný
foundation (n) základ, odůvodnění, nadace
founder (n) zakladatel
fracture (n) zlomenina
framework (n) rámec, kostra
free of (adj) bez, prostý čeho
free of charge (adv) zdarma
frequent (adj) častý, hojný
frustrate (v) frustrovat
fulfilled (adj) naplněný
fulfillment (n) naplnění
function (n) funkce, úloha
funding (n) financování
funding package (n) finanční balíček
fundraising (n) získávání financí
funeral (n) pohřeb
furnishings (n) bytové vybavení, nábytek
furniture (n) nábytek
further (adj, adv) dál(e), další, pozdější

G

gain (n) zisk, výdělek
gap (n) mezera, otvor, rozdíl
gap year (n) rok po ukončení/přerušení
studia, kvůli např. dobrovolnické službě/cestování

gathering (n) shromáždění, setkání
gender (n) pohlaví, rod
generate (v) tvořit, vyrábět, generovat
generous (adj) štědrý, velkorysý
gentle (adj) jemný, mírný, laskavý
gesture (n) gesto
get in touch, got, got (v) kontaktovat,
spojit se s
get off the street, got, got (v) dostat pryč z ulice
get out of, got, got (v) dostat se z
get stuck, got, got (v) uvíznout
get upset, got, got (v) rozčítit se, naštvát se
give up, gave, given (v) přestat, vzdát se čeho
go about, went, gone (v) provádět, vypořádat se
go along with, went, gone (v) jednat v souladu s
go through, went, gone (v) projít si, prodělat
goal (n) cíl
government (n) vláda
GP (general practitioner) (n) praktický lékař
graduation ceremony (n) promoce
grief (n) zármutek, žal
groceries (n) potraviny
group, ethnic group (n) etnická skupina
group, support group (n) podpůrná skupina
grow up, grew, grown (v) vyrůst, dospět
growth (n) růst
guarantee (v) zaručit
guardianship (n) opatrovnictví
guidance (n) navádění, směrnice
guide (n) průvodce
guide (v) vést, řídit
guilt (n) vina
guilty (adj) vinen

H

habit (n) zvyk
hamper (v) překážet, bránit

handle (v) řešit, zvládat, mít na starosti, řídit
harass (v) obtěžovat, pronásledovat
hard of hearing (adj) nedoslýchavý
harm (n, v) škoda, poškodit, ublížit
hatred (n) nenávisť
have an affair, had, had (v) mít sexuální poměr mimo manželství
health professional (n) zdravotník (lékař, sestra atd.)
health sciences (n) medicína, lékařské vědy
health, mental health (n) duševní zdraví
hearing (n) slyšení u soudu
hearing aid (n) naslouchátko
hearing difficulty (n) porucha sluchu
hearing loss (n) ztráta sluchu
hearing, hard of hearing (adj) nedoslýchavý
hemiplegia (n) ochrnutí poloviny těla
hereditary (adj) dědičný
heritage (n) dědictví, odkaz
hide, hid, hidden (v) ukrýt, skrýt
hierarchy (n) hierarchie
hire (n, v) nájemné, najmout, zjednat
hit, hit, hit (v) udeřit, bít
hold back, held, held (v) zadržet, váhat
hold, held, held (v) držet, mít
holistic (adj) celistvý, celostní
home care (n) domácí péče
home, care home (n) (pečovatelský) ústav, léčebné zařízení
home, care home (n) dům s pečovatelskou službou, domov pro seniory/ osoby s postižením
home, elderly home (n) domov pro seniory
home, nursing home (n) domov pro seniory
home, residential home (n) domov pro seniory/ osoby s postižením
home-based (adj) domácí
homebound (adj) připoutaný k domovu
homeless (adj) bez přístřeší
homogenous (adj) stejnorodý

honest (adj) čestný
honestly (adv) upřímě, poctivě, doopravdy
honeymoon (n) líbánky
hook (v) zaseknout se, chytit
hoover (v) luxovat, vysávat
hope for (v) doufat v
hospitalize (v) hospitalizovat
host of (n) množství
household chores (n) domácí práce
housing, sheltered housing (n) chráněné bydlení
hub (n) centrum, střed
huge (adj) obrovský, ohromný
human (n, adj) lidský, člověk
humiliate (v) ponižit
humiliated (adj) ponižený, pokořený
humiliating (adv) ponižující, pokořující
hygiene (n) hygiena

I

imitative (adj) napodobující
immediate (adj) okamžitý, bezprostřední
immediately (adv) ihned, okamžitě
impact (n, v) dopad, dopadnout
impaired, speech impaired (adj) s postižením řeči
impaired, visually impaired (adj) se zrakovým postižením
impairment (n) postižení, poškození, zhoršení
impairment, physical impairment (n) fyzické postižení
impairment, sensory impairment (n) smyslové postižení
impartial (adj) nestranný, nezaujatý
implication (n) význam, důsledek
impose (v) vnucovat, podstrkovat
impression (n) dojem
improve (v) zlepšit
improvement (n) zlepšení
in advance (adv) předem
in charge of (adj) zodpovědný za
inability (n) neschopnost

inadequacy (n) neschopnost, nedostatečnost
inappropriately (adv) nevhodně
Incapacity Benefit (n) dávka pro postižené
inclination (n) záliba, sklon, náklonnost
include (v) zahrnovat, obsahovat
income (n) příjem
income tax (n) daň z příjmu
income, median income (n) průměrný příjem (us)
incorporated (adj) začleněný, připojený
increase (v) zvýšit, (vz)růst, přibývat
increasingly (adv) stále víc, narůstající
incredible (adj) neuvěřitelný, úžasný
incurred (adj) vzniklý (škody, atp.)
independence (n) nezávislost
independent (adj) nezávislý
individual (n) jednotlivec, osoba
induction (n) uvedení, zasvěcení
inevitably (adv) nevyhnutelně
infant (n, adj) (malé) dítě, dětský
inferiority (n) méněcennost
influence (v) vliv, ovlivnit
influential (adj) vlivný
influenza (flu) chřipka
initial (adj) počáteční
initiative (n) podnět, iniciativa
injure (v) zranit
injury (n) zranění
in-laws (n) příbuzní získaní sňatkem
inpatient lůžkový (např. péče)
insist (v) trvat (na), naléhat
inspection (n) inspekce
instantly (adv) okamžitě
instead (adv) (na) místo
instigate (v) iniciovat, podněcovat
instil (v) vštítit
insufficient (adj) nedostatečný
insurance cover (n) pojistné krytí
insurance, national insurance (n) státní sociální pojištění
intact (adj) nedotčený
integrity (n) morální zásadovost, celistvost
intent (n) úmysl, záměr

interest (n) zájem
interpreter (n) tlumočník
intervention (n) zásah, zákrok, přímluva
intervention, crisis intervention (n) krizová intervence
intimacy (n) intimita
intimidate (v) zastrašit
invaluable (adj) neocenitelný
involve (v) obsahovat, zahrnovat, týkat se, zapojit
involved (adj) zapojený, angažovaný, potřebný
irritability (n) podrážděnost
issue (n) záležitost, problém, téma

J

jar (n) spor, nesouhlas, záchvat
jargon (n) žargon, mluva společenské nebo profesní skupiny
jealous (adj) žárlivý
jealousy (n) žárlivost
join in (v) účastnit se, připojit se
judge (n, v) posuzovat, soudce
judgement (n) rozsudek, mínění, názor
jumble or jumble up (v) pomíchat
justice (n) právo, spravedlnost
justify (v) ospravedlnit
juvenile (adj) mladistvý

K

keep company (n) dělat společnost
keep contact (v) udržovat kontakt
keep up with (v) držet krok
key point (n) klíčový bod
kicked out (v) vyhozen
knowledge (n) znalost, vědomost, vědění

L

language, body language (n) řeč těla
language, oral language (n) mluvený jazyk
lap (n) klín
larynx (n) hrtan
lash out (v) mlátit kolem sebe
laud (v) chválit, velebit

lead, led , led (v) vést, řídit
lean (v) naklánět se
learning difficulty (n) problémy s učením, mentální postižení
learning disability (n) poruchy učení, mentální postižení
legal (adj) právní, legální
legal aid (n) právní pomoc
leisure (adj) volnočasový
leisure (n) volný čas
level (n) úroveň
lifesize (adj) v životní velikosti
likely (adv) pravděpodobný, vhodný
limb (n) končetina
limit (n, v) mez, hranice, omezit
limited mobility (n) omezená pohyblivost
link (n) spojení, vztah
lip-read, read, read (v) odezírat ze rtů
list, waiting list (n) čekací listina
listening, active listening (n) aktivní naslouchání
literacy (n) gramotnost
literally (adv) doslova, skutečně
living, supported living (n) chráněné bydlení
local (adj) místní
local authority (n) místní úřad
local council (n) místní/ obecní úřad
lock up (v) (u)zamknout, zavířít
loneliness (n) osamělost
long-term (adj) dlouhodobý
look after (v) starat se o, opatrovat, pečovat
loss (n) ztráta
loss, hearing loss (n) ztráta sluchu
loss, memory loss (n) ztráta paměti
lounge (n) hala, společenská místnost
low (adj) nízký
low-cost (adj) úsporný, levný

M

magnitude (n) velikost, závažnost
main (adj) hlavní
mainstream (n) hlavní proud

maintain (v) udržet, zachovat, žít
maintenance (n) výživné
male (n, adj) muž, mužský
manage (v) řídit, organizovat, zvládnout
mandatory povinný, nařízený
marginalize (v) přehlížet, osouvat na okraj zájmu

master (n) zvládnutí, výborná znalost
matter (n) záležitost (na čem), věc, záležitost
meagre (adj) ubohý, mizerný
meaningful (adj) smysluplný, užitečný
meaningless (adj) nesmyslný,
bezvýznamný
measles (n) spalničky

measure (n) opatření

median income (n) průměrný příjem (us)
mediator (n) prostředník, vyjednaváč
memorable (adj) nezapomenutelný

memory (n) vzpomínka, paměť

memory loss (n) ztráta paměti

menacing (adj) hrozný, výhrůžný

meningitis (n) meningitida

mental (adj) duševní, psychologický

mental health (n) duševní zdraví

mental health problem (n) problém

s duševním zdravím

mental illness (n) duševní nemoc

mentor (v) vést, být poradcem

message (n) sdělení, zpráva

milestone (n) milník, mezník

mindful (adj) dbající, dbalý

minority (n) menšina

mirror (v) zrcadlit

mistreat (v) špatně zacházet, týrat

mistrust (n) nedůvěra

misuse (n) zneužití

mobility aid (n) pomůcka pro pohyb
a přesun

mobility, limited mobility (n) omezená
pohyblivost

mobility, limited mobility (n) omezená
pohyblivost

model, role model (n) životní vzor, příklad

modesty (n) skromnost, zdrženlivost,
umírněnost

monitor (v) kontrolovat, sledovat

mood (n) nálada

moodiness (n) náladovost

morality (n) morálka

motor (adj) motorický

movement (n) pohyb

MP, member of parliament (n) poslanec
parlamentu

mumps (n) příušnice

mute (adj) mlčící, oněmělý

mutter (v) zamumlat

mutual (adj) vzájemný

N

narrow (v,adj) zúžit, úzký, omezit

nasal (adj) nosní

nasty (adj) hrozný, hnusný

national insurance (n) státní sociální
pojištění

nature (n) povaha, charakter, příroda

nearly (adv) téměř

necessary (adj) nutný, nezbytný

need (n) potřeba

neglect (v) zanedbat, opomenout

negotiate (v) zdolat, vypořádat se

neighbourhood (n) sousedství, čtvrt

nightmare (n) noční můra

non-governmental (adj) nevládní

non-profit (adj) neziskový, nevýdělečný

non-verbal (adj) neverbální

notice (n) všimnout si

notice board (n) nástěnka

numb (adj) necitlivý, ochromený, otupený

nurse (n) zdravotní sestra

nursery (n) jesle, mateřská škola

nursing (n) ošetřovatelství

nursing care (n) ošetřovatelská péče

nurture (v) vyživovat, pečovat

nutrition (n) výživa

nutritious (adj) výživný

O

object (v) vznášet námitku
obligation (n) povinnost, závazek, úpis
observe (v) dodržovat, sledovat
obstacle (n) překážka
occasional (adj) příležitostný, občasný
occasionally (adv) příležitostně, tu a tam
occasion (n) příležitost, událost
occupation (n) zaměstnání
occupational therapy (n) ergoterapie
occur (v) nastat, přihodit se
offer (n, v) nabídka, návrh, nabízet, poskytnout
ongoing (adj) pokračující
onset (n) začátek
operate (v) provozovat, fungovat
opportunity (n) příležitost, možnost
oppose (v) oponovat, bránit se, čelit
option (n) volba, možnost
oral (adj) mluvený, ústní
oral language (n) mluvený jazyk
origin (n) původ
original (adj) původní
originate (v) vytvořit, začít, pramenit, dát vznik
orphanage (n) sirotčinec
otherwise (adv) jinak, sice, nebo(li)
out of date (adj) zastaralý
outdoors (n) venkovní prostředí
outgoing (adj) společenský
outing (n) výlet, vycházka
out-of-pocket (adj) placený z vlastní kapsy
outpatient (adj) ambulantní
outreach service (n) terénní služba
outreach work (n) terénní práce
outsourced (n) „zvenku“ - zajištěný pomocí subdodavatele
outstanding (adj) vynikající
overburden (v) přetížit, zatížit příliš
overcome, overcame, overcome (v) překonat
overdose (v) předávkovat (se)
overlap (v) překrývat se
overseas (adj) zámořský, zahraniční

overtime (adv) přesčas
overwhelm (v) přemoci, zahltit, ohromit
overwhelmed (adj) uchvácený, přemožený
own (v) vlastnit

P

package, funding package (n) finanční balíček
palsy, cerebral palsy (n) mozková obrna
paperwork (n) papírování, kancelářská práce
paralyze (v) ochrnout
paramount (adj) vrchní, hlavní, svrchovaný
paraphrase (v) parafrázovat
parent, single parent (n) rodič samoživitel
part time work (n) práce na částečný úvazek
participant (n) účastník
participate (v) podílet se, zapojit se
participation (n) účast
particular (adj) určitý, jednotlivý, zvláštní
particularly (adv) zejména, především
partly (adv) částečně
pass on (v) předat dál
passion (n) vášně
passionate (adj) nadšený, vášnivý
patch (v) záplatovat
patience (n) trpělivost, snášenlivost, vytrvalost
patient (n, adj) pacient, trpělivý
pattern (n) vzorec
pave (v) dláždit, razit, připravit (cestu)
pay attention (n, v) věnovat pozornost
payment (n) platba, úhrada
PDA (*personal digital assistant*) (n) malý kapesní počítač
peaceful (adj) mírový, pokojný
peer (n) vrstevník, rovnocenný člověk
perceive (v) vnímat, postřehnout
perform (v) vykonávat, provádět, plnit
performance (n) výkon, chování
peripatetic (adj) pohyblivý, potulný, kočovný
permanent (adj) trvalý, stálý

permission (n) dovolení
perpetrator (n) pachatel
persistent (adj) trvalý, stálý, úporný
personal assistant, PA (n) osobní asistent
physical impairment (n) fyzické postižení
physician (n) lékař
physiological (adj) fyziologický
pivotal (adj) klíčový, ústřední
place conditions (n, v) klást podmínky
placement (n) umístění
please (v) potěšit, zavděčit se
plenty of (adv) mnoho, spousta
pneumonia (n) zápal plic
policy (n) metoda, postup, politika
polio (n) obrna
possess (v) ovládnout, vlastnit
possession (n) majetek, vlastnictví
possessive (adj) majetnický
possessiveness (n) snaha přivlastňovat si druhého
potential (adj) možný, potenciální
poverty (n) chudoba
powerful (adj) silný, mocný
powerless (adj) bezmocný
practice standards (n) běžná praxe
pregnancy (n) těhotenství
pregnant (adj) těhotná
prejudice (n) předsudek, podjatost
prematurely (adv) předčasně
pressure (v) vyvíjet nátlak
pressure, blood pressure (n) krevní tlak
pressure, blood pressure (n) krevní tlak
presumption (n) předpoklad, domněnka
pretain (v) vztahovat se, týkat se
preteen (n) dítě mladší než 13 let
pretend (v) předstírat
prevail (v) převládnout, panovat
prevent (v) from bránit, předcházet, zamezit
previous (adj) předchozí
pride (v) pyšnit se, pýcha, hrdost
principle (n) základ, princip, poučka
prior (adj) předchozí, dřívější
privacy (n) soukromí

problem, mental health problem (n)
problém s duševním zdravím
procedure (n) proces, postup
proceed (v) postoupit, ubírat se, vzejít
produce (v) vytvořit
professional, health professional (n)
zdravotník (lékař, sestra atd.)
profoundly (adv) hluboce
promote (v) podporovat, prosazovat
prompt (n,v) náznak, pobídka, inspirovat
properly (adv) řádně, náležitě, patřičně
property (n) majetek
propose (v) something to somebody
navrhnout
prosecute (v) vést soudní řízení ve věci
protect (v) chránit
protection (n) ochrana
protector (n) ochránce, strážce
proud (adj) hrdý, pyšný
prove (v) dokázat
provide (v) provádět, poskytovat,
zajišťovat
provider (n) poskytovatel (služby)
provision (n) zajištění, poskytnutí ,
opatření
publicity (n) propagace
punch (v) dát ránu pěstí
punishment, capital punishment (n) trest smrti
puppet (n) loutka, maňásek
purchase (n, v) nákup, (na)koupit, pořídit
purpose (n) účel, smysl
put in motion, put, put (v) uvést do pohybu
put someone down, put, put (v) shazovat,
srážet

R

race (n) rasa
raise (v) vychovat, pozvednout, zlepšit
range (n) řada, rozsah, oblast
rape (v) znásilnit
rarely (adv) zřídka, výjimečně
ratio (n) poměr, vztah
rationalize (v) hledat logické vysvětlení

reach (v) (do)sáhnout, podat
realise, realize (v) uvědomit si, pochopit
reason (n) důvod
reasonable (adj) rozumný, slušný
reassurance (n) ujištění
reassure (v) uklidnit, ujistit
recall (v) vzpomenout si, vzpomínat
receive (v) přijmout, obdržet
reception (n) přivítání, recepcce
recognize (v) rozeznat, zjistit
recover (v) zotavit se, uzdravit se
recovery (adj) zotavovací, ozdravný
recovery (n) uzdravení
recruit (n) provádět nábor
recruitment (n) nábor, najímání, doplňování
refer to (v) týkat se, vztahovat se k
referral (n) odkázání na, doporučení
reflect (v) upon odrážet, vyjadřovat, přemýšlet o
refuge (n) útočiště, útulek
refugee (n) utečenec, uprchlík
regain (v) znovu získat
regard (v) dbát na, zřetel, mít ohled
regarding (adj) týkající se
regret (v) litovat
regular (adj) pravidelný
regularly (adv) pravidelně
rehabilitation (n) rehabilitace
re-house (v) přestěhovat
reimbursement (n) náhrada, proplacení
reinforce (v) posílit
relapse (v) znovu upadnout do nemoci, závislosti
relate (v) týkat se, vztahovat se
relationship (n) vztah
relative (n) příbuzný
release (v) uvolnit, propustit, vyprostit
relevant (adj) náležitý, podstatný
reliable (adj) odpovědný, spolehlivý
relief (n) odpočinek, úleva
relieve (v) odpočinout, ulevit si
religious (adj) náboženský
reluctant (adj) neochotný, váhavý

rely on (v) spolehnout se na, být odkázán na
remain (v) zůstat, setrvat, vytrvat
remark on (v) poznamenat, podotknout
remind (v) upozornit, připomenout
remembrance (n) vzpomínka
removal (n) odstranění
remove (v) odstranit
remuneration (n) odměna, náhrada, mzda
render (v) poskytnout, vyličit, přeložit
rental (adj) nájemní, k pronájmu
repay, repaid, repaid (v) oplatit, odvděčit se
replace (v) nahradit, vystřídat
replacement (n) náhrada, výměna
report (n) zpráva
request (n) požadavek
require (v) požadovat, potřebovat
requirement (n) požadavek
research (n) výzkum, bádání
resent (v) cítit odpor
resident (n) obyvatel
residential (adj) poskytující ubytování
residential care (n) residenční péče, péče v domovech, ústavech
residential home (n) domov pro seniory/ osoby s postižením
residual (v) zbytkový, zbylý
resolution (n) usnesení, (roz)řešení
resolve (v) vyřešit, rozhodnout
resource (n) zdroj
respect (n) úcta, vážnost, respekt
respectable (adj) vážený, řádný, slušný
respectful (adj) uctivý, zdvořilý
respite (n) oddech, úleva
respite service (n) odlehčovací služba
respond (v) zareagovat, odpovědět
response (v) odezva, ohlas, odpověď
responsibility (n) odpovědnost
responsible (adj) zodpovědný, uvážlivý
restoration (n) obnovení
restore (v) obnovit
restrict (v) omezit pohyb/volnost
restriction (n) omezení

restroom (n) toaleta
result (n) výsledek, následek
resume (n) souhrn, závěr
resume (v) pokračovat
retired (adj) v důchodu, penzionovaný
revenue (n) příjem, výnos, tržba
reward (n, v) odměna, výdělek, odměnit, odplatit
rewarding (adj) přinášející uspokojení, naplnění
right (n) právo
rob (v) oloupit, okrást
robbery (n) loupež
rock (n) skála
role model (n) životní vzor, příklad
rough sleeper ten, kdo spí venku
round-the-clock (adj) celodenní, nepřetržitý
routine (n) rutina, běžný postup
row (n) hádka
rule (v) oficiálně rozhodnout
run (v) probíhat
run errands (n, v) dělat pochůzky

S

sacrifice (n) oběť
safe (adj) bezpečný
safeguard (v) zabezpečit, ochránit
safeguarding (adj) ochranný, chránící
safely (adv) bezpečně
safety (n) bezpečí, pojistka, opatrnost
satellite (adj, n) předměstský, okrajový, satelit
satisfied (adj) spokojený
scar (n) jizva, šrám
scare (v) vystrašit
sciences, health sciences (n) medicína, lékařské vědy
screening (n) třídění, vyšetření, zkoumání
screening, vision screening (n) kontrola zraku
Scripture (n) Písmo svaté
search (n,v) hledání, hledat
searchable (adj) vyhledatelný

secure (v, adj) zajistit, zabezpečení, bezpečný
security (n) důvěra, bezpečí, spolehlivost
security, social security (n) sociální zabezpečení
see eye to eye, saw, seen (v) mít naprosto shodný názor
seek, sought, sought (v) hledat, požadovat
seeker, asylum seeker (n) žadatel o azyl
seizure (n) záchvat
seldom (adv) zřídka, málokdy
self-actualization (n) seberealizace, sebeuskutečnění
self-care (n) sebeobsluha
self-conscious (adj) bázlivý, úzkostně se pozorující
self-directed (adj) na sebe směřovaný
self-esteem (n) sebeúcta, hodnota sama sebe
self-harm (n) sebepoškození
self-respect (n) sebeúcta
self-sufficiency (n) soběstačnost
self-worth (n) pocit vlastní hodnoty
semi-automatic (adj) poloautomatický
send into a rage, sent, sent (v, n) rozzuřit
sense (n) smysl
sensory (adj) smyslový
sensory impairment (n) smyslové postižení
separate (v) oddělit, odloučit
seriously (adv) vážně, opravdově, skutečně
service user (n) uživatel služby
service, respite service (n) odlehčovací služba
service, social service (n) sociální služba
session (n) terapeutické sezení, porada, zasedání
set of aims (n) sada (vytyčené) cíle
set someone up, set, set (v) narařit to, falešně obvinít
set up, set, set (v) zřídit, vytvořit, zorganizovat
set, set, set (v) stanovit, určit, uložit
setting (n) prostředí, zařízení
settle (v), settle down usadit se, urovnat

several (adv) několik, pár, více
severe (adj) vážný, těžký, kritický
severely (adv) těžce, vážně
severity (n) vážnost
sexual abuse (n) sexuální zneužívání
shame (n) hanba, ostuda
share (n) podíl, akcie
share (v) sdílet, rozdělit, podělit
shelter (n) přístřeší, azyl, úkryt
sheltered housing (n) chráněné bydlení
sheltered workshop (n) chráněná dílna
shift (n) směna (v práci)
shoot, shot, shot (v) střílet
shortcoming (n) nedostatek, chyba
short-term (adj) krátkodobý
shudder (v) třást se, chvět se
schedule (n) rozvrh, program
scheme (n, v) program, schéma, plánovat
school leaving certificate (n) maturitní
vysvědčení (UK)
sign (n) známka, znamení
sign, warning sign (n) výstražné znamení
signpost (n) ukazatel, návěstí, značka
silly (adj) hloupý, směšný
simultaneous (adj) souběžný, simultánní
single parent (n) rodič samoživitel
situation, win-win situation (n) situace,
kdy nelze prohrát
skill (n) schopnost, dovednost, zručnost
**skills, coping skills (n) dovednosti nutné
ke zvládnutí těžké situace**
slap (v) dát facku
**sleeper, rough sleeper (n) člověk spící pod
širým nebem**
sleepless (adj) bezesný, bez spánku
slight (adj) mírný, lehký, nevelký
slum (n) obydlí chudých
smoothly (adv) plynule, hladce
social security (n) sociální zabezpečení
social service (n) sociální služba
socialize (v) být společenský
society (n) společnost
solicitor (n) právní zástupce
solution (n) řešení, rozhodnutí

span (n) rozsah
spare (v) zbývat, přebývat, ušetřit
speaker (n) mluvčí
speed (n) rychlost, amfetamin
speech (n,adj) řeč, řečový
speech impaired (adj) s postižením řeči
spinal cord (n) mícha
spit, spat, spat (v) plivat
split up, split, split (v) rozdělit, rozřezat,
rozseknout
spontaneous (adj) spontánní
squeeze (v) zmáčknout, stisknout
stable (adj) stálý, stabilní
staff (n) zaměstnanci, personál
staffing (n) personální zajištění
stage (n) stav, stádium, fáze
stall (n) stánek, krámk, kiosk
**standards, practice standards (n) běžná
praxe**
statement (n) tvrzení, prohlášení
stationary (adj) nehybný, pevný, neměnný
stay (n) pobyt
steering (n) řízení
steward (v) starat se o průběh
stimulate (v) podnítit, motivovat
straight (adv, adj) rovně, přímo, rovný
**strategy, coping strategy (n) strategie
zvládání obtížných situací**
strengthen (v) posílit, posilovat
**strength (n) síla, moc, silná stránka,
přednost**
string (n) řada, série
stroke (n) mozková mrtvice
struggle (v) zápasit, bojovat, usilovat
study, case study (n) případová studie
stuff (n) věc, materiál
subscription (n) členský příspěvek,
předplatné
**substance abuse (n) zneužívání
návykových látek**
substantial (adj) podstatný, značný
substitute (v) nahradit, zaměnit
succeed (v) uspět, mít úspěch
successful (adj) úspěšný, vydařený

suddenly (adv) najednou, z ničeho nic
suffer (v) from trpět
sufferer from (n) člověk trpící, sužovaný
sufficient (adj) dostatečný
suggest (v) navrhopat
suggestion (n) návrh
suicidal (adj) se sklony k sebevraždě
suicide (n) sebevraždá
suit (n, v) oblek, slušet, vyhovovat
summarise (v) shrnout
summon (v) předvolat
supervise (v) dohlížet
support (n, v) pomoc, opora, podpírat, pomáhat
support group (n) podpůrná skupina
supported living (n) chráněné bydlení
supportive (adj) podporující, nápomocný
surgery (n) ordinace lékaře
surrounding (adj) okolní, obklopující
survival (n) přežití
survive (v) přežit, přestát
suspect (n, v) podezřívát, podezřelý
sympathetic (adj) soucitný, podporující
syndrome, Down syndrome (n) Downův syndrom

T

tackle (v) řešit, zvládat, chopit se (problému)
tailor (v) udělat na míru
take into account, took, taken (v, n)
zohlednit, vzít v úvahu
take into consideration, took, taken (v, n)
brát v úvahu
take long, took, taken (v) trvat dlouho
take on, took, taken (v) nabrat si, přijmout
take part in, took, taken (v) zúčastnit se
take up, took, taken (v) začít se věnovat, přijmout
target (n, adj, v) cíl, plán, cílový, cílit
task (n) úkol, úloha
tax, income tax (n) daň z příjmu
techniques (n) techniky
temper (n) vznětlivost, nálada

temporary (adj) dočasný, přechodný
tend (v) mít sklon/ tendenci
terminate (v) ukončit, zakončit
terms (n) podmínky, termíny
terrified vyděšený, vystrašený
text (n) SMS zpráva
therapist (n) terapeut
therapy, occupational therapy (n) ergoterapie
threat (n) hrozba, výhrůžka, nebezpečí
threaten (v) hrozit, vyhrožovat, zastrášovat
threshold (n) práh, hranice
thrill (v) rozechvět, uchvátit
throat (n) hrdlo, krk uvnitř
throughout (prep, adv) během, skrz, po celou dobu
throw (v) hodit
thumb (n) palec u ruky
time off (n) volno
tool (n) nástroj, náčiní, pomůcka
tough (adj) drsný, obtížný
towards (prep) směrem k
training (n) kurz, školení, výcvik
training, vocational training (n) odborný výcvik k povolání
transfer (n,v) přesun, přemístít
transition (n) přechod, změna
transparent (adj) jasný, otevřený, upřímný
trauma (n) trauma
treat (v) zacházet, chovat se k, léčit
treatment (n) léčba
tremble (v) třást se
tremendous (adj) ohromný, báječný, senzační
tribunal (n) soud
truly (adv) opravdu, opravdově
trust (n) důvěra
trust, charitable trust (n) charitativní organizace
trusting (adj) důvěřivý
tuck (v) zastrčit
turn (v) to obrátit se na
turnover (n) obrat

tutor (v) doučovat
two-fold (adj) dvojitý
typing (n) psaní na počítači

U

ultimately (adv) nakonec, v zásadě vzato
unaided (v) bez cizí pomoci
uncertainty (n) nejistota
unconditional (adj) bezpodmínečný
underdog (n) oběť útlatku, psanec
undertake (v) vykonat, provést, podniknout
unique (adj) unikátní, jedinečný
unpredictable (adj) nepředvídatelný
unremarkable (adj) ničím pozoruhodný
unresolved (adj) nevyřešený
unsuitable (adj) nevhodný
unwell (adj) nemocný, churavý
upcoming (adj) nastávající, aktuální, přicházející
update (n) aktuální informace
upheaval (n) zmatek, nepokoj
upset (adj), get upset rozčítit se, naštvat se
user, service user (n) uživatel služby

V

valid (adj) platný, oprávněný
validate (v) uznat platným, osvědčit hodnotu
valuable (adj) cenný, hodnotný
value (n, v) hodnota, cenit si
valued (adj) oceňovaný, ceněný
van (n) dodávka (druh automobilu)
varied (adj) pestrý, rozmanitý
variety (n) rozmanitost, různost
various (adj) rozmanitý, různý
vary (v) lišit se, různit se
vehicle (n) vozidlo
verbal (adj) verbální, slovní
victim (n) oběť
violence (n) násilí
violence (n), domestic violence domácí násilí
violent (adj) agresivní, násilný
visible (adj) viditelný

vision screening (n) kontrola zraku
visually impaired (adj) se zrakovým postižením
vital (adj) rozhodující, zásadní, důležitý
vocational training (n) odborný výcvik k povolání
voluntarily (adv) dobrovolně
voluntary (adj) dobrovolný, svobodný, nezávislý
volunteer (n, v) for dobrovolník, přihlásit se jako dobrovolník k čemu
volunteering (n) dobrovolnictví
vomit (v) zvracet
vowel (n) samohláska
vulnerable (adj) zranitelný, bezbranný

W

walker (n) chodítko
ward (n) oddělení
warden (n) zodpovědná osoba, správce, dozorce
warn (v) varovat, upozornit
warning (n) varování, výstraha
warning sign (n) výstražné znamení
weapon (n) zbraň
wedding (n) svatba
weed (n) plevel
welfare (n) blaho, prospěch
well- run (adj) dobře spravovaný
well-being (n) pocit zdraví, fyzické i duševní pohody
well-lit (adj) dobře osvětlený
well-trained (adj) školený, kvalifikovaný
wheelchair (n) vozík pro tělesně postižené
whole (adj, n) celý, úplný, celek
wholesome (adj) zdravý, prospěšný
whore (n) prostitutka, „děvka“
wide (adj) široký
widen (v) rozšířit
will (n) vůle, odhodlání
willingness (n) snaha, ochota, dobrovolnost
win-win situation (n) situace, kdy nelze prohrát

withdrawn (adj) uzavřený (do sebe)
withhold (v) zadržet, strhnout
within (prep) v rámci, pod
within easy reach (n) snadno na dosah
wonder (v) uvažovat
work, part time work (n) práce na částečný úvazek
workforce (n) pracovní síla, zaměstnanci
workshop (n) dílna, pracovní seminář
workshop, sheltered workshop (n)
chráněná dílna
worsen (v) horšit se
worth (adj) mít cenu
worthless (adj) bezcenný, zbytečný

worthlessness (n) neschopnost,
bezcennost
wounded (adj) raněný
wrist (n) zápěstí

Y

year, gap year (n) rok po ukončení/přerušení studia, kvůli např. dobrovolnické službě/cestování
yell at (v) řvát, křičet
youth (n, adj) mladý, mladistvý, mládežnický
youth club (n) klub pro mládež