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Р е ц е н з е н т ы:

заведующая кафедрой иностранных языков № 2
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Английский язык для социальных работников. Книга для
А64 преподавателя = English for Social Workers. Teacher's Resource Book
/ Е. В. Крылов, Н. Ф. Шевцова. – Минск : БГУ, 2010. – 127 с.
ISBN 978-985-518-387-8.

Книга для преподавателя является составной частью учебно-методического комплекса по английскому языку для студентов специальности «Социальная работа» и направлена на повышение эффективности преподавания, углубление творческого диалога преподаватель – студент, тем самым обеспечивая более глубокое и всестороннее усвоение материала.

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ПРЕДИСЛОВИЕ

Книга для преподавателя (English for Social Workers. Teacher's Resource Book), содержащая методические рекомендации, является составной частью учебно-методического комплекса по английскому языку, обеспечивающего курс профессионально ориентированного обучения для студентов специальности «Социальная работа». Наряду с базовым пособием *English for Social Worker, Практикумом (Students' Resource and Activity Manual)* для самостоятельной работы студентов и *Терминологическим словарем, Книга для преподавателя* входит в число обязательных элементов УМК, способных интенсифицировать учебный процесс по иностранному языку и разнообразить традиционные формы его проведения.

Методические рекомендации направлены на повышение эффективности преподавания путем смещения акцентов в учебном процессе, где основным становится студент, и задача преподавателя – помочь ему найти наиболее эффективные методы и средства для приобретения знаний.

Пособие состоит из трех частей. В первой части дается детальный обзор каждого из 25 разделов базового пособия для студентов. Каждый раздел имеет унифицированную структуру и включает:

- краткое описание раздела базового пособия (*Unit Brief*);
- цели раздела (*Unit Objectives*);
- методические рекомендации по проведению занятий по разделу с ключами к упражнениям (*Lesson Notes*).

Вторая часть книги поможет преподавателю в организации контролируемой самостоятельной работы (КСР) студентов с *Практикумом (Students' Resource and Activity Manual)*. В этой части даются краткие методические рекомендации по работе над каждым видом речевой деятельности (обучение различным видам чтения, обучение грамматике, обучение письму) в процессе выполнения заданий шести модулей *Практикума*, а также ключи к упражнениям.

В третьей части пособия содержатся ключи к тестовым заданиям.

Предполагается, что *Книга для преподавателя* будет способствовать творческому диалогу преподаватель – студент, тем самым обеспечивая более глубокое и всестороннее усвоение материала для достижения главной цели обучения: коммуникативного и социокультурного развития личности, способной использовать иностранный язык как средство профессионального общения.

PART I

INTRODUCTION

1. Course aims

English for Social Workers is reading, speaking and writing course designed to bring the real world of social work and related sciences into the language teaching classroom. Integrated skills are at the heart of *English for Social Workers*. When several language skills are integrated, language learning is apt to be more authentic, natural, and motivating. Integrating skills offer more opportunity for recycling and reinforcing key vocabulary, grammatical structures, and ideas. As a result, students have more occasions to assimilate information and language, thereby facilitating learning.

The course is intended for use either by students preparing for a career in social work or by those already working who want to improve their English.

English for social Workers combines some of the most stimulating recent ideas from the world of social work with a strongly task-based approach. Throughout the course, students are encouraged to use their own experience and opinions in order to maximise involvement and learning.

The aims of *English for Social Workers* are:

- to present students with the language and concepts found in textbooks, newspaper and magazine articles on social work;
- to develop different reading skills and give practice in the comprehension of texts on social work bases, health, psychology and mental health and illnesses;
- to provide students with opportunities to express social work concepts and ideas themselves, by reformulating those in their own words while summarizing, analyzing, criticizing and discussing ideas.

2. The main course components

Course Book

This provides the main part of the teaching material, divided into 25 topic-based units. The topics have been chosen to cover the areas of widest possible interest to the majority of social work students. The Course Book provides input in reading and speaking, with guidance for writing tasks, too. Every unit contains vocabulary development activities.

Student's Resource and Activity Manual

This gives extra practice in the areas of reading, grammar, vocabulary and writing.

Teacher's Resource Book

This book provides teachers with an overview of the whole course together with teaching notes and keys to exercises.

Test File

Tests are available to teachers to monitor students' progress through the course.

English – Russian Social Work Topical Dictionary

A reference resource that consists of an alphabetical list of social work and related sciences terminology with its meanings and parts of speech.

3. Overview of a Course Book unit

A typical unit consists of the following sections:

Discovering connections

Students have the opportunity to think about the unit topic and to exchange ideas and opinions with each other and with the teacher. There is a variety of stimulating activities such as answering questions, reflecting on difficult decisions, prioritizing options and so on. Throughout students are encouraged to draw upon their life and social work experience, if any. The section contains some vocabulary exercises that prepare students for the *Reading* section.

Reading

This section includes:

a) an informative main reading text on an important issue generally followed by reading comprehension and vocabulary exercises. It develops students' reading skills and helps acquire essential social work and related sciences vocabulary. The texts provide a context for language work and discussion later in the unit.

In the *Vocabulary Focus* section, students study key words and vocabulary associated with the theme of the unit. Vocabulary has to be understood in the context in which it appears. Tasks include differentiating between various expressions, matching common collocations from the text to their Russian equivalents, finding word partnership, finding logical connections between words, completing the sentences, forming derivatives, etc.

b) an authentic text for reading, skimming or scanning, followed either by questions or reading comprehension exercises based on the content of the text. For the tasks of skimming or scanning students should not translate the texts. They are aimed to develop skills of skimming and scanning.

Speaking

There are a number of discussion activities in the book. Their main purpose is to build up students' confidence in expressing their views in English and to improve their fluency.

Translation

It is intended to develop students' skills of translating from English into Russian and vice versa. The students should acquire competence and skills in translation of special texts (social work, medicine, psychology and psychiatry); handling of specialized dictionaries, documentation research; treatment of terminology and style.

Writing

The following key areas are covered in the section: the rules of written communication, choosing an appropriate style to present the information, structuring a document, etc.

UNIT 1

INTRODUCING SOCIAL WORK

UNIT BRIEF

Discovering connections

Students (i) talk about what they understand by social work and about its prospects in their home countries; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about what social work is and about philosophical underpinnings of social work practice; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about a historic and defining feature of social work and its core values; (ii) SS prepare a short summary of the text.

Speaking

Students discuss and express their opinion on statements about social work activities.

Translation

Students translate sentences from English into Russian and an extract from Russian into English about social work and its bases.

Writing

Students study and practise the structure and the language of an application letter.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Introducing Social Work*;
- to be able to speak about what social work is and what the philosophical underpinnings of social work practice are, about a historic and defining feature of social work and its core values, to compare the present situation with social work and the future of social work in the world and in students' home countries;
- to be able to write an application letter.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of social work and social work practice and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. false; 2. true; 3. false; 4. true; 5. false.

Ex. II. 1. institutional care settings; 2. when their normal coping mechanisms have broken down; 3. the individual and society, the powerful and the excluded; 4. solving the immediate problems of the indigent; 5. helping individuals, families, groups, and communities to enhance their individual and collective well-being.

Ex. III. Possible questions.

1. Is the work that social workers do hugely varied?
2. What forms of activities were regarded as social work in the past?
3. What principles are fundamental to social work?
4. What are human rights and social justice for social work practice?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. VII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. work; 2. occupation; 3. job; 4. labour; 5. employment.

Ex. II. 1. social work; 2. poverty; 3. unemployment; 4. to rehabilitate; 5. disability; 6. handicapped.

Ex. III. 1. f; 2. c; 3. h; 4. a; 5. i; 6. b; 7. e; 8. d; 9. j; 10. g.

Ex. IV. 1. e; 2. d; 3. a; 4. b; 5. c.

Ex. V. 1. d; 2. a; 3. e; 4. c; 5. b.

Ex. VI.

Noun	Verb	Adjective
<i>focus</i>	<i>focus</i>	focused
expert	expertize	<i>expert</i>

Noun	Verb	Adjective
—	cope	<i>coped</i>
maladjustment	<i>maladjust</i>	<i>maladjusted</i>
<i>promotion</i>	promote	<i>promotional</i>
empowerment	<i>empower</i>	<i>empowered</i>
<i>neglectance</i>	<i>neglect</i>	neglected
<i>generation</i>	generate	<i>generative</i>

Ex. VII. 1. on/upon; 2. on; 3. to; 4. with; 5. for; 6. with; 7. of; 8. for.

Text 2

Ex. I. Students scan the text to extract information about the question given.

Notes:

Scanning is quick reading. When they scan, SS should look for information about a question they want to answer. They are usually asked about information directly stated in the text or about information that is implied, suggested, or can be inferred from the content. While scanning the following steps are recommended:

- Decide what information to look for and what form it is likely to take. For example, if the question is about the costs, the student should look for numbers.
- Move your eyes quickly down the page until you find what you need.
- When the information needed is found, stop reading.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. to enhance human well-being and help meet the basic human needs of all people (especially of people who are vulnerable, oppressed, and poor).

2. attention to the environmental forces.

3. in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation.

4. service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Notes:

An application letter is a letter of introduction attached to, or accompanying another document such as a résumé or curriculum vitae.

Application Letter

Ex. I. Students do the exercise in pairs. Circulate and monitor. Go through the answers with the whole class.

Keys

1. for the post of psychologist; 2. 6 years; 3. no.

Language aspect

Ask your students to work individually to study the pattern expressions given. Check if they understand their meaning. Compare these pattern expressions with those used in their native languages to write an application letter.

Pay students attention to the difference between *-ed* and *-ing* forms (I was interested.../The book was interesting...), the use of *for* after the verb *to apply* (to apply for sth).

Letter writing practice

Ex. I. Students do the exercise individually. Circulate and monitor. As individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys

1. Jane Walls; 2. to apply for the post of social worker; 3. yesterday's Telegraph; 4. from my curriculum vitae; 5. experience in working with invalids; 6. the social worker of a small organization; 7. work for a large centre; 8. my curriculum vitae; 9. for an interview on any afternoon in August; 10. from 1 November; 11. look forward to your reply.

Ex. II. Students work individually to write their application letters using the information given.

NB: Stop and do Test 1.

UNIT 2

ETHICS IN SOCIAL WORK

UNIT BRIEF

Discovering connections

Students (i) talk about what they understand by ethics (social and professional) and an ethical profession. SS speak about basic values, ethical principles, and ethical standards in social work; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about ethics in social work, about what the Code of Ethics in social work is designed for and what values and principles it provides; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about purposes the Code of Ethics serves and ethical standards that are relevant to the professional activities of social workers; (ii) SS prepare a short summary of the text.

Speaking

Students discuss and express their opinion on statements about basic values, ethical principles, and ethical standards in social work.

Translation

Students translate small extracts from English into Russian and from Russian into English about ethical awareness and ethics in social work.

Writing

Students should learn how to write summaries and produce written documents that are clear, concise, and professional and get the message understood.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Ethics in Social Work*;
- to be able to speak about what ethics and an ethical profession are, about basic values, ethical principles, and ethical standards in social work and about purposes the Code of Ethics serves and ethical standards of the professional activities of social workers;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of ethics in social work and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. false; 2. false; 3. true; 4. true; 5. false; 6. true; 7. true.

Ex. II. 1. basic values, principles, and standards; 2. social injustice; 3. poverty, unemployment, discrimination; 4. relationships between and among people; 5. to help people in need, to address social problems.

Ex. III. Possible questions.

1. Who is the Code of Ethics in social work relevant to?
2. What do social workers respect in a person?
3. In what manner do social workers behave?
4. What areas do social workers practice within?
5. Does the Code of Ethics specify the most important values, principles, and standards?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. VIII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. ethics; 2. moral; 3. morals; 4. ethical/moral; 5. morales; 6. ethics; 7. morale; 8. moral.

Ex. II. 1. h; 2. c; 3. k; 4. a; 5. f; 6. b; 7. i; 8. d; 9. g; 10. e; 11. j.

Ex. III. 1. a code; 2. discrimination; 3. need; 4. injustice; 5. standard; 6. regulations; 7. principle; 8. expertise; 9. community.

Ex. IV. 1. i; 2. e; 3. a; 4. h; 5. c; 6. b; 7. j; 8. d; 9. g; 10. f.

Ex. V. 1. b; 2. d; 3. e; 4. a; 5. c.

Ex. VI. unethical, injustice, disrespectful, irresponsible, inconsistent, immoral, unprofessional.

Ex. VII.

Noun	Verb	Adjective
<i>oppression</i>	<i>oppress</i>	<i>oppressed</i>
<i>value</i>	<i>value</i>	<i>valuable</i>
<i>guide/guidance</i>	<i>guide</i>	<i>guiding/guidable</i>
<i>poverty</i>	<i>impoverish</i>	<i>poor</i>
<i>service/servant</i>	<i>serve</i>	<i>servable</i>
<i>expertise</i>	<i>expertize</i>	<i>expertized</i>
<i>inherence</i>	<i>inhere</i>	<i>inherent</i>

Noun	Verb	Adjective
<i>volunteer</i>	volunteer	<i>voluntary</i>
<i>affiliation</i>	<i>affiliate</i>	affiliated
<i>contribution</i>	contribute	<i>contributory</i>

Ex. VIII. 1. to; 2. from; 3. on; 4. on; 5. for; 6. of; 7. forth; 8. to.

Text 2

Ex. I. Students scan the text to extract information about the question given.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. to identify core values, to summarize ethical principles and to establish ethical standards, to help social workers identify relevant considerations, to provide ethical standards, to socialize practitioners, to articulate standards in a case of unethical conduct.

2. the code of ethical practice and professional conduct.

3. a reprimand, suspension, revocation, other disciplinary action, or restrictions to be placed upon a license or the denial of the initial license or renewal, or reinstatement of a license.

4. social workers' ethical responsibilities (1) to clients, (2) to colleagues, (3) in practice settings, (4) as professionals, (5) to the social work profession, and (6) to the broader society.

5. Some of the standards are enforceable guidelines, some are aspirational. It is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Notes:

A **summary** is a shortened version of the original. The main purpose of such a simplification is to highlight the major points from the original (much longer) subject.

A written summary starts with a lead, including title, author, text type and the main idea of the text. It has a clearly arranged structure and is written in a logical, chronological and traceable manner. A summary contains neither interpretation nor rating. Only the opinion of the original writer is reflected – paraphrased with new words without quotations from the text. A summary has no dramatic structure and is written in present tense or historic present. Minor facts have to be left out. However all major conclusions should remain. In summaries only indirect speech is used.

How to write a summary:

- Read the text;
- Formulate the main statement;
- Reread the text and underline important ideas and arguments according to the main statement;
- Introduce the author and title of the work in the opening sentence;
- Mention the important facts in chronological order;
- Check that your summary reflects the original conclusion.

Ex. I. Students work in pairs. They read the text and then choose from the list the sentences which best summarise each part of the text.

Keys

Ex. I. 1. C; 2. A; 3. E; 4. H; 5. F; 6. G; 7. B.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 2.

UNIT 3

ORIGINS AND HISTORY OF SOCIAL WORK

UNIT BRIEF

Discovering connections

Students (i) talk about how social work profession was born, about the main origins of social work, and discuss the difference between social work activities then and now; (ii) SS study words that prepare them for the next section.

Reading

Text 1

Students (i) read the text about the preconditions of the development of social work and about the two first social work agencies; (ii) SS extract

information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about three main origins of the profession of social work and the settlement movement; (ii) SS prepare a short summary of the text.

Speaking

Students swap their ideas on the statements about the theme of the unit.

Translation

Students translate texts from English into Russian about Hull House and from Russian into English about the development of social work profession.

Writing

Students should learn how to write summaries and produce written documents that are clear, concise professional and get the message understood.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Origins and History of Social Work*;
- to be able to speak about how social work was born, the reasons for establishing first social agencies and their missions and goals, and about three main origins of the profession of social work;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of the development of social work and first social work agencies and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. false; 2. true; 3. false; 4. true; 5. false; 6. true; 7. true.

Ex. II. 1. overcrowding, unemployment, and poverty; 2. the poor created their own problems and that they needed direction to correct the problem of poverty, but not financial assistance; 3. “friendly visitors”; 4. progressive reform at the local level; 5. “environmental factors of poverty”; 6. the method in which individual would participate.

Ex. III. Possible questions.

1. When was the notion that people could respond more to laws than to direct charity born?

2. Who founded the Hull House in Chicago, Illinois?

3. What services did the Hull House offer?

4. Why did Jane Addams work for reforms in city and workplace conditions?

5. What positions did men hold in the COS and the settlement house movements?

6. What is the proportion of men compared to women holding the position of direct care workers?

7. Which notion was born in the late 1800’s?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. VIII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish,

get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. assistance; 2. help; 3. aid; 4. help; 5. aid; 6. assist.

Ex. II. 1.k; 2.c; 3.i; 4.e; 5.g; 6.m; 7.l; 8.d; 9.f; 10.b; 11.j; 12.h; 13. a.

Ex. III. 1. Judaism; 2. the Industrial Revolution; 3. Christianity; 4. friendly visitors; 5. charity; 6. immigrants; 7. reform; 8. the direct-care workers.

Ex. IV. 1. c; 2. h; 3. e; 4. a; 5. g; 6. i; 7. d; 8. b; 9. f.

Ex. V. 1. d; 2. e; 3. a; 4. b; 5. c.

Ex. VI. 1. assisted the needy; 2. took place; 3. distinct; 4. primary roots; 5. to determine what services would be useful and essential to the poor.

Ex. VII.

Noun	Verb	Adjective
<i>reliance</i>	rely	<i>reliable</i>
relief	<i>relieve</i>	<i>relieved</i>
<i>direction</i>	<i>direct</i>	direct
addition	<i>add</i>	<i>additional</i>
<i>act</i>	act	<i>active</i>
<i>inspiration</i>	inspire	<i>inspirational</i>
<i>desire</i>	<i>desire</i>	desirable
<i>engagement</i>	engage	<i>engaged</i>

Noun	Adjective
hunger	<i>hungry</i>
<i>need</i>	needy
problem	<i>problematic</i>
friendliness	<i>friendly</i>
<i>environment</i>	environmental
charity	<i>charitable</i>

Ex. VIII. 1. of; 2. to; 3. for; 4. in; 5. to; 6. for; 7. to, to; 8. into; 9. to; 10. upon; 11. in; 12. on.

Text 2

Ex. I. Students scan the text to extract information about the question given.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. hospital almoners, workers in Settlement houses, friendly visitors.
2. Christian religious functionaries; to distribute alms to the poor.
3. social workers.
4. in London.
5. for education, savings, sports, and arts.
6. Yes, it was. However, it was closed down by the Tsarist authorities in 1908.
7. community-focused organizations, providing a range of services in generally underserved urban areas. They are staffed by professional employees and no longer require that employees live alongside those they serve.
8. for being a welfare agency for needy families, to combat juvenile delinquency and to assist immigrants; a day nursery, gymnasium, meeting, and recreation rooms for youngsters and adults, arts-and-crafts workshops, classrooms for adult education, a music school, a theatre for amateur dramatic performances, and a social service centre.
9. voluntary contributions of private citizens and grants by other social welfare agencies.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to tell their summaries. Correct mistakes as you go.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. They read the text and then choose from the list the sentences which best summarise each part of the text.

Keys

1. D; 2. C; 3. A; 4. F; 5. E.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 3.

UNIT 4

THE FORMATION OF THE SOCIAL WORK PROFESSION

UNIT BRIEF

Discovering connections

Students (i) talk about when and how social work became a distinct profession, and about settings, areas and methods of modern social work; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about how social work was born and found its unique place in society; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about the employment areas of social workers; (ii) SS prepare a short summary of the text.

Speaking

Students answer the questions about how social work was born and developed in their home countries, and about the areas of social work and employment opportunities for social workers.

Translation

Students translate an extract from English into Russian about employment opportunities for social workers and sentences from Russian into English about social work as a profession.

Writing

Students study and practise the structure and the language of curriculum vitae.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *The Formation of the Social Work Profession*;

- to be able to speak about the development of social work into a distinct profession and the settings social work takes place today, about social work educational institutions and methods of social work activities;
- to be able to write a curriculum vitae.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of the establishment of social work as a distinct profession, its settings, areas and methods, and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. false; 2. false; 3. true; 4. false; 5. true; 6. false; 7. true; 8. true.

Ex. II.

1. social work was not a profession; 2. tax funds; 3. full professional training; 4. community care-children and families' social work, people with physical disabilities, older people and

their carers, people with mental health problems, other community care, criminal justice;
 5. programmes in which the social worker deals with several people at the same time;
 6. neighbourhoods and their large groups of people.

Ex. III. Possible questions.

1. Which approach involves direct contact between a social worker and the individuals and families being helped?
2. Where did social workers begin to work at the beginning of the 20th century?
3. What was the first educational institution to train people for jobs with social agencies?
4. What positions are taken by paraprofessional social workers?
5. Where are most social workers employed?
6. Have social workers combined the three basic approaches?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. VIII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. instructed; 2. tutored; 3. instruct; 4. be trained; 5. drill.

Ex. II. 1. f; 2. i; 3. a; 4. c; 5. h; 6. j; 7. b; 8. e; 9. d; 10. g.

Ex. III. 1. casework; 2. the Red Cross; 3. supervisor; 4. planner; 5. assistant; 6. community;
 7. group work; 8. community organization work; 9. community centre.

Ex. IV. 1. e; 2. h; 3. b; 4. g; 5. a; 6. c; 7. f; 8. d.

Ex. V. 1. d; 2. f; 3. b; 4. a; 5. c; 6. e.

Ex. VI. indirectly; unchanged; inability; dissimilar; indistinct.

Ex. VII.

Noun	Verb	Adjective
performer/performance	perform	<i>performing</i>
standard	standardize	standard
evaluation	evaluate	evaluative
specification	specify	specific
<i>leader</i>	lead	<i>leading</i>
supervisor	supervise	supervising
volunteer	volunteer	volunteer
variety	vary	varied

Noun	Adjective
<i>distinction</i>	distinct
<i>similarity</i>	similar
statute	<i>statutory</i>
<i>community</i>	communal
occupation	<i>occupational</i>
base	<i>basic</i>

Ex. VIII. 1. to; 2. at; 3. with; 4. from; 5. until; 6. as, to; 7. of; 8. with; 9. on; 10. in, in.

Text 2

Ex. I. Students scan the text to extract information about the question given.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. Competition is expected in cities, but opportunities should be good in rural areas.
2. They will create greater demand for health and social services.
3. Yes, it will.
4. public welfare, family services, and child protection services.
5. because businesses are not likely to offer these services during recessions.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Notes:

Curriculum vitae is an outline of a person's educational and professional history, usually prepared for job applications.

Ex. I. Students work individually. Circulate and monitor. Check the answers with the whole class.

Keys

1. 28; 2. Corydon; 3. no; 4. yes; 5. 6; 6. psychologist at the Rehabilitation Centre; 7. squash, tennis, reading, playing the piano, and travelling.

Ex. II. Students write curriculum vitae for themselves.

NB: Stop and do Test 4.

UNIT 5

SOCIAL WORK AS A SCIENCE AND AN ACADEMIC SUBJECT

UNIT BRIEF

Discovering connections

Students (i) talk about the diversity of social work and are asked to give some facts from the history of social work; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about various spheres of life social work intervenes, the bases of social work methodology and about what social problems it addresses; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text, do reading comprehension exercises and extract information about what education is necessary to have to work as a social

worker and about social work academic programmes; (ii) SS prepare a short summary of the text.

Speaking

Students answer the questions about social work and its bases.

Translation

Students translate extracts from English into Russian and from Russian into English about unemployment securities and a social component in the public policy.

Writing

Students should learn how to write summaries and produce written documents, that are clear, concise, and professional and get the message understood.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Social Work as a Science and an Academic Subject*;
- to be able to speak about the social work methodology and social problems it intervenes, and about education and experience necessary for a social worker;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of social work as a science and an academic subject and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1.true; 2.true; 3.false; 4.false; 5.false; 6.false; 7.true.

Ex. II. 1. interact; 2. social justice; 3. transactions; 4. interrelated; 5. equality, worth, dignity; 6. systematic; 7. crises, emergencies.

Ex. III. Possible questions.

1. Because it is dynamic and evolving.
2. What principles are fundamental to social work?
3. What is social work mission?
4. What role do social workers play in society and in the lives of people?
5. What has social work practice focused since its beginnings?
6. Where are social work values embodied?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. VII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. intervened; 2. human; 3. interrelate; 4. human; 5. interact; 6. inhumane; 7. human, human; 8. humanitarian.

Ex. II. 1. j; 2. g; 3. h; 4. b; 5. c; 6. d; 7. e; 8. f; 9. a; 10. i.

Ex. III. 1. g; 2. j; 3. i; 4. a; 5. c; 6. b; 7. d; 8. e; 9. f; 10. h.

Ex. IV. 1. transaction; 2. society; 3. community; 4. motivation; 5. potential; 6. programme.

Ex. V.

Noun	Verb	Adjective
justice	<i>justify</i>	<i>just</i>
<i>democracy</i>	democratize	<i>democratic</i>
equality	<i>equal</i>	<i>equal</i>
<i>promotion</i>	promote	<i>promotional</i>
<i>system</i>	<i>systematize</i>	systematic
development	<i>develop</i>	<i>developed</i>
person	<i>personalize</i>	personal
involvement	<i>involve</i>	<i>involved</i>
<i>inclusion</i>	include	<i>inclusive</i>
<i>exhaustion</i>	<i>exhaust</i>	exhaustive

Ex. VI. 1. f; 2. j; 3. a; 4. h; 5. d; 6. b; 7. c; 8. e; 9. i; 10. g.

Ex. VII. 1.in; 2.of, to; 3.out of; 4.for, of; 5.in, of; 6.on, of.

Text 2

Ex. I. Students read the text to extract information about the question given.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. II. Students work in pairs to ask their questions. Go through the questions with the whole class.

Ex. III. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Keys to the exercises

Ex. I. 1. true; 2. true; 3. false; 4. false; 5. true; 6. false.

Ex. II. Possible questions.

1. Who does a professional social worker provide services to in the development and implementation of treatment plans?
2. Why does a professional social worker perform assessments independently?
3. What knowledge, skills and abilities does a professional social worker require?
4. What do graduate programs in social work begin with?

5. What do social work students choose after foundation courses are finished?
6. What must social work students do in order to receive a degree?
7. What are social work students required to do?

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. They read the text and then choose from the list the sentences which best summarise each part of the text.

Keys

1. D; 2. F; 3. B; 4. A; 5. C.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 5.

UNIT 6

WELFARE

UNIT BRIEF

Discovering connections

Students (i) talk about groups of people eligible to welfare benefits and about some imperfections of welfare systems in their countries; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about social security system in the UK and about various kinds of welfare benefits in the country; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about the social welfare system in Belarus and people entitled to welfare benefits in the republic; (ii) SS prepare a short summary of the text.

Speaking

Students discuss some similarities and differences between welfare systems in Great Britain and Belarus.

Translation

Students translate extracts from English into Russian and from Russian into English about two types of social policy and social security in Europe.

Writing

Students should learn how to write summaries and produce written documents that are clear, concise, and professional and get the message understood.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Welfare*;
- to be able to speak about the systems of social security and welfare in Great Britain and Belarus, to analyse their advantages and disadvantages;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of welfare and social security systems and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. true; 2. false; 3. true; 4. false; 5. false; 6. false.

Ex. II. 1. financial; 2. entitled; 3. income support; 4. saving; 5. death grants; 6. breaking point.

Ex. III. Possible questions.

1. What is the most straightforward way in which people are helped by?
2. What department usually pays financial help?
3. Why do many people contribute to a pension fund during their working lives?
4. Why are neither people entitled to pension nor unemployment benefit?
5. What does claiming income support involve?
6. What has it long been a principle of the benefits system?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. VII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. welfare; 2. employers; 3. employees; 4. income; 5. benefit; 6. benefit, payment; 7. insurance.

Ex. II. 1. i; 2. b; 3. f; 4. a; 5. c; 6. h; 7. j; 8. d; 9. e; 10. g.

Ex. III. 1. f; 2. a; 3. h; 4. j; 5. c; 6. d; 7. g; 8. i; 9. b; 10. e.

Ex. IV. 1. benefit; 2. to retire; 3. maternity; 4. insurance policy; 5. contribution.

Ex. V.

Noun	Verb	Adjective
government	<i>govern</i>	<i>governmental</i>
<i>finance</i>	<i>finance</i>	financial

<i>retirement</i>	retire	<i>retired</i>
<i>addition</i>	<i>add</i>	additional
contribution	<i>contribute</i>	<i>contributory/contributive</i>
<i>invasion</i>	<i>invade</i>	invasive
<i>insurance</i>	<i>insure</i>	insurable
<i>distribution</i>	distribute	<i>distributive</i>

Ex. VI. 1. h; 2. f; 3. a; 4. j; 5. b; 6. d; 7. i; 8. c; 9. e; 10. g.

Ex. VII. 1. by, of; 2. to; 3. below, of, of; 4. to; 5. neither, nor; 6. into; 7. under.

Text 2

Ex. I. Students scan the text to extract information about the question given.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. social insurance, social assistance and social services.
2. to provide documented proof that their incomes are low.
3. medical and personal services, counseling, legal and advisory support, and facilities for social adjustment and rehabilitation of individuals and families in difficult circumstances.
4. on the principle of solidarity.
5. Work pensions are paid to citizens who were eligible for social insurance at the time of employment. Citizens above retirement age, who are not entitled to a work pension, are paid a social pension. The size of work pensions is tied to the average monthly wage. Social pensions are calculated as a percentage of the minimum work pension.
6. The size of work pensions is tied to the average monthly wage, and work pensions are recalculated every time the average monthly wage increases by more than 10 %.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. They read the text and then choose from the list the sentences which best summarise each part of the text.

Keys

1. D; 2. A; 3. E; 4. B; 5. C.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 6.

UNIT 7

OLD AGE

UNIT BRIEF

Discovering connections

Students (i) talk about what old age is, about attitudes toward old people and branches of sciences that study old age and the aged; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about the meaning old age has in all societies and about attitude toward old people in different countries; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about what people should pay attention to in order to age successfully; (ii) SS prepare a short summary of the text.

Speaking

Students answer the questions given and express their opinion about how to come into old age happily and successfully.

Translation

Students translate extracts from English into Russian and from Russian into English about gerontology and geriatrics and about the role of social workers in old people's life.

Writing

Students should learn how to write summaries and produce written documents that are clear, concise, and professional and get the message understood.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Old Age*;
- to be able to speak about old age, the meaning of old age and attitudes toward old people, and about some secrets of aging successfully;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of old age and aging and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. false; 2. true; 3. true; 4. false; 5. false; 6. false; 7. true; 8. true.

Ex. II. 1. certain changes in their activities or social roles; 2. have lived a certain number of years; 3. with full social security benefits at age 65; 4. gerontology; 5. geriatrics; 6. information, money, or land; 7. are not true.

Ex. III. Possible questions.

1. What are the factors to be considered old?
2. When are people often considered old in the USA?
3. Why is the number of old people in the world increasing?
4. What is the study of ageing and old age called?
5. What gives old people a respected position in non-industrial countries?
6. Who are better workers than younger people are in many types of jobs?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. VII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. aged; 2. retire, age; 3. the elderly; 4. elderly; 5. old; 6. eligible; 7. senior; 8. retired.

Ex. II. 1. g; 2. j; 3. a; 4. l; 5. b; 6. c; 7. e; 8. d; 9. f; 10. h; 11. i; 12. k.

Ex. III. 1. b; 2. d; 3. c; 4. h; 5. i; 6. j; 7. e; 8. a; 9. f; 10. g.

Ex. IV. 1. activity; 2. percentage; 3. life expectancy; 4. gerontology; 5. respect; 6. experience.

Ex. V.

Noun	Verb	Adjectives
nation	<i>nationalize</i>	<i>national</i>
society	<i>socialize</i>	social
employment	employ	<i>employed</i>
respect	<i>respect</i>	<i>respectable</i>
knowledge	<i>know</i>	knowledgeable
retirement	retire	<i>retired</i>
belief	<i>believe</i>	<i>believable</i>
estimation	estimate	<i>estimated</i>
expectancy	<i>expect</i>	<i>expectant/expectable</i>
industry	<i>industrialize</i>	industrial

Ex. VI. 1. d; 2. i; 3. g; 4. f; 5. b; 6. h; 7. j; 8. c; 9. a; 10. e.

Ex. VII. 1. of, in; 2. of; 3. to; 4. for; 5. in.

Text 2

Ex. I. Students scan the text to extract information about the question given.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. It is just genetics and good luck. No.
2. to making friends, keeping fit, and giving up smoking.
3. researchers have studied more than 800 men and women, following them from adolescence into old age, and seeking clues to behaviours that translate into happy and healthy longevity.
4. the longevity of parents, the quality of childhood, and cholesterol levels weren't more important than they were.
5. avoiding cigarettes, good adjustment or coping skills, keeping a healthy weight, exercising regularly, maintaining strong social relationships, pursuing education.
6. Ageing successfully is best achieved with another person.
7. Old people have less age-related mental decline, stronger disease-fighting immune systems, remain more mentally alert.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. They read the text and then choose from the list the sentences which best summarise each part of the text.

Keys

1. D; 2. E; 3. C; 4. B; 5. F.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 7.

UNIT 8

SOCIAL WORK WITH THE DISABLED

UNIT BRIEF

Discovering connections

Students (i) talk about disabilities and assistance to the disabled; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about disabilities, their types and disabled people; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about children with disabilities in the child welfare system and how child welfare workers can advocate for children and adolescents with disabilities and their families; (ii) SS prepare a short summary of the text.

Speaking

Students discuss the problem of the need for competent, knowledgeable professionals to work with the disabled

Translation

Students translate an extract from Text 2 from English into Russian and sentences from Russian into English about social workers who assist disabled children.

Writing

Students practise how to write a summary.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Social Work with the Disabled*;
- to be able to speak about disabilities and their types, about handicapped people and social worker's assistance to them, to characterise work of social workers with disabled children;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of disabilities and of social work with the disabled and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. false; 2. true; 3. false; 4. false; 5. true.

Ex. II. 1. disability; 2. parking areas, ramps, scooters; 3. device, severe disability; 4. physiological; 5. provide.

Ex. III. Possible questions.

1. How many groups did World Health Organization categorize disability? What are they?
2. What sort of people are considered to have a disability?
3. If you are newly disabled, what can a social worker do for you?
4. Who else can a social worker help?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. VI. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. mental; 2. concerns and frustrations; 3. severe; 4. physiological; 5. despondent.

Ex. II. 1. f; 2. e; 3. a; 4. h; 5. b; 6. d; 7. c; 8. g.

Ex. III. 1. d; 2. h; 3. g; 4. c; 5. e; 6. a; 7. b; 8. f.

Ex. IV. 1. disability; 2. provide; 3. device; 4. predicament; 5. wheelchair.

Ex. V.

Noun	Verb	Adjective
illness	—	<i>ill</i>
<i>imagination</i>	imagine	<i>imaginary/imaginative</i>
<i>disability</i>	<i>disable</i>	disabled
retardation	<i>retard</i>	<i>retardative/ retardatory</i>
<i>performance</i>	perform	<i>performing</i>
<i>assistance</i>	<i>assist</i>	assistive
handicap	<i>handicap</i>	<i>handicapped</i>

Ex. VI. 1. into; 2. up, with; 3. from; 4. from; 5. to; 6. for.

Text 2

Ex. I. Students scan the text to extract information about the question given.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. Trained social workers will understand the challenges that face families of children/ adolescents with special needs and assist them in securing resources and in communicating their needs.

2. training and networking with medical, mental health/retardation and community resources.

3. in the areas of medical interventions such as CPR for infants and children for safety and competence when apart from medical providers — transporting children to visits and medical appointments.

4. the use of wheelchairs, lifts, ventilators, and oxygen.

5. the social worker’s knowledge of specific equipment and interventions.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. They read the text and then choose from the list the sentences which best summarise each part of the text.

Keys

1. B; 2. A; 3. E; 4. D.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 8.

UNIT 9

SOCIAL WORK WITH YOUTH

UNIT BRIEF

Discovering connections

Students (i) talk about the main problems concerning young people nowadays and their potential to achieve great things; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about youth development workers and how they collaborate with the youth; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about resilience-oriented counsellors and their main functions; (ii) SS prepare a short summary of the text.

Speaking

Students discuss and express their opinion about social workers' assistance to the youth.

Translation

Students translate an extract from Text 2 from English into Russian and sentences from Russian into English about social workers' assistance to young people.

Writing

Students practise how to write a summary.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Social Work with Youth*;
- to be able to speak about the youth's main problems, youth development and about the collaboration of youth development and prevention workers with young people;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of youth, their problems, and social work with youth and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. true; 2. true; 3. false; 4. false; 5. true.

Ex. II. 1. youth development workers; 2. unshakeable belief, contributions; 3. stakeholders; 4. implementation; 5. creativity.

Ex. III. Possible questions.

1. What organizations are youth development workers often employed?
2. Who do youth development workers collaborate with?
3. What are the main qualities of an effective youth development worker?
4. What are these poor developmental outcome that insufficient preventive work can lead to?
5. What does the work begin by?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. VI. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. organizations; 2. community; 3. harassment; 4. collaborate; 5. maltreatment; 6. impact; 7. implementation.

Ex. II. 1. f; 2. g; 3. h; 4. i; 5. j; 6. e; 7. d; 8. b; 9. c; 10. a.

Ex. III. 1. b; 2. d; 3. j; 4. i; 5. h; 6. g; 7. f; 8. e; 9. c; 10. a.

Ex. IV. 1. community; 2. organization; 3. recreation; 4. abuse; 5. contribution; 6. nurture.

Ex. V.

Noun	Verb	Adjective
<i>maltreatment</i>	maltreat	<i>maltreatable</i>
commitment	<i>commit</i>	<i>committable</i>
<i>consideration</i>	<i>consider</i>	considerable
prevention	<i>prevent</i>	<i>preventive</i>
<i>recreation</i>	<i>recreate</i>	recreational
<i>development</i>	develop	<i>developmental</i>
<i>talent</i>	—	talented
collaboration	<i>collaborate</i>	<i>collaborative</i>
<i>organisation</i>	organise	<i>organised</i>

Ex. VI. 1. with, in; 2. with, families, in, out; 3. in, to; 4. with; 5. for; 6. in, with, over, with; 7. with, of, with.

Text 2

Ex. I. Students scan the text to extract information about the question given.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. that of counsellor.
2. resilience-oriented counselling, conducted in the context of a collaborative shared-power relationship.
3. with youth individually or in groups, and with families.
4. in impoverished, difficult and even dangerous social and physical environments.
5. surveying community needs and assets, organizing for social justice, neighbourhood violence prevention efforts, development of community gardens, designing public murals, and service projects for children, the elderly, or the community at large.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. They read the text and then choose from the list the sentences which best summarise each part of the text.

Keys

1. B; 2. C; 3. A.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 9.

UNIT 10

TYPES OF SOCIAL WORKERS

UNIT BRIEF

Discovering connections

Students (i) talk about different types of social workers they know, their responsibilities, and compare the activities of social workers in their home countries and abroad; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about the settings social workers may be employed in, the types of social workers and their responsibilities; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract additional information about social work jobs; (ii) SS prepare a short summary of the text.

Speaking

Students discuss the main qualities social workers need and professional requirements for specialized knowledge.

Translation

Students translate an extract from English into Russian about social workers' daily routine and sentences from Russian into English about modern social workers' image and responsibilities.

Writing

Students practise how to write a summary.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Types of Social Workers*;
- to be able to speak about the main types of social workers and their responsibilities;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of types of social workers and their professional duties and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1.false; 2.true; 3.false; 4.true; 5.false.

Ex. II. 1. social caseworkers; 2. the clinical social worker; 3. social planners; 4. community organizers; 5. planning or leading activities of large groups of persons.

Ex. III. Possible questions.

1. Who do social caseworkers deal with?
2. What types of social workers determine the nature of a client's problems?
3. When did a trend toward professionals working in private practice arise?
4. Do community organizers act as area-wide co-ordinators of all the programs of different agencies?
5. What types of social workers conduct research and help develop social welfare policies?
6. What is the social group worker usually concerned with?

Vocabulary focus

Ex. I. – Ex. VII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. employed; 2. determining the nature, overcome these difficulties; 3. obtain appropriate assistance; 4. concerned; 5. conduct; 6. facilitate.

Ex. II. 1. d; 2. e; 3. b; 4. a; 5. c ; 6. h; 7. f; 8. g.

Ex. III. 1. g; 2. c; 3. b; 4. f; 5. h; 6. d; 7. a; 8. e.

Ex. IV. 1. individual; 2. research; 3. common-interest group; 4. person; 5. activity; 6. hospital.

Ex. V.

Noun	Verb	Adjective
worker	<i>work</i>	<i>working</i>
<i>concern</i>	concern	<i>concerned</i>
<i>variety</i>	<i>vary</i>	varied
recreation	<i>recreate</i>	<i>recreative</i>
<i>solution</i>	solve	<i>solved</i>
<i>locality</i>	<i>localize</i>	local
coordinator	<i>coordinate</i>	<i>coordinative</i>
<i>increase</i>	<i>increase</i>	increased
<i>training</i>	train	<i>trained</i>

Ex. VI. 1. d; 2. h; 3. b; 4. a; 5. i; 6. c; 7. e; 8. j; 9. f; 10. g.

Ex. VII. 1. in; 2. with; 3. In, toward; 4. within; 5. with; 6. out; 7. for; 8. at.

Text 2

Ex. I. Students scan the text to extract information about the question given.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. social and health problems, such as poverty, mental illness, child abuse and neglect, emotional instability, illness, economic uncertainty, domestic violence, homelessness, and drug abuse.

2. because it focuses on people's problems in the context of their social environment.

3. the provision of public and private social and health service programs.

4. interview students to determine problems, use professional judgment to assess conditions, refer for appropriate professional or community services, and follow up to assure that services are provided and that conditions improve.

5. medical social workers.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students reduce the text in writing.

NB: Stop and do Test 10.

UNIT 11

HEALTH AND WELLNESS

UNIT BRIEF

Discovering connections

Students (i) talk about what they understand by health and wellness, about healthful and risk behaviours and about factors important to achieving optimum health; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about health, wellness, and factors that are important to feeling healthy and wealthy; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about what is meant by health, about factors bearing on our health that are beyond and within our control and about types of well-being; (ii) SS prepare a short summary of the text.

Speaking

Students discuss and express their opinion about what is meant by 'to be healthy', speak about major health hazards and health promotion.

Translation

Students translate an extract from English into Russian about the main causes of disability and premature death and an extract from Russian into English about social health.

Writing

Students practise how to write a summary.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Health and Wellness*;
- to be able to speak about health, wellness, well-being, health promotion, to characterise different types of behaviour and to analyse factors important for achieving optimum health;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of health and wellness and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. false; 2. true; 3. false; 4. true; 5. true.

Ex. II. 1. health promotion; 2. risk/harmful behaviour; 3. optimum health; 4. healthful behaviour; 5. behaviours that will promote good health for you and your environment and help prevent disease and poor health.

Ex. III. Possible questions.

1. What is physical health?
2. What does the wellness approach to good health include?
3. Why do you take responsibility for your own health?
4. What do we call an action that helps prevent illness and accidents, helps promote health for you and others?
5. What are examples of harmful or risk behaviours?
6. What do we call the best condition of health possible for us?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. VII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. well-being; 2. wellness; 3. healthful, disease; 4. well-being; 5. illness; 6. healthy; 7. health promotion; 8. heredity.

Ex. II. 1. g; 2. f; 3. i; 4. b; 5. h; 6. d; 7. a; 8. e; 9. c; 10. j.

Ex. III. 1. c 2. h 3. g 4. a 5. b 6. e 7. f 8. d.

Ex. IV. 1. heredity; 2. health; 3. behaviour; 4. environment; 5. optimum; 6. prevent.

Ex. V.

Noun	Verb	Adjective
<i>improvement</i>	improve	<i>improved</i>
approach	<i>approach</i>	<i>approachable</i>
<i>adoption</i>	adopt	<i>adopted/adoptive</i>
<i>involvement</i>	<i>involve</i>	involved
dependence	<i>depend</i>	<i>dependent</i>
<i>influence</i>	influence	<i>influenced</i>
<i>selection</i>	<i>select</i>	selected
relation	<i>relate</i>	<i>related</i>
<i>harm</i>	harm	<i>harmful</i>

Ex. VI. 1. g; 2. a; 3. h; 4. j; 5. c; 6. f; 7. e; 8. d; 9. i; 10. b.

Ex. VII. 1. of, for; 2. of, for; 3. to; 4. on; 5. of, for; 6. of, on; 7. by, of; 8. of.

Text 2

Ex. I. Students scan the text to extract information about the questions they answer.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity.

2. our heredity and our environment. The genes determine our body shape, our physical constitution, and our inborn resistance to disease. They also influence our emotional make-up and our susceptibility to certain diseases. We can't choose the environment in which we grow up (the type of our family, our neighbourhood and the people with whom we come into contact).

3. exercising regularly, the habits we form (for example, smoking), and our eating habits (for example, overeating).

4. feeling comfortable with yourselves and with others, being energetic and enthusiastic about life, coping successfully with the normal problems and stresses of life, not avoiding life's problems, welcoming new experiences and being not afraid to ask for help.

5. At one level, social health is concerned with the people with whom we come into contact. At a higher level, social health is concerned with our roles within society as a whole. Taking responsibility for your personal health also contributes to social health. If you look after yourself, you are less likely to become a burden to others because of illness.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. They read the text and then choose from the list the sentences which best summarise each part of the text.

Keys

1. B; 2. E; 3. D; 4. A.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 11.

UNIT 12

EXPRESSING EMOTIONS IN HEALTHFUL WAYS

UNIT BRIEF

Discovering connections

Students (i) talk about the main emotions, healthful ways to express emotions and defence mechanism; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about the main people's emotions and healthful ways to deal with and to express them; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about the factors that contribute to our emotional development; (ii) SS prepare a short summary of the text.

Speaking

Students speak about people's emotional development and about what it is influenced by.

Translation

Students translate extracts from English into Russian and from Russian into English about emotions and emotional patterns.

Writing

Students practise how to write a summary.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Expressing Emotions in Healthful Ways*;
- to be able to speak about emotions, to characterise them and to describe the ways to express emotions healthfully;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of emotions and emotional health and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. true; 2. false; 3. false; 4. true; 5. false.

Ex. II. 1. healthful ways to deal with and express emotions; 2. guilt; 3. to identify the source of your hurt and then to express your feelings; 4. anxiety; 5. a defence mechanism.

Ex. III. Possible questions.

1. Why is it necessary for a person to learn healthful ways to deal with and express emotions?

2. What emotion relates to an anticipated or imagined situation?

3. When can anger harm you mentally, physically, and socially?

4. What is the most effective way to deal with anger?

5. What is depression?

6. Is depression the leading mental health problem in teenagers?

Vocabulary focus

Ex. I. – Ex. VI. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. d; 2. a; 3. c; 4. b; 5. h; 6. g; 7. f; 8. e; 9. i; 10. j.

Ex. II. 1. f; 2. d; 3. b; 4. c; 5. i; 6. h; 7. e; 8. a; 9. g.

Ex. III. 1. confide; 2. anxiety; 3. occur; 4. privately; 5. hurt; 6. irritable; 7. admit.

Ex. IV.

Noun	Verb	Adjective
contribution	<i>contribute</i>	<i>contributive/contributory</i>
<i>pretension</i>	pretend	<i>pretensive</i>
<i>society</i>	<i>socialize</i>	social
direction	<i>direct</i>	<i>directive</i>
<i>intensification</i>	intensify	<i>intensive</i>
<i>effect</i>	<i>effect</i>	effective
response	<i>respond</i>	<i>responsive</i>
<i>admittance</i>	admit	admitted
<i>confidence</i>	<i>confide</i>	confident
feeling	<i>feel</i>	<i>feeling</i>

Ex. V. 1. c; 2. f; 3. a; 4. j; 5. d; 6. h; 7. i; 8. e; 9. g; 10. b.

Ex. VI. 1. to, with, to, of, to; 2. to, with; 3. to, with, to; 4. in; 5. of, from, at; 6. to, at, with; 7. by, for, for.

Text 2

Ex. I. Students scan the text to extract information about the question given.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. the complicated interplay between the traits you inherit, the environment in which you grow up, and the experiences you have.

2. pleasure, displeasure, excitement, and depression.

3. modelling is imitation. conditioning is learning to do things that earn reinforcements, or rewards.

4. the oral stage, the anal stage, the phallic stage, a latency stage, and the genital stage.

5. Erik Erikson concentrated on how people grow and develop in regular stages. He identified eight stages because he thought that emotional development continues after adolescence.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. They read the text and then divide it into three parts. Students give a headline to each part. Circulate and monitor. Check the answers with the whole class.

Ex. II. Students write a 200-word summary of the text.

NB: Stop and do Test 12.

UNIT 13

NUTRITION. NUTRIENTS IN FOODS

UNIT BRIEF

Discovering connections

Students (i) share information about nutrition, diet, and nutrients; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about nutrition and nutrients in foods, (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about weight problems and about why many people experience them; (ii) SS prepare a short summary of the text.

Speaking

Students express their opinion about nutrition and nutrients in foods, healthy and unhealthy eating habits, and weight problems.

Translation

Students translate extracts from English into Russian and from Russian into English about vegetarianism and dieting.

Writing

Students study and practise the structure and the language of personal references.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Nutrition. Nutrients in Foods*;
- to be able to speak about nutrition and nutrients in foods, to characterise weight problems a lot of people experience;
- to be able to give personal references.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of eating habits and nutrients and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. true; 2. true; 3. true; 4. true; 5. false; 6. true.

Ex. II. 1. grow and develop and have a healthful appearance; 2. your diet today; 3. fatigue and mental depression; 4. consume large quantities; 5. the intake of water and the output of urine and perspiration.

Ex. III. Possible questions.

1. What gives you energy to enjoy your favourite activities?
2. What do a healthful diet and regular exercise help us do?
3. What are the main kinds of nutrients in foods?
4. What does protein deficiency result in during adulthood?
5. What chemical substances are the main source of energy for your body?
6. Where are sugars found?
7. What types are vitamins divided into?
8. Is water considered a nutrient?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. VII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. food; 2. diet; 3. nutrients; 4. Nutrition, food, nutrients; 5. nutrition; 6. diet.

Ex. II. 1. h; 2. i; 3. a; 4. b; 5. c; 6. g; 7. e; 8. d; 9. j; 10. f.

Ex. III. 1. c; 2. d; 3. a; 4. b; 5. g; 6. e; 7. i; 8. f; 9. h.

Ex. IV. 1. healthful; 2. body; 3. source; 4. to store; 5. furnish; 6. output.

Ex. V.

Noun	Verb	Adjective
leader	<i>lead</i>	<i>leading</i>
<i>finding</i>	find	<i>found</i>
<i>simplicity</i>	<i>simplify</i>	simple
<i>maker</i>	make	<i>made</i>
growth	<i>grow</i>	<i>grown</i>
<i>container</i>	<i>contain</i>	contained

Ex. VI. 1. d; 2. f; 3. a; 4. h; 5. g; 6. b; 7. i; 8. c; 9. j; 10. e.

Ex. VII. 1. in, of, for, of; 2. by, to, from; 3. from, of, at; 4. of; 5. for, of, in; 6. of, for; 7. in, of.

Text 2

Ex. I. Students scan the text to extract information about the question given.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. Being overweight can have serious health effects and can prevent people from social activities that would increase their enjoyment of life.

2. on your body composition: your height; your build; and the ratio of fat to lean tissue in your body.

3. Underweight tends to run in families: thin parents may have thin children. Some people are underweight because they skip meals; others can't afford to eat properly. A few people develop serious emotional disorders that cause them to lose weight.

4. People may turn to food when they are lonely, depressed, anxious, bored, or under stress. People also eat because something suggests the idea to them.

5. Without exercise, the body turns food into fat. With exercise, it converts food into energy.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Notes:

In the labour market, potential employers often ask job applicants for references. The references can be a written letter, but are often just a contact telephone number. Employers can ask for professional references, which are from former employers or for character references, which are from people of distinction, such as doctors or teachers, who are known to the applicant and can vouch for their employability.

Remember! When writing any references only make positive comments. If this is not possible do not make any comment other than referring to employment dates.

Professional References

Professional references include your reference's name, job title, company, address, phone number and if acceptable to your reference, an e-mail address.

Personal References

Personal references include your reference's name, job title if helpful to your image, address (ask references if they wish you to use their business or personal address) and phone number.

Personal References

Ex. I. – Ex. IV. Students work in pairs. They read the documents given and answer the questions. Circulate and monitor. Check the answers with the whole class.

Keys to the exercises

Ex. II. 1. The Rehabilitation Centre wants to have Mr. Mares' opinion of Ms Edith Roberts' suitability for a position of psychologist at the Centre. 2. This information is considered to be confidential and can't be given away.

Ex. IV. 1. for 20 years; 2. Yes, it has been a great help. 3. Yes, it is.

Language aspect

Ask your students to work individually to study the pattern expressions given. Check if they understand their meaning. Compare these pattern expressions with those used in their native languages to write a personal reference.

Letter writing practice

Ex. I. Students do the exercise individually. Circulate and monitor. As individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys

1. the date is given there (e.g. 23 September 2005);
2. for the position of Press Secretary;
3. your name as a reference;
4. your opinion of his suitability for such a position;
5. communication skills;
6. be treated as strictly confidential.

Ex. II. – Ex. III. Students work individually to write personal references using the information given.

NB: Stop and do Test 13.

UNIT 14

WHY PEOPLE CHOOSE NOT TO SMOKE

UNIT BRIEF

Discovering connections

Students (i) talk about smoking and effects of nicotine on the human body, and list reasons people have for not smoking; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about why people choose not to smoke; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about the influence of tobacco on people's health; (ii) SS prepare a short summary of the text.

Speaking

Students speak about smoking, its effects on people's health, and steps to influence people to avoid smoking.

Translation

Students translate extracts from English into Russian and from Russian into English about smoking and its effects.

Writing

Students practise how to write a summary.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Why People Choose Not to Smoke*;
- to be able to speak about why people start smoking and the reasons for giving up smoking, and about the unhealthy influence of tobacco on people's health;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of smoking and its bad influence and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. false; 2. true; 3. true; 4. false; 5. true.

Ex. II. 1. parental guidelines; 2. smoking; 3. threat to health; 4. not smoking; 5. tobacco-free lifestyle.

Ex. III. Possible questions.

1. Who plays a crucial role in the smoking behaviour of the children?
2. Why do parents smoke?
3. Is the lift achieved by the action of many harmful chemicals in tobacco and smoke?
4. What do most teenagers realize about smoking?
5. What do non-smokers get their lifts and gratification by?
6. Do peer groups play an important role in the decision to smoke or not to smoke?
7. What are smokers' teeth and breath like?

Vocabulary focus

Ex. I. – Ex. VI. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. f; 2. h; 3. b; 4. e; 5. d; 6. c; 7. g; 8. a; 9. j; 10. i.

Ex. II. 1. f; 2. e; 3. a; 4. d; 5. b; 6. h; 7. c; 8. g.

Ex. III. 1. adult; 2. ingredient; 3. healthful; 4. smoker; 5. discourage; 6. stress; 7. adolescent; 8. increase.

Ex. IV.

Noun	Verb	Adjective
<i>choice</i>	choose	<i>chosen</i>
<i>importance</i>	—	important
<i>guide</i>	guide	<i>guiding</i>
<i>decision</i>	decide	<i>decided</i>
discussion	<i>discuss</i>	<i>discussed</i>
<i>organization</i>	organize	<i>organized</i>
<i>majority</i>	<i>major</i>	major
risk	<i>risk</i>	<i>risky</i>

Ex. V. 1. f; 2. c; 3. d; 4. a; 5. e; 6. j; 7. b; 8. h; 9. e; 10. i.

Ex. VI. 1. to, by; 2. to, from; 3. of, of; 4. in, of; 5. in, of; 6. about; 7. in, to; 8. in, on, on.

Text 2

Ex. I. Students scan the text to extract information about the question given.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. the age you start smoking.
2. It increases heart rate, blood pressure, and cardiac output. You develop coronary heart disease.
3. lung cancer, pulmonary emphysema and chronic bronchitis.
4. Nicotine causes an unnecessary increase in heart rate, blood pressure, and cardiac output. The heart works harder than normal, it requires more oxygen.
5. There are many symptoms that gradually affect a smoker's health over a long period of time. If you smoke now, you run a risk to get smoking-related diseases.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students scan the text and write a 100-word summary of the text.

NB: Stop and do Test 14.

UNIT 15

BASES OF PSYCHOLOGY

UNIT BRIEF

Discovering connections

Students (i) talk about what psychology is and about the influence of psychological findings on people's life; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about the bases of psychology; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) read the text, do reading comprehension exercises and extract information about the major areas of research in psychology and about what they study; (ii) SS do reading comprehension exercises and prepare a short summary of the text.

Speaking

Students speak about the role of psychology in people's life.

Translation

Students translate an extract from English into Russian and sentences from Russian into English about psychology and its bases.

Writing

Students practise how to write a summary.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Bases of Psychology*;
- to be able to speak about psychology, its areas of research and about the influence of psychological findings on people's life;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of psychology and its bases and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining

the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. true; 2. false; 3. false; 4. true; 5. false; 6. false.

Ex. II. 1. mental processes, behaviour; 2. relate to one another, to the environment; 3. change bad habits, learn; 4. two Greek words, “soul,” “the study of”; 5. the workings of the nervous system, the brain; 6. the attitudes and relationships of human beings in social settings; 7. obtains a medical degree, engages in further formal medical education in psychiatry.

Ex. III. Possible questions.

1. How many elements does the definition of ‘psychology’ contain?
2. What do psychologists look for while studying people and other animals?
3. What do psychologists use to test their ideas?
4. Have psychologists discovered everything about people?
5. In what way can insights provided by psychology help people?
6. Is psychology closely related to any other sciences?
7. Do most psychologists have any doctoral graduate degree?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. IX. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. capacity; 2. abilities; 3. talent; 4. abilities; 5. skills; 6. ability.

Ex. II. 1. f; 2. j; 3. a; 4. i; 5. c; 6. g; 7. e; 8. b; 9. d; 10. h.

Ex. III. 1. research; 2. personality; 3. reaction; 4. biology; 5. anthropology; 6. sociology; 7. psychiatry.

Ex. IV. environment – a; illness – a; setting – b; brain – b.

Ex. V. 1. h; 2. c; 3. l; 4. k; 5. f; 6. g; 7. j; 8. m; 9. e; 10. b; 11. d; 12. a; 13. i.

Ex. VI. 1. c; 2. d; 3. e; 4. a; 5. f; 6. b.

Ex. VII. unconscious, misunderstanding, unproductive, disfunction, inattention, informal, unscientific.

Ex. VIII.

Noun	Verb	Adjective
<i>rate</i>	rate	<i>rated</i>
behaviour	<i>behave</i>	<i>behavioural</i>
<i>condition</i>	<i>condition</i>	conditioned
action	<i>act</i>	<i>active</i>
<i>belief</i>	believe	<i>believable</i>
treatment	<i>treat</i>	<i>treated</i>
<i>observation</i>	<i>observe</i>	observable
<i>investigation</i>	investigate	<i>investigatory/investigative</i>
<i>record</i>	<i>record</i>	recordable

Noun	Verb
<i>specialisation</i>	specialise
relation	<i>relate</i>
<i>devotion</i>	devote
prediction	<i>predict</i>
<i>fulfilment</i>	fulfil
<i>exploration</i>	explore
<i>distinction</i>	distinguish
<i>affection</i>	affect

Ex. IX. 1. to; 2. from; 3. on; 4. to; 5. in; 6. from; 7. with; 8. of, of.

Text 2

Ex. I. Students scan the text to extract information about the question given.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and complete the sentences using information from the text. Go through the answers with the whole class.

Ex. II. Students work in pairs and extract information about the questions given. Circulate and monitor. Go through the answers with the whole class.

Ex. III. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Keys to the exercises

Ex. I. 1. clinical psychology, developmental psychology, social psychology;
2. comparative psychology, behavioural genetics; 3. marriage, family, school, or career;
4. acquire, process, and utilize information; 5. the changes that come with age; 6. influence, perceive, and interact with one another.

Ex. II.

1. two. Basic and applied.
2. Basic researchers concentrate on testing general theories, applied psychologists study people in real-world settings and solve practical human problems.
3. Biopsychology is the scientific study of the biological underpinnings of behaviour and mental processes. Behaviours of human beings are uniquely adaptive for survival and reproduction.
4. to the study, diagnosis, and treatment of mental illnesses and other emotional or behavioural disorders. Counselling psychologists, psychiatrists, psychiatric social workers, and psychiatric nurses.
5. about acquiring, processing, and utilizing information.
6. physical, intellectual, and social development in foetuses, infants, children, and adolescents. The changes that occur throughout adulthood, the study of old age and of the process of dying.
7. the scientific study of how people think, feel, and behave in social situations. Conformity, obedience to authority, the formation of attitudes, the principles of persuasion, physical attractions, love and intimacy, aggression, altruism, group processes.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. They read the text and then choose from the list the headlines which best expresses the main idea of each part.

Keys

1. E; 2. D; 3. B; 4. A.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 15.

UNIT 16

MAJOR SCHOOLS OF PSYCHOLOGY

UNIT BRIEF

Discovering connections

Students (i) talk about the development of psychology into a science and about the founders of the major psychological schools; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about the major schools of psychology and their main subjects of inquiry; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Speaking

Students discuss the questions about the major psychological schools, their main subjects of inquiry and their methods of research.

Translation

Students translate Paragraphs 1 and 2 in Text 1 from English into Russian and sentences from Russian into English about the development of psychology into a science and the major psychological schools.

Writing

Students study and practise the structure and the language of a formal letter.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Major Schools of Psychology*;
- to be able to speak about the major schools of psychology and their areas of research;
- to be able to write a formal letter.

LESSON NOTES

Discovering connections

Ex. 1. These questions introduce the theme of major schools of psychology and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. true; 2. false; 3. false; 4. false; 5. false; 6. true; 7. true; 8. true.

Ex. II. 1. four. structuralism, behaviourism, Gestalt psychology, psychoanalysis; 2. specific components or structures; 3. introspection; 4. the work of the Russian physiologist Ivan P. Pavlov; 5. observable behaviour and stimuli from the environment; 6. controlling an individual's environment; 7. in the unconscious mind.

Ex. III. Possible questions.

1. When did the first systematic studies of sensation and perception begin?
2. What did the American philosopher William James found in 1875?
3. What are four basic skin sensations according to the structuralists?
4. What is the only reliable source of information according to the behaviourists?
5. What did the behaviourists stress?
6. What psychological school developed as a reaction against structuralism?
7. What psychological school was founded by the Austrian doctor Sigmund Freud?
8. When was Gestalt psychology founded?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. IX. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish,

get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. the principle; 2. the principles; 3. the principal; 4. the principal.

Ex. II. 1.e; 2.j; 3.g; 4.a; 5.h; 6.i; 7.c; 8.f; 9.k; 10.b; 11.d.

Ex. III. 1. gestalt; 2. behaviourism; 3. conditioning; 4. psychoanalysis; 5. introspection; 6. structuralism; 7. wetness.

Ex. IV. 1.d; 2.h; 3.f; 4.b; 5.a; 6.c; 7.e; 8.g; 9.i.

Ex. V. 1.d; 2.k; 3.h; 4.b; 5.f; 6.j; 7.i; 8.g; 9.e; 10.c; 11.a.

Ex. VI. 1.b; 2.c; 3.d; 4.a.

Ex. VII. careless, disorganised, powerless, disassociate.

Ex. VIII.

Noun	Verb	Adjective
<i>structure</i>	structure	<i>structured</i>
process	<i>process</i>	<i>processed</i>
<i>emphasis</i>	<i>emphasise</i>	emphasised
procedure	<i>proceed</i>	<i>proceeded</i>
<i>force</i>	force	<i>forced</i>
experimentation	<i>experiment</i>	<i>experimental</i>
<i>reaction</i>	react	<i>reactive</i>
<i>followance</i>	<i>follow</i>	followed
purpose	<i>purpose</i>	<i>purposeful</i>

Noun	Verb
<i>training</i>	train
division	<i>divide</i>
<i>growth</i>	grow
report	<i>report</i>
<i>description</i>	describe
expression	<i>express</i>
<i>application</i>	apply
<i>creation</i>	create

Ex. IX. 1. into, on; 2. to; 3. in; 4. from; 5. out of; 6. on, against, on; 7. with; 8. to; 9. on, by, of, in.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Notes:

A formal letter is a letter written in formal language, usually used when writing from one business organization to another, or for correspondence between such organizations and their customers, clients and other external parties. The overall style of letter will depend on the relationship between the parties concerned.

Ex. I. – Ex. IV. Students work in pairs. Circulate and monitor. Go through the answers with the whole class.

Ex. V. Students work individually and write a letter in reply to the advertisement given.

NB: Stop and do Test 16.

UNIT 17

METHODS OF PSYCHOLOGICAL RESEARCH

UNIT BRIEF

Discovering connections

Students (i) talk about the importance of research, the principles and bases of research and some research methods used psychology; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about the chief techniques used in psychological research and their main types; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) read the text, do reading comprehension exercises, and extract information about the other methods of research in psychology; (ii) SS prepare a short summary of the text.

Speaking

Students answer the questions about the chief techniques used in psychological research and their main types.

Translation

Students translate an extract from English into Russian about ethical concerns in psychological research and sentences from Russian into English about methods of psychological research.

Writing

Students practise how to write a summary.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Methods of Psychological Research*;
- to be able to speak about the main research methods and techniques;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of research and methods used in psychological research and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining

the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. false; 2. true; 3. false; 4. true; 5. true; 6. false; 7. true; 8. false; 9. false; 10. true; 11. false; 12. true.

Ex. II. 1. naturalistic observation, systematic assessment, experimentation;
2. cause-and-effect relationships between events and for broad patterns of behaviour;
3. examine (assess) people's thoughts, feelings, and personality traits; 4. people's attitudes and activities by asking the people themselves; 5. what he or she sees in a series of inkblots;
6. a story about the characters in each of a series of pictures; 7. discover or confirm cause-and-effect relationships in behaviour.

Ex. III. Possible questions.

1. What do theories (hypotheses) provide?
2. What technique involves watching the behaviour of human beings and other animals in their natural environment?
3. What do psychologists use naturalistic observation as?
4. What (what sort of information) do surveys provide?
5. What does the accuracy of the information gathered in systematic assessment depend on?
6. Why do psychologists use standardised tests?
7. Do psychologists develop theories?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. X. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. checked; 2. control; 3. monitor; 4. control; 5. control; 6. control; 7. controlled.

Ex. II. 1. e; 2. j; 3. i; 4. b; 5. e; 6. m; 7. d; 8. p; 9. f; 10. o; 11. c; 12. n; 13. g; 14. h; 15. l; 16. a.

Ex. III. 1. d; 2. g; 3. e; 4. i; 5. h; 6. m; 7. b; 8. j; 9. a; 10. f; 11. c; 12. l; 13. k.

Ex. IV. 1. f; 2. d; 3. i; 4. l; 5. a; 6. h; 7. b; 8. e; 9. k; 10. c; 11. j; 12. g.

Ex. V. poll – c; simulator – b; thought – b; sight – b.

Ex. VI. 1. h; 2. c; 3. f; 4. k; 5. n; 6. g; 7. a; 8. l; 9. m; 10. d; 11. j; 12. i; 13. e; 14. b.

Ex. VII. 1. f; 2. c; 3. i; 4. a; 5. g; 6. d; 7. b; 8. e; 9. h.

Ex. VIII. impossible, inaccurately, unfamiliar, improve, disable.

Ex. IX.

Noun	Verb	Adjective
<i>view</i>	<i>view</i>	<i>viewable</i>
<i>assessment</i>	<i>assess</i>	<i>assessed</i>
<i>word</i>	<i>word</i>	<i>worded</i>
<i>consumer</i>	<i>consume</i>	<i>consumed</i>
<i>control</i>	<i>control</i>	<i>controlled</i>
<i>variety</i>	<i>vary</i>	<i>varied</i>
<i>effect</i>	<i>effect</i>	<i>effective</i>
<i>simulator</i>	<i>simulate</i>	<i>simulative</i>
<i>subject</i>	<i>subject</i>	<i>subjected</i>
<i>survey</i>	<i>survey</i>	<i>surveyed</i>
<i>condition</i>	<i>condition</i>	<i>conditioned</i>

Ex. X. 1. for; 2. from; 3. on; 4. to; 5. on; 6. at, into; 7. to; 8. under.

Text 2

Ex. I. Students scan the text to extract information about the question they want to answer.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work in pairs and complete as many of the sentences as they can from memory. Circulate and monitor. Go through the answers with the whole class.

Ex. II. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Ex. III. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way. Then ask the pairs to tell their summaries. Correct mistakes as you go.

Keys to the exercises

Ex. I. 1. an examination of existing records of human activities; 2. influence the subjects by their presence; 3. to observe and test patients who have suffered damage to the specific region of the brain; 4. to alter the brain physically and measure the effects of the change on behaviour; 5. to find statistical connections between variables; 6. causation; 7. evaluates

the strengths and weaknesses of the various studies on a topic and argues for certain conclusions; 8. a meta-analysis.

Ex. II.

1. to control what happens to their subjects and make careful and precise observations of behavior.

2. laboratory – studying memory; real-world research – investigating the reliability of eyewitness testimony.

3. archival studies, case studies, surveys, naturalistic observations, correlational studies, experiments, literature reviews, and measures of brain activity.

4. Researchers cannot influence the subjects by their presence.

5. They give a possibility to measure what changed in society over some generations.

6. Correlation does not prove causation.

7. a statistical procedure used to combine the results from many different studies.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. They read the text and then choose the best answer to each of the questions given. Circulate and monitor. Check the answers with the whole class.

Keys

1. A; 2. B; 3. C; 4. A; 5. B; 6. D.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 17.

UNIT 18

PERSONALITY AND SELF-CONCEPT

UNIT BRIEF

Discovering connections

Students (i) talk about what they understand by personality and self-concept and about what influences personality development; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about what personality and self-concept are and about factors that influence personality development; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about how different factors interact to form personality; (ii) SS prepare a short summary of the text.

Speaking

Students discuss the questions about personality and self-concept and factors that influence personality development.

Translation

Students translate extracts from English into Russian and from Russian into English about personality and self-concept.

Writing

Students practice how to write a summary.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Personality and Self-Concept*;
- to be able to speak about personality and self-concept, about what influences personality development and how different factors interact to form personality;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of personality and self-concept and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. false; 2. false; 3. true; 4. true; 5. true; 6. false; 7. false.

Ex. II. 1. heredity, environment, culture, and self-concept; 2. heredity; 3. mountains, an ocean, rivers, or desert; 4. the influence of the people; 5. determine our self-concept; 6. other persons significant to you.

Ex. III. Possible questions.

1. How many factors influence personality?
2. What is heredity?
3. What does our physical environment include?
4. What is a blend of the influence of the people in your home, city, state, and nation.
5. What does self-concept include?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. VII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. defined; 2. determine; 3. determine; 4. determine; 5. determine; 6. determine.

Ex. II. 1. d; 2. e; 3. h; 4. f; 5. a; 6. c; 7. i; 8. b; 9. g.

Ex. III. 1. f; 2. d; 3. b; 4. e; 5. c; 6. a.

Ex. IV. 1. d; 2. c; 3. f; 4. e; 5. a; 6. b.

Ex. V. 1. e; 2. f; 3. a; 4. b; 5. d; 6. c.

Ex. VI.

Noun	Verb	Adjective
<i>breath</i>	<i>breathe</i>	<i>breathing</i>
<i>environment</i>	<i>environ</i>	<i>enviromed</i>
<i>influence</i>	<i>influence</i>	<i>influenced</i>
<i>limitation</i>	<i>limit</i>	<i>limited</i>
<i>inheritance</i>	<i>inherit</i>	<i>inheritable</i>
<i>inclusion</i>	<i>include</i>	<i>inclusive</i>
<i>belief</i>	<i>believe</i>	<i>believed</i>
<i>action</i>	<i>act</i>	<i>active</i>
<i>population</i>	<i>popularize</i>	<i>popular</i>

Ex. VII. 1. by; 2. about; 3. to, with, of; 4. of, from, to; 5. of; 6. of, of, in; 7. to, in, about.

Text 2

Ex. I. Students scan the text to extract information about the question they want to answer.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. because of variables that either are inherited or result from conditions of pregnancy and birth.
2. intelligence and temperament.
3. when an individual is more sensitive to a particular type of environmental event.
4. for example, language ability, the capacity for guilt.
5. They can leave a permanent mark on personality.
6. People who are of the same racial stock and live in the same area may demonstrate different personality features.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. Circulate and monitor. Check the answers with the whole class.

Keys

1. C; 2. A; 3. B.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 18.

UNIT 19

ABNORMAL PSYCHOLOGY

UNIT BRIEF

Discovering connections

Students (i) talk about what abnormal psychology is and about some standards of normal and abnormal behaviour; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about some theories of abnormal psychology; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about clinical psychology and its chief activities; (ii) SS prepare a short summary of the text.

Speaking

Students discuss and express their opinion about statements about what normal and abnormal is.

Translation

Students translate an extract from English into Russian about clinical psychology and sentences from Russian into English about modern psychology and abnormal psychology.

Writing

Students practice how to write a summary of the text given.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Abnormal Psychology*;
- to be able to speak about normal and abnormal is, to give some examples of normal and abnormal behaviour, to define abnormal psychology and its field;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of abnormal psychology and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. true; 2. true; 3. false; 4. true; 5. true; 6. false; 7. true.

Ex. II. 1. personality and intelligence tests, experiments, and case studies; 2. mental illnesses, possible causes of these illnesses, certain methods of treating them; 3. underlying physical causes of psychological disturbances; 4. organic disorders and functional disorders; 5. talks to the analyst about whatever thoughts, images, or feelings come to mind; 6. teaching them acceptable behaviour patterns and reinforcing desired behaviour by rewards; 7. insight into their feelings, responsibility for their lives, their potential.

Ex. III. Possible questions.

1. What is abnormal psychology?
2. Who are studies in abnormal psychology conducted by?
3. How many groups or schools can theories of abnormal psychology be divided into?
4. What are they?
5. What do biophysical therapists treat mental disorders mainly with?
6. What theories focus on the emotional basis of abnormal behaviour?
7. What do existential theories of abnormal behaviour stress?
8. What do we call a learning process that helps change abnormal behaviour?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. X. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. affect; 2. affect; 3. effect; 4. affected.

Ex. II. 1. j; 2. d; 3. g; 4. a; 5. i; 6. b; 7. c; 8. f; 9. e; 10. h.

Ex. III. 1. abnormal psychology; 2. idiographic study; 3. nomothetic study; 4. organic disorders; 5. functional disorders; 6. neurotic; 7. psychotic; 8. delusions; 9. hallucinations; 10. conditioning.

Ex. IV. 1. f; 2. d; 3. h; 4. a; 5. j; 6. i; 7. c; 8. e; 9. k; 10. l; 11. g; 12. b.

Ex. V. mind – d; case – c; vision – b; image – d.

Ex. VII. 1. d; 2. f; 3. a; 4. b; 5. g; 6. e; 7. h; 8. c.

Ex. VIII. uncertain, mistreat, indefinite, misuse, unpleasant, unreal, unacceptable.

Ex. IX.

Noun	Verb	Adjective
disturbance	<i>disturb</i>	<i>disturbed</i>
<i>defect</i>	defect	<i>defective</i>
<i>track</i>	<i>track</i>	tracked
image	<i>image</i>	<i>imaginal</i>
<i>reward</i>	reward	<i>rewarded</i>
<i>discipline</i>	<i>discipline</i>	disciplined
suggestion	<i>suggest</i>	<i>suggestive</i>
focus	<i>focus</i>	<i>Focused</i>

Noun	Verb
<i>gain</i>	gain
<i>resolution</i>	resolve
<i>reinforcement</i>	reinforce
<i>suffering</i>	suffer
worry	<i>worry</i>
stress	<i>stress</i>
<i>emphasis</i>	emphasise

Ex. X. 1. abnormal psychology; 2. psychopathology; 3. clinical psychologists, psychiatrists, social workers; 4. mental, causes, treating; 5. biophysical theories; 6. shock, brain, nervous; 7. intrapsychic theories; 8. psychoanalysis; 9. an analyst; 10. existential theories; 11. behavioural theories.

Text 2

Ex. I. Students scan the text to extract information about the question given.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. normal and abnormal behavior and also the structure and the development of personality.
2. It puts into practice the theories developed in the different fields of psychology.
3. government, hospitals, clinics, universities, and private practice.
4. testing and diagnosis, psychotherapy and consultation, research.
5. tests that measure aptitude, intelligence, and personality. in diagnosing mental disorders.
6. the clinical psychologist's main tool in treating mental disorders.
7. understanding and preventing mental disorders. They develop and take part in consultation programmes to educate the public.
8. to improve various methods of diagnosing and treating mental disorders, to develop and evaluate new testing and treatment methods, to propose and test new theories on the structure and development of personality.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. They read the text and then choose the best sentences to summarise each of the part of the text. Circulate and monitor. Check the answers with the whole class.

Keys

1. B; 2. D; 3. A.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 19.

UNIT 20

SOCIAL PSYCHOLOGY

UNIT BRIEF

Discovering connections

Students (i) talk about what social psychology is and about the main areas of research of social psychology; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about what social psychology is, the processes it investigates and get acquainted with the development of social psychology into a science, (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about the major research topics in social psychology and the aspects they study; (ii) SS prepare a short summary of the text.

Speaking

Students discuss the questions about social psychology and speak about people's reaction in different situations from the point of view of social psychology.

Translation

Students translate extracts from English into Russian and from Russian into English about social psychology and its findings.

Writing

Students practice how to write a summary of the text given.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Social Psychology*;
- to be able to speak about social psychology, the areas it studies and about the development of social psychology into a science;
- to be able to write a summary;

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of social psychology and social psychology practice and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. false; 2. false; 3. true; 4. true; 5. false; 6. false.

Ex. II. 1. communication, competition, leadership, changes in attitude; 2. avoid success, achieve; 3. experiments; 4. public opinion surveys; 5. personnel programmes.

Ex. III. Possible questions.

1. What do social psychologists do to support their theories?
2. What do social psychologists call the fact when new information people learn conflicts with what they already believe?
3. Where do social psychologists teach and conduct research?
4. Who influenced greatly social psychology?
5. What are people's ideas about themselves developed through?
6. What does behaviour depends primarily on according to Mead and Lewin?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. VIII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. personnel; 2. personal; 3. personal.

Ex. II. 1. c; 2. j; 3. e; 4. g; 5. i; 6. a; 7. k; 8. d; 9. f; 10. b; 11. h.

Ex. III. 1. social psychology; 2. cognitive dissonance; 3. leadership; 4. competition; 5. failure; 6. behaviour; 7. behavioural psychologist; 8. perception.

Ex. IV. attitude – way of thinking or behaving; decision making – way of making up one's mind; uneasy – disturbed or uncomfortable in body or mind to claim – to assert; to avoid - to refrain or keep away from; observation – surveying, being surveyed; to measure – to find the size etc. of by comparison with a known standard.

Ex. V. 1. c; 2. f; 3. g; 4. a; 5. b; 6. e; 7. d.

Ex. VI. 1. c; 2. e; 3. a; 4. b; 5. d.

Ex. VII.

Noun	Verb	Adjective
conflict	<i>conflict</i>	<i>conflicting</i>
<i>belief</i>	believe	<i>believable</i>
<i>achievement</i>	<i>achieve</i>	achieved
measure	<i>measure</i>	<i>measured</i>
<i>claim</i>	claim	<i>claimed</i>
<i>owing</i>	<i>owe</i>	owed
competition	<i>compete</i>	<i>competitive</i>
failure	<i>fail</i>	<i>failed</i>
<i>observation</i>	<i>observe</i>	observable
research	<i>research</i>	<i>researched</i>
perception	<i>perceive</i>	<i>perceived</i>

Ex. VIII. 1. from; 2. for; 3. on; 4. to, for, of; 5. through; 6. on.

Text 2

Ex. I. Students scan the text to extract information about the questions they answer.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. processes of social influence, social perception, interpersonal behavior; 2. conformity, obedience, attitudes and persuasion; 3. people experience joy when they form new social attachments; 4. forming impressions and making attributions, and stereotypes and prejudice; 5. group processes, “antisocial” behavior, “prosocial” behavior, and interpersonal attraction.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. They read the text and then choose from the list the sentences which best summarise each part of the text.

Keys

1. E; 2. B; 3. A; 4. C.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 20.

UNIT 21

PSYCHIATRY

UNIT BRIEF

Discovering connections

Students (i) talk about what psychiatry is, about the difference between psychiatry and psychology, the effects mental disorders have on people’s life,

methods used by psychiatrists and about psychiatric social workers' duties; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about what psychiatry is, about the profession of psychiatrist, the province of psychiatry and about the most fundamental methods psychiatrists use; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about the main types of psychiatric treatment; (ii) SS prepare a short summary of the text.

Speaking

Students discuss the questions about psychiatry, methods it uses and the difference between psychiatry and psychology.

Translation

Students translate Paragraphs 1 and 2 in Text 2 from English into Russian and an extract from Russian into English about mental disorders.

Writing

Students study and practise the structure and the language of invitations.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Psychiatry*;
- to be able to speak about psychiatry, psychiatric methods and disorders;
- to be able to write an invitation.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of psychiatry and psychiatric practice and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. false; 2. false; 3. false; 4. true; 5. true; 6. true; 7. true.

Ex. II. 1. a doctor of medicine who has had four years of postgraduate training in psychiatry; 2. general hospitals, specialized facilities; 3. biological, psychological, social; 4. personality characteristics, past and present experience; 5. family and community problems.

Ex. III. Possible questions.

1. Are psychologists trained in medicine?
2. What is the most fundamental method to detect specific disorders in psychiatrists' patients?
3. What can the psychiatric history of a patient be supplemented by?
4. What diagnostic methods do psychologists use to detect damage to the brain or other parts of the central nervous system?
5. Why do psychologists use different kinds of tests to diagnose psychiatrists' patients?

Vocabulary focus

Ex. I. Study the difference in meanings with the whole class. Then students work in pairs to do the exercise. Go through the answers with the whole class.

Ex. II. – Ex. IX. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. effective; 2. efficient; 3. efficient, effective; 4. effectual; 5. efficacious, effective; 6. efficient.

Ex. II. 1. e; 2. g; 3. a; 4. f; 5. c; 6. d; 7. b.

Ex. III. 1. psychiatry; 2. psychiatrist; 3. neurologist; 4. physician; 5. psychiatric social workers; 6. internist.

Ex. IV. to diagnose – to identify an illness or disorder in a patient through an interview, physical examination, and medical tests and other procedures; a criterion – an accepted standard used in making decisions or judgments about something; postgraduate training – doing further study; specialized facilities – something designed or created to provide special services or fulfil special needs; general hospital – a hospital that does not specialize in any one particular kind of medicine.

Ex. V. treat – b; drugs – a; history – c.

Ex. VI. 1. g; 2. e; 3. h; 4. b; 5. a; 6. d; 7. c; 8. f.

Ex. VII. 1. d; 2. a; 3. e; 4. c; 5. b.

Ex. VIII.

Noun	Verb	Adjective
specialty	<i>specialize</i>	<i>specialized</i>
diagnosis	diagnose	<i>diagnostic</i>
generalisation	<i>generalize</i>	general
determinant	<i>determine</i>	<i>determined</i>
prevention	prevent	<i>preventive</i>
impairment	<i>impair</i>	<i>impaired</i>
nerve	-	nervous
detection	detect	<i>detective</i>
elicitation	elicit	<i>elicitable</i>

Ex. IX. 1. at; 2. for; 3. during; 4. for; 5. of.

Text 2

Ex. I. Students scan the text to extract information about the questions they answer.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. organic and nonorganic forms; organic – drugs, nonorganic – psychological means (psychotherapy, altering social environment); 2. antipsychotic. Diminish such symptoms as delusions, hallucinations, thought disorders. chemically synthesized; 3. electroconvulsive therapy, psychosurgery. Severe depressions, sometimes schizophrenia; 4. psychotherapy; 5. psychodynamic in orientation. Internal psychic conflict and its resolution as a means of restoring mental health; 6. shorter forms of psychotherapy. At giving the patient advice and

trying to influence behavior; 7. it directs social relations among patients and staff toward therapeutic ends.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Invitations

Ask your students to work individually to study the pattern expressions given (inviting, refusing an invitation, accepting an invitation). Check if they understand their meaning. Compare these pattern expressions with those used in their native language to write an application letter.

Pay students attention to the difference between *-ed* and *-ing* forms (I was interested.../The book was interesting...), the use of *the infinitive* after would like (would like smb to do sth)

Ex. I. – Ex. III. Students do the exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Letter writing practice

Ex. I. Students do the exercise individually. Circulate and monitor. As individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Ex. II. – Ex. III. Students work individually to write their invitations using the information given.

NB: Stop and do Test 21.

UNIT 22

MENTAL HEALTH AND MENTAL DISORDERS

UNIT BRIEF

Discovering connections

Students (i) talk about what they understand by mental health and mental illness, about the most common mental health problems in their countries and about ways to promote mental health; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about what mental health and mental illness are and about their main characteristics; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about the factors that influence mental health and about maintaining mental health; (ii) SS prepare a short summary of the text.

Speaking

Students discuss the questions about mental health and mental illness.

Translation

Students translate extracts from English into Russian and from Russian into English about mental health.

Writing

Students write a summary of the text given.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Mental Health and Mental Disorders*;
- to be able to speak about mental health and mental illness;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of mental health and mental disorders and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. Students do as much of the exercise as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. II. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. true; 2. true; 3. true; 4. false; 5. true; 6. false; 7. false.

Ex. II. Possible questions.

1. What organization has worked out a list of characteristics describing a person with positive mental health?

2. What might an additional criterion of mental health be?

3. Does positive mental health mean the absence of problems?

4. What is the challenge of achieving positive mental health?

5. What is characterized by a low self-esteem, inability to relate to others and to cope with everyday problems?

6. What people are not able to meet the challenges of day-to-day living?

7. Can optimum health be achieved without having positive mental health?

Vocabulary focus

Ex. I. – Ex. VII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. c; 2. e; 3. d; 4. a; 5. f; 6. b.

Ex. II. 1. mental health; 2. mental illness; 3. problem-solving skills; 4. counsellor; 5. self-concept; 6. self-esteem.

Ex. III. 1. c; 2. a; 3. e; 4. b; 5. g; 6. d; 7. f.

Ex. IV. 1. f; 2. c; 3. e; 4. h; 5. b; 6. a; 7. d; 8. g.

Ex. V. 1. c; 2. e; 3. a; 4. g; 5. f; 6. d; 7. b.

Ex. VI.

Noun	Verb	Adjective
<i>definition</i>	<i>define</i>	definite
confrontation	<i>confront</i>	<i>confrontational</i>
<i>inclusion</i>	include	<i>inclusive</i>
solution	<i>solve</i>	<i>solvable</i>
<i>place</i>	<i>place</i>	placed
<i>assistance</i>	assist	<i>assistive</i>
challenge	<i>challenge</i>	<i>challenging</i>
<i>reality</i>	<i>realize</i>	real

Ex. VII. 1. with, to, with; 2. about, with, to, of; 3. to, with, in; 4. to, to, with; 5. with, with, upon, by; 6. to, in.

Text 2

Ex. I. Students scan the text to extract information about the questions they answer.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Keys to the exercises

Ex. I. 1. working life, family life, and social role in the community; 2. it can overwhelm a person's ability to cope and function effectively; 3. It can reduce a person's overall sense of well-being. Major life events such as divorce, death of a spouse, loss of a job, and illness in the family; 4. when confronted with a continuing set of demands that reduce their ability to function. Working long hours under difficult circumstances and caring for a chronically ill relative, unemployment, economic hardship, poverty; 5. to get social support from friends and family members, physical activities; 6. there are two ways of coping with adversity: emotion-focused coping (denying the problem or sharing emotions with others, etc.) and problem-focused coping (seeing a counsellor or looking for a new job, etc.).

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. They read the text and then choose from the list the headings which best summarise each part of the text.

Keys

1. C; 2. F; 3. B; 4. A; 5. E.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 22.

UNIT 23

TYPES OF MENTAL DISORDERS

UNIT BRIEF

Discovering connections

Students (i) talk about types of mental disorders and the major criteria for mental disorders classification; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about the major types of mental disorders; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about some similarities between different kinds of mental illnesses; (ii) SS prepare a short summary of the text.

Speaking

Students answer questions about mental disorders and their types.

Translation

Students translate extracts from English into Russian and from Russian into English about mental illnesses.

Writing

Students practise how to write a summary.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Types of Mental Disorders*;
- to be able to speak about what mental disorders and their types;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of mental disorders and their types and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. true; 2. false; 3. false; 4. true; 5. true; 6. true.

Ex. II. 1. anxiety; 2. phobias, obsessive-compulsive behaviour, general anxiety disorders; 3. some past experience that was very upsetting to the individual; 4. repeating a behavior when it is unnecessary; 5. amnesia.

Ex. III. Possible questions.

1. Is it hard to explain the cause of phobias?
2. Who may help persons examine their phobias and overcome their fears?
3. What is obsessive-compulsive behaviour characterized by?
4. What may a person suffering from a general anxiety disorder feel?
5. What is amnesia?
6. How long does amnesia last?
7. What is amnesia the result of?

Vocabulary focus

Ex. I. – Ex. VIII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. d; 2. h; 3. f; 4. a; 5. g; 6. c; 7. b; 8. e.

Ex. II. 1. anxiety disorders; 2. phobia; 3. multiple personality; 4. general anxiety disorder; 5. obsessive-compulsive behavior; 6. amnesia.

Ex. III. 1. d; 2. e; 3. a; 4. f; 5. c; 6. b.

Ex. IV. 1. h; 2. d; 3. b; 4. c; 5. d; 6. f; 7. e; 8. a.

Ex. V. 1. f; 2. a; 3. b; 4. d; 5. g; 6. i; 7. c; 8. h; 9. e.

Ex. VI. 1. e; 2. f; 3. a; 4. b; 5. d; 6. c.

Ex. VII.

Noun	Verb	Adjective
inflexibility	-	<i>inflexible</i>
<i>identity</i>	identify	<i>identifiable</i>
burglar	<i>burgle</i>	<i>burglarious</i>
<i>supposition</i>	<i>suppose</i>	supposed
<i>development</i>	develop	<i>developed</i>
producer	<i>produce</i>	<i>productive</i>
<i>multiplication</i>	multiply	<i>multiple</i>

Ex. VIII. 1. to, of; 2. from; 3. around; 4. on, from; 5. to, to; 6. with; 7. from, of.

Text 2

Ex. I. Students scan the text to extract information about the questions they answer.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. They read the text and then choose from the list the sentences which best summarise each part of the text.

Keys

1. E; 2. C; 3. G; 4. A; 5. B; 6. D.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 23.

UNIT 24

CAUSES OF MENTAL DISORDERS

UNIT BRIEF

Discovering connections

Students (i) talk about the causes of mental disorders and the role of genes in people's mental status; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about possible causes of mental disorders and factors that influence people's mental status; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) scan the text and extract information about the main perspectives of mental illnesses; (ii) SS prepare a short summary of the text.

Speaking

Students answer questions about the influence of different factors on people's mental status.

Translation

Students translate extracts from English into Russian and from Russian into English about mental illnesses.

Writing

Students practise how to write a summary.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Causes of Mental Disorders*;
- to be able to speak about the main causes of mental disorders and the main factors influencing people's mental status;
- to be able to write a summary.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of causes of mental disorders and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. false; 2. false; 3. true; 4. true; 5. true; 6. true.

Ex. II. 1. holistic effect, given situation; 2. the physical or mental demands associated with your surroundings; 3. family; 4. all mental and physical functions of the body; 5. change in mental health status, a physical condition that affects the brain.

Ex. III. Possible questions.

1. What is a life crisis?
2. What environmental factor influences an individual's mental health status?
3. What influences self-concept and helps determine behavioral patterns?
4. Is it difficult to distinguish between the influences of heredity and environment?

5. What controls the performance of all mental and physical functions of the body?

6. What are thoughts, emotions, memory, personality, and actions?

7. What are other factors that affect brain function?

Vocabulary focus

Ex. I. – Ex. VII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. g; 2. d; 3. e; 4. h; 5. f; 6. a; 7. j; 8. c; 9. b; 10. i.

Ex. II. 1. crisis; 2. evidence; 3. influence; 4. chemical; 5. factor; 6. stroke.

Ex. III. 1. g; 2. f; 3. e; 4. d; 5. c; 6. a; 7. b.

Ex. IV. 1. f; 2. h; 3. a; 4. b; 5. g; 6. d; 7. e; 8. c.

Ex. V. 1. e; 2. a; 3. b; 4. c; 5. d.

Ex. VI.

Noun	Verb	Adjective
description	<i>describe</i>	<i>descriptive</i>
<i>influence</i>	<i>influence</i>	influential
support	<i>support</i>	<i>supportive</i>
<i>injection</i>	to inject	<i>injective</i>
association	<i>associate</i>	<i>associative</i>
<i>theory</i>	to theorize	<i>theoretical</i>

Ex. VII. 1. in, to; 2. of, to, in; 3. of, by; 4. to, to; 5. of; 6. by; 7. to, of, on.

Text 2

Ex. I. Students scan the text to extract information about the questions they answer.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Post-reading exercises

Ex. I. Students work individually and extract information about the questions given. Go through the answers with the whole class.

Keys

1. between biological and psychological perspectives of mental illnesses.
2. They favour a combination of perspectives.
3. The causes of mental illnesses have a biological basis (genetic influence, a variety of medical conditions).
4. the psychodynamic perspective, the humanistic and existential perspectives, the behavioural perspective, the cognitive perspective, and the sociocultural perspective.

5. as caused by unconscious and unresolved conflicts in the mind.
6. from a person's failure to find meaning in life and fulfil his or her potential.
7. as a learned response to stimuli (behavioural perspective); results from problems in how a person reasons, perceives events, and solves problems.
8. Poverty, unemployment, unfavourable environmental and social conditions, social disasters, etc. increase the risk of mental disorders.

Ex. II. Students work in pairs. Circulate and monitor. Ask the pairs to dictate the words and word combinations they have chosen and write them on the board. Choose with your students those that help give a short summary of the text in a logical way.

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Ex. I. Students work in pairs. They read the text and then choose from the list the headings which best summarise each part of the text.

Keys

1. D; 2. F; 3. A; 4. B; 5. C.

Ex. II. Students reduce the text in writing.

NB: Stop and do Test 24.

UNIT 25

PSYCHOTHERAPY

UNIT BRIEF

Discovering connections

Students (i) talk about psychotherapy, its techniques and trends, and about the general public's attitude toward psychotherapy; (ii) SS do vocabulary exercises that prepare them for the next section.

Reading

Text 1

Students (i) read the text about what psychotherapy is, its main forms and about the principal types of psychotherapists; (ii) SS extract information about the main topic of the unit and acquire essential topical vocabulary.

Text 2

Students (i) read the text, do reading comprehension exercises, and extract information about psychoanalysis, psychoanalytical treatment and theory; (ii) SS do reading comprehension exercises and prepare a short summary of the text.

Speaking

Students answer questions about the role of psychotherapy in treating mental and emotional disorders, about its advantages, and about the general public's attitude toward psychotherapy in their countries.

Translation

Students translate extracts from English into Russian and from Russian into English about psychotherapy.

Writing

Students study and practise how to apologise for errors, delays, and bad news.

UNIT OBJECTIVES

- to be able to use the active vocabulary on the topic *Psychotherapy*;
- to be able to speak about psychotherapy, its techniques, trends, and main forms, about psychoanalysis, psychoanalytical treatment and theory, and to describe the principal types of psychotherapists,;
- to be able to apologise for errors, delays, and bad news.

LESSON NOTES

Discovering connections

Ex. I. These questions introduce the theme of psychotherapy and psychoanalysis and provide an opportunity for some speaking practice.

Divide the class into groups of three or four students. Ask the students to work through the questions. Circulate and monitor. Run through the questions briefly with the whole class.

Ex. II. – Ex. III. These exercises pre-teach vocabulary from Text 1.

Students work through the exercises individually, checking their answers in pairs when they have finished. Check the answers with the whole class.

Reading

Text 1

Before your students read the text, pre-teach any vocabulary from the text which you think might cause problems for your students.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. false; 2. true; 3. true; 4. true; 5. false; 6. true; 7. false.

Ex. II. 1. discussions between a therapist and one or more patients; 2. psychiatrists, psychologists, psychiatric social workers; 3. prescribe drugs; 4. a group of patients; 5. Gestalt therapy, transactional analysis, reality therapy; 6. analyse their relationships in family and social situations.

Ex. III. Possible questions.

1. What is the main goal of psychotherapeutic treatment?
2. How often do the doctor and the patient meet for a psychotherapy session?
3. Does group therapy have any advantages?
4. What is Gestalt therapy directed at?
5. What is the patient forced to do in reality therapy?
6. Does the child act his problems out with toys and games?

Vocabulary focus

Ex. I. – Ex. VII. Students do these exercises either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Keys to the exercises

Ex. I. 1. c; 2. f; 3. d; 4. h; 5. a; 6. g; 7. e; 8. i; 9. b.

Ex. II. 1. play therapy; 2. transactional analysis; 3. reality therapy; 4. family therapy; 5. group therapy; 6. gestalt therapy.

Ex. III. 1. c; 2. e; 3. d; 4. a; 5. b.

Ex. IV. 1. d; 2. g; 3. b; 4. a; 5. c; 6. e; 7. f; 8. h; 9. i.

Ex. V. 1. c; 2. d; 3. a; 4. b.

Ex. VI.

Noun	Verb	Adjective
confidence	<i>confide</i>	<i>confident</i>
<i>inclusion</i>	include	<i>inclusive</i>
<i>prescription</i>	<i>prescribe</i>	prescriptive
<i>occurrence</i>	occur	<i>occurred</i>
<i>suitability</i>	<i>suit</i>	suitable
tranquilliser	<i>tranquilize</i>	<i>tranquilized</i>
<i>nurse</i>	nurse	<i>nursed</i>
<i>advantage</i>	<i>advantage</i>	advantageous

Ex. VII. 1. of, with; 2. at, into, with; 3. to, in; 4. for; 5. on, with; 6. of, to; 7. for; 8. to, in.

Text 2

Ex. I. Students scan the text to extract information about the questions they answer.

Ex. II. Go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Reading comprehension

Ex. I. – Ex. II. Students do as much of the exercises as they can from memory. Then they check their answers by reading the text again and underlining the passages that support their answers. You can divide the class into pairs or groups of three to make your students check their answers together. Then go through the answers with the whole class. Ask students to quote the relevant sections of the text to support their answers.

Ex. III. Students work in pairs to ask their questions. Go through the questions with the whole class.

Keys to the exercises

Ex. I. 1. true; 2. false; 3. true; 4. true; 5. false.

Ex. II. 1. a method of treating mental illness; 2. free association; 3. id, ego, superego; 4. a group of instincts within the unconscious; 5. memory, voluntary movement, decision making; 6. to tell right from wrong; 7. oral phase, trial phase, phallic stage, latency, adolescence.

Ex. III. Possible questions.

1. What is psychoanalysis?

2. When was psychoanalysis developed?

3. How long does the psychoanalytical treatment last?
4. How many parts did Freud divide the mind into?
5. What may severe conflicts between two of the parts of the mind cause?
6. What do psychotherapists call the process when patients transfer strong feelings they have for other people to the therapist?
7. Does the mind experience more unconscious than conscious activity?
8. What periods do children grow through?

Speaking

This section encourages a personal response to the topic and gives further speaking practice. Before starting to discuss the questions given ask your students to revise the material of the unit. Advise your students to refer to their background knowledge on social work.

Translation

Ex. I. – Ex. II. Ask your students to work individually. Circulate and monitor. Check the translation with the whole class.

Writing

Apologising for Errors, Delays, Bad News

Ex. I. Students do the exercise either individually or in pairs. Circulate and monitor. If an exercise is done individually, as individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Language aspect

Ask your students to work individually to study the pattern expressions given (referring, expressing apology and regret, saying what you cannot do, giving reasons, assurance of no similar mistakes in the future). Check if they understand their meaning. Compare these pattern expressions with those used in their native language to apologise for errors, delays, and bad news.

Letter writing practice

Ex. I. Students do the exercise individually. Circulate and monitor. As individuals finish, get them to check their answers with a partner. Go through the answers with the whole class.

Ex. II. – Ex. III. Students work individually to write their letters using the information given.

NB: Stop and do Test 25.

PART II

INTRODUCTORY NOTES

Students' Resource and Activity Manual has been designed as a student centred resource. Its aim is to help students learn independently. This manual may be used in the classroom and at home to guide students through a block of topics. It consists of six modules which supplement the topics already covered in the Student's Basic Course Textbook. Each module contains Reading Material, Focus on Grammar and Focus on Writing. Reading Material contains texts followed by tasks, which are aimed at developing skills to extract the necessary information from the text and at practising vocabulary. Focus on Grammar deals with the most common grammar structures and phenomena. Focus on Writing is aimed at developing skills to produce written documents of different kinds.

Reading skills are checked through each module. The reading material for working on their own includes texts for understanding the gist, finding information, etc. Some texts are followed by detailed reading comprehension, vocabulary and speaking exercises.

While developing students' speaking skills the task of the teacher is to encourage students to interpret information and make inferences about facts; to promote critical discussion of and reflection on the reading. The teacher should also teach students to support their points of view with details from the reading.

You may want to discuss some questions, problems, issues as a class. Encourage students to take notes on other students' ideas. Propose solutions to contemporary problems; encourage free discussion of this topic. Encourage students to freely discuss their values.

The Grammar section of the module is not intended to be an exhaustive treatment of a grammatical point. It is an opportunity for students to focus on a new or familiar point.

In the Focus on Writing emphasis is placed on the research paper, summary writing and analytical writing, as well as on personal, or writer-based writing

The writing tasks allow students to synthesize the main ideas, employing their expanded knowledge of grammar and vocabulary. Each module culminates in a writing assignment for which students are provided with guidelines to enhance their academic writing skills.

MODULE I

(Self study material for Units 1–5)

Keys to the Exercises

Reading Material

Text 1

Ex. 1. 1. false; 2. false; 3. false; 4. true; 5. false; 6. true; 7. true; 8. true.

Ex. 3. 1. i; 2. m; 3. j; 4. o; 5. h; 6. b; 7. k; 8. l; 9. d; 10. c; 11. e; 12. f; 13. n; 14. g.

Ex. 5. 1. c; 2. b; 3. c; 4. a; 5. c; 6. b.

Ex. 6. 1. at; 2. during; 3. about, to; 4. for; 5. between; 6. of.

Text 4

Ex. 1. 1. false; 2. true; 3. false; 4. true; 5. false; 6. true; 7. false; 8. false.

Focus on Grammar

Countable and Uncountable Nouns

Ex. 1. 1. much; 2. are; 3. some; 4. some; 5. much; 6. is; 7. many; 8. a; 9. some; 10. was.

Ex. 2. 1. a; 2. some; 3. -; 4. many (-); 5. -; 6. a; 7. a; 8. some; 9. any (many).

Ex. 3.

1. I haven't got any clean trousers.
2. There isn't much water in the pool.
3. My hair needs washing.
4. Where are my scissors?

Articles

Ex. 1.

1. On our trip, we visited Canterbury Cathedral.
2. Love is a wonderful thing.
3. Pets are not permitted in this hotel.
4. A rabbit is a small wild furry animal with long ears. (Rabbits are small wild furry animals with long ears.)

5. New York is in the United States of America.

6. The judge sent David to prison for a month.

Ex. 2. 1. -; 2. a; 3. an, -; 4. a, an; 5. a, -; 6. a, a, a; 7. -, -; 8. -, a.

Ex. 3. 1. the; 2. the, the; 3. an, the; 4. an; 5. the, the; 6. the, the; 7. a; 8. a; 9. a; 10. the, the.

Ex. 4. 1. the, the, the; 2. the, -; 3. a, the; 4. the, the; 5. the, the, a; 6. the, a, the; 7. a, a, a; 8. the, the; 9. the, the, the; 10. a, the.

Present Tenses

Ex. 1. 1. are reading; 2. go; 3. writes; 4. is playing; 5. flies; 6. am cooking; 7. is trying; 8. Do you walk; 9. doesn't open; 10. doesn't visit; 11. washes; 12. is having; 13. are you doing; 14. sleep; 15. don't like; 16. am listening; 17. are staying; 18. goes; 19. write; 20. am waiting.

Ex. 2. 1. has been; 2. have you been doing; 3. haven't stopped; 4. have been writing; 5. have been answering; 6. have been doing; 7. has been; 8. has been; 9. has been ringing; 10. have written; 11. have interviewed; 12. have interviewed; 13. have sent; 14. have phoned; 15. have looked; 16. have read; 17. have read.

Ex. 3. 1. is reading; 2. go; 3. are you working; 4. have been watching; 5. have never been; 6. do you go; 7. have been working; 8. am going; 9. have been looking; 10. am not watching; 11. has been; 12. have seen; 13. are you listening; 14. do you go; 15. have they been doing; 16. have just spoken; 17. don't get up; 18. have you seen; 19. don't go; 20. have you been studying.

Ex. 4. Possible variants.

1. What are they looking at? 2. What are you doing now? – We're reading a text. – What text are you reading? – We're reading Text 8. 3. Write us when you move to a new place. 4. Do your friends read English books? – Yes, they do very often. 5. What language do you usually speak to them? – We usually speak Russian. Sometimes we speak French. They are learning French. 6. Where do you live? – I live in Minsk in the city centre. 7. My sister's son is only four but he can already read. 8. Have you ever seen this writer? 9. I have been typing letters a good hour but I haven't finished yet. 10. It has been raining since 8 o'clock.

MODULE II

(Self study material for Unit 6)

Keys to the Exercises

Reading Material

Text 1

Ex. 1. 1. true; 2. false; 3. false; 4. false; 5. true; 6. true.

Ex. 3. 1. e; 2. k; 3. l; 4. c; 5. g; 6. a; 7. m; 8. d; 9. f; 10. b; 11. h; 12. n; 13. i; 14. j.

Ex. 5. 1. a; 2. c; 3. b; 4. b.

Ex. 6. 1. of; 2. about; 3. on, of; 4. to, within, of; 5. on, in.

Focus on Grammar

Narrative Tenses

Ex. 1. 1. was watching; 2. carried; 3. was driving; 4. fell; 5. were listening; 6. were you playing; 7. Did they thank; 8. were you smoking; 9. said; 10. was sitting.

Ex. 2. 1. arrived, had gone; 2. got, had closed; 3. had eaten, arrived; 4. left, had already started; 5. tried, had left; 6. found, had taken; 7. had gone, looked; 8. had already died, saw; 9. had closed, crossed; 10. had you already left, started; 11. had not arrived, left; 12. got, had closed.

Ex. 3. 1. had read; 2. had been reading; 3. had been playing; 4. had never played; 5. had cooked; 6. had been working.

Ex. 4. 1. had been working; 2. didn't see; 3. fell off; 4. hadn't melted; 5. had hid; 6. showed, went; 7. was shining, were singing.

Ex. 5. Possible variants.

1. When did you last revise the rule? – We revised it just the day before yesterday. 2. It was fine yesterday. 3. I played volleyball last five years ago. 4. Where were you yesterday? – I came to your place but you were out. 5. I'm so sorry I couldn't come. Did you wait for me? 6. You were travelling this time last year, were not you? 7. When we came back home, my son was

sleeping tight. 8. When we came in, the film had already started. 9. As soon as it stopped raining, we went on the river. 10. I felt tired when I came back home because I was repairing my car. 11. We couldn't go outdoors as it had been raining since early morning.

Ex. 6. 1.a. have b. wound; 2.a. haven't b. ate; 3.a. has b. fed; 4.a. haven't b. have repaired; 5.a. have done b. did; 6. a. haven't b. haven't found; 7. a. have b. made; 8. a. haven't b. have been; 9. a. haven't b. haven't seen; 10. a. have b. went.

Ex. 7. 1. have you been living, have been living; 2. lived, went; 3. did you wear, insisted; 4. left, cut, have been wearing; 5. wrote; 6. has written, has finished; 7. flew, did you see; 8. haven't seen; 9. has not been smoking; 10. composed; 11. did he arrive, arrived; 12. did you lock.

MODULE III

(Self study material for Units 7–9)

Keys to the Exercises

Reading Material

Text 1

Ex. 1. 1. true; 2. true; 3. false; 4. false; 5. true; 6. false.

Ex. 3. 1. h; 2. g; 3. f; 4. d; 5. e; 6. c; 7. b; 8. i; 9. a.

Ex. 5. 1. b; 2. a; 3. c; 4. a; 5. c.

Ex. 6. 1. at, of, for; 2. to, of; 3. about; 4. with, for, of; 5. of.

Text 2

Ex. 1. 1. false; 2. true; 3. true; 4. false; 5. true; 6. false.

Ex. 3. 1. g; 2. e; 3. a; 4. c; 5. h; 6. b; 7. d; 8. f.

Ex. 5. 1. b; 2. a; 3. c; 4. b; 5. b; 6. c.

Ex. 6. 1. to, in; 2. with, in; 3. to, in; 4. for, by, through; 5. for, for, with; 6. through.

Text 3

Ex. 2. Possible questions.

1. Who is running an education and training project for marginalized youth and, in particular, the Tatar population?
2. Who were the Tatars sent into exile by?
3. How many Tatars have already returned to the Crimea?
4. How many of the returnees are out of work?
5. How many and what people are provided with courses?
6. What has been opened to serve as a meeting place for people from different ethnic groups?
7. Why are sports activities, a dance troupe or the production of handicrafts organised?

Text 4

Ex. 2. Possible questions.

1. Since what time has the problem of street children been existing?
2. How many children live in streets Romania?
3. When was the only training programme for people working with street children held?
4. How many people took part in the programme?
5. How did the participants learn to establish affectionate relationships in reaching out to the children and creating an almost familial atmosphere?
6. How much do social workers earn per month?
7. When will a Social Worker's Guide financed by UNESCO be released?

Text 5

Ex. 1. a5, b6, c1, d2, e3, f4.

Ex. 2. 1b, 2c, 3a, 4b, 5c, 6a.

Focus on Grammar

Talking about the future

Ex. 1. a2; b2; c1; d1; e1; f1.

Ex. 2. 1. c; 2. c; 3. c; 4. d; 5. b; 6. b; 7. c; 8. b; 9. c.

Ex. 3.

LAURA: What are you doing this weekend, Jan?

TANYA: I'm going to see a new play tomorrow at the Royal Court Theatre – 'Day of the Flood'.

LAURA: Have you got the tickets yet?

TANYA: No, I'm going to get them this afternoon, actually. Would you like to come?

LAURA: Oh, thank you, that would be nice.

TANYA: OK, I'll get you a ticket too.

LAURA: Great. What time does it start?

TANYA: Eight o'clock, but we are all going to meet in the Green Cafe at 7.15.

LAURA: OK, I will meet you in the cafe, but, er ... I will be there about half-past seven.

TANYA: That's fine.

LAURA: Oh, one other thing... I've got no money at the moment. I will pay for the ticket on Saturday. Is that OK?

TANYA: Yes, that's OK, no problem.

LAURA: Are you going to eat in the cafe, or just have a cup of coffee?

TANYA: Just a coffee I think.

LAURA: Look, will we go to a restaurant after the show? I know a very good Chinese restaurant.

TANYA: That's a good idea – I will phone the others and see if they want to come too.

LAURA: Good, and then I will book a table. Great! I will see you tomorrow.

Ex. 4. 1. will finish (am going to finish), am; 2. are staying (are going to stay); 3. will pay; 4. am going to see; 5. is going to get; 6. won't be; 7. is coming; 8. will see (am going to see), am flying; 9. are going to get (are getting); 10. does ... start; 11. am going; 12. will answer; 13. are eating (are going to eat); 14. are going to miss; 15. visit, will go and see.

Ex. 5. 1. will be seeing, will tell; 2. will you be working; 3. will be staying; 4. will be visiting, will ask; 5. will be seeing, will give; 6. won't be able, will be using; 7. will be living; 8. will be sitting; 9. will be staying; 10. will be flying; 11. will you be doing; 12. will be coming, will show; 13. will be arriving; 14. won't be hearing, will be; 15. will be having.

Ex. 6. 1. won't have eaten; 2. will have been working; 3. will have met; 4. will have been studying; 5. will have been living; 6. will have been working; 7. will have been standing; 8. will have become; 9. will have been; 10. will have been playing; 11. will have been driving; 12. won't have eaten; 13. will have questioned; 14. will have been.

Ex. 7.

1. The library opens at 8 o'clock tomorrow.

2. At this time the day after tomorrow Sam will be swimming in the pool.

3. He will return home on Sunday. Please, come and see us.
4. By the time the manager asks me I will have completed this translation.
5. When Sam gets his driving licence he will have been driving his car for three months.
6. They open an exhibition in Paris next year.
7. I wonder what happens if he pushes this button.
8. She will sing at the concert tonight.

Ex. 8. Possible variants.

1. Will she have come back by ten in the evening? 2. I'll be very glad to see you again in Minsk. 3. I think you'll like your new flat. 4. There'll be a new piano here. 5. Do you know what you'll be doing tonight? 6. Next week we'll be preparing for the exams. 7. We're going to the woods this weekend. 8. I'll have finished this work by the time you come back. 9. Will you have passed all the exams by the end of January? 10. By the time we come back, she'll have been typing documents for a good hour. 11. I'll have been writing a report for an hour when you come. 12. I'll let them know this piece of news as soon as possible.

MODULE IV

(Self study material for Units 11, 13–14)

Keys to the Exercises

Reading Material

Text 1

Ex. 1. 1. true; 2. false; 3. true; 4. true; 5. true; 6. true.

Ex. 3. 1. k; 2. b; 3. c; 4. j; 5. d; 6. I; 7. g; 8. f; 9. h; 10. a; 11. e.

Ex. 5. 1. c; 2. b; 3. a; 4. b; 5. c.

Ex. 6. 1. in, at; 2. over, between, into, with; 3. on, because of; 4. in; 5. for, without, of.

Text 2

Ex. 1. 1e, 2a, 3d, 4b, 5c.

Ex. 2. 1a, 2c, 3b, 4a, 5b.

Focus on Grammar

Passive Voice

Ex. 1. 1. is watched; 2. will be finished; 3. has been elected; 4. is being rebuilt; 5. has been closed; 6. is written; 7. was stolen; 8. will be met; 9. was won.

Ex. 2.

1. will be opened by the President on Saturday
2. was painted by one of the most famous painters of the world
3. of the competition will be announced tomorrow
4. is being redecorated during the summer holidays
5. have been arrested (by the police) in New York
6. are sold by our company every week
7. is being built in the city centre
8. was discovered by Alexander Fleming in 1928
9. is used by two million people every day

Ex. 3.

1. The doctor examined carefully the children.
2. The headmaster will give out prizes to the pupils.
3. Mother will make many tasty things for our party.
4. Her Granny is telling her a wonderful story.
5. Yesterday my friend repaired my tape-recorder.
6. Our teacher has already explained this rule.
7. The pupils have written the test before the bell rang.
8. Russian composers used many folk-songs in composing music.
9. Look, the children are planting trees in our yard.

Ex. 4. 1. are turned out; 2. had been provided for; 3. is being done up; 4. being taken on; 5. is always told off; 6. be drawn up; 7. will be broken off; 8. had been looked into; 9. had been let down; 10. had been blotted out.

Ex. 5. Possible variants.

1. Our school was built last year. 2. There were planted a lot of flowers and trees near the school. 3. A lot of computers and TV sets have been bought for the school this year. 4. A big swimming pool will be built next year. 5. Everybody will be given new textbooks in September.

Reporting

Ex. 1. 1. when, would; 2. if (whether), had; 3. If (whether), took; 4. where; 5. If (whether), had.

Ex. 2.

1. What did you do yesterday...
2. Do you often go sailing...
3. How many German books have you read...
4. Are you going to change schools...
5. Who do you sit next to in class
6. Will you be here tomorrow...
7. Where do you live...

Ex. 3.

1. what 'procrastinate' meant
2. if (whether) I had done my homework
3. when her birthday was
4. if (whether) I had remembered to lock the door
5. why I had turned off the television
6. if (whether) I spoke Italian

Sequence of Tenses

Ex 1.

1. He said he would see them soon.
2. She said she was going to the cinema.
3. He said he saw the children quite often.
4. She said she was having a bath.
5. He said he had already met their parents.
6. She said she had stayed in a hotel for a few weeks.
7. He said he had to go home to make the dinner.
8. She said she hadn't been waiting long.
9. He said he was listening to the radio.
10. She said she would tell them the news on Saturday.
11. He said he liked swimming, dancing and playing tennis.
12. She said she couldn't drive.
13. He said he had walked home after the party.
14. She said she was going to be sick.
15. He said he had to go out to post a letter.
16. She said she had spoken to Jane the previous week.
17. He said he was trying to listen to the music.
18. She said she would phone the office from the airport.

Ex. 2.

1. She said she didn't like the film.
2. She said they had gone swimming the day before.

3. She said she would see Mary on Sunday.
4. He said he had met her about three months before.
5. She said Pete and Sue were getting married the next day (the following day).
6. He said Stephen was bringing some records to the party that night.
7. She said she really liked the furniture.
8. She said her parents were arriving the next day (the following day).
9. They said they had visited her that morning.
10. They said they would see her the next (the following) week.

MODULE V

(Self study material for Units 15–18, 20)

Keys to the Exercises

Reading Material

Text 1

Ex. 2. 1. industrial psychology; 2. industrial psychologist; 3. absenteeism; 4. skill; 5. organisational psychology.

Ex. 3. b.

Ex. 4. 1. false; 2. true; 3. false; 4. false; 5. true.

Ex. 6.

Noun	Verb	Adjective
maximization/ maximizer	maximize	maximized
employer	employ	employed
organisation	organise	organisational
performance/performer	perform	performing/performable
selection	select	selective/selected
education/educator	educate	educational

Ex. 7. 1. c; 2. d; 3. a; 4. e; 5. b.

Ex. 8. 1. turnover – rate of replacement; 2. evaluate – estimate; 3. layout – arrangement of parts according to the plan; 4. minimise – reduce; 5. leader – head.

Text 2

Ex. 2. 1) motivation; 2) nonhomeostatic motives; 3) homeostatic motives; 4) a hormone; 5) a motive.

Ex. 3. c.

Ex. 4. 1. false; 2. true; 3. false; 4. true; 5. false.

Ex. 6.

Noun	Verb
stimulus	stimulate
evolution	evolve
excretion	excrete
definition	define
motion	motion
identification	identify
expectancy	expect
ensurance	ensure

Ex. 7. 1. d; 2. e; 3. a; 4. b; 5. c.

Ex. 8. to evolve – to progress; sensitive – perceptive; curiosity – inquisitiveness; arousal – stirring up; feels like – be in the mood for.

Text 3 (b)

Ex. 1. 1. T; 2. F; 3. T; 4. F; 5. T.

Ex. 3. maturation – mature; solution – solve; reward – reward; punishment – punish; generalization – generalize; productivity – produce; theory – theorize; passage – passage.

Ex. 4. 1) d; 2) a; 3) f; 4) c; 5) e; 6) b.

Ex. 5. 1) lifespan – lifetime; 2) inconsistencies – discordance; 3) environment – milieu; 4) attitudes – outlook; 5) experience – skill.

Text 4 (a)

Ex. 1. 1. false; 2. true; 3. true; 4. false; 5. true.

Ex. 3.

Noun	Verb
sequence	sequence
wandering	wander

Noun	Verb
stick	stick
blink	blink
error	err
fatigue	fatigue
exposition	expose
allowance	allow
flash	flash
stack	stack

Ex. 4. 1) e; 2) c; 3) a; 4) b; 5) d.

Ex. 5. complex – compound; result from – occur; elicit – to bring out; smooth out – pile up; grasp – take in.

Focus on Grammar

Comparing

Ex. 1. 1. as tasty as; 2. the most interesting; 3. the oldest; 4. than; 5. worse; 6. tallest; 7. as hard as; 8. worse; 9. longer than; 10. more quietly.

Ex. 2. 1. the longest; 2. less entertaining; 3. faster than; 4. the hottest; 5. better than; 6. just as tall as; 7. more difficult; 8. as large as; 9. not as big as (just as big as); 10. the worst.

Ex. 3. 1. than; 2. As; 3. As; 4. Much; 5. Less; 6. As; 7. Much; 8. Harder; 9. Does; 10. did.

Questions

Ex. 1.

1. What time do you usually get up?
2. What were you reading?
3. Why did you go there?
4. What have you done so far today?
5. What do I have to do now?
6. How did you feel yesterday?
7. What are you doing at the moment?
8. Why have the lights gone out?
9. Where did you leave your bike?
10. Who is coming to your party?

Ex. 2.

1. Who lives next door?
2. Who do you play with?
3. Who teaches you Maths?/What does Mrs Dawson teach you?

4. What do you usually eat for lunch?
5. What frightens you?
6. Who do you talk to most?
7. Who do you sit next to in English?
8. What do you do every evening?
9. Who makes you laugh?
10. What helps you study?

Focus on Writing

Ex. 1. 1. b; 2. d; 3. e; 4. a; 5. c; 6. f.

MODULE VI

(Self study material for Units 12, 19, 21–25)

Keys to the Exercises

Reading Material

Text 1

Ex. 2. Possible questions.

1. What is depression?
2. What age are short periods of depression normal?
3. How many causes of depression in teenagers are there?
4. Who may become depressed when something expected didn't happen?
5. What can help a depressed person when a situation cannot be changed?
6. What phase does a person experience great joy for no reason?
7. What does a person experience during the depressive phase?
8. When does the depressive phase end?

Ex. 3.

Symptoms of teenage depression; physical ailments, loss of interest; teens compare themselves to others; must be outwardly expressed; the manic phase; outbursts of intense anger; a change in outlook can help; a person experiences great joy for no reason.

Ex. 4.

1. disappointment.
2. teenager.
3. let down.
4. comparison.

5. express.
6. outlook.
7. help.
8. manic.

Ex. 5. 1. h; 2. d; 3. e; 4. b; 5. c; 6. g; 7. f; 8. a.

Ex. 6. 1. to, about, for; 2. with, of, in; 3. with; 4. to, to, with, of, of; 5. about; 6. for; 7. in.

Ex. 7. 1. a; 2. d; 3. b; 4. c; 5. b.

Ex. 8.

Noun	Verb	Adjective
prolongation	to prolong	prolonged
affection	affect	affectionate
enjoyment	enjoy	enjoyable
achievement	to achieve	achieved
direction	direct	directive
energy	energise	energetic
trap	to trap	trapped
balance	balance	balanced

Text 2

Ex. 2. 1. true; 2. false; 3. true; 4. false; 5. true; 6. false; 7. false; 8. true.

Ex. 3.

1. defence mechanisms, conflicts
2. free association, the patient relaxes and talks about anything that comes to mind
3. a source of symbolic clues to important unconscious feelings and conflicts.
4. on the concept that psychological problems result from a basic learning process called conditioning
5. a patient's self-defeating behavioural patterns
6. personal awareness, self-understanding, and an appreciation of their own worth.

Ex. 4. Possible questions.

1. Who was psychoanalysis developed by?
2. What does a person talk about in the free association method?
3. What do psychological problems result from according to behavioural psychotherapy?
4. What is positive reinforcement?
5. What does humanistic psychotherapy emphasize?
6. What therapy was developed by Carl L. Rogers?

Ex. 5. 1. c; 2. l; 3. g; 4. e; 5. j; 6. a; 7. i; 8. k; 9. f; 10. d; 11. m; 12. b; 13. n; 14. h.

Ex. 6. 1. defence mechanism; 2. free association; 3. psychoanalysis; 4. positive reinforcement; 5. negative reinforcement; 6. humanistic psychotherapy; 7. client-centred therapy.

Ex. 7. to explore – to see into or through; a stimulus – sth that rouses a person or a thing to activity; a clue – fact or idea giving a guide to the solution of sth; approach – way of dealing with a person or thing; to relax – to make or become less tight, tense, or strict; a motive – that which induces a person to act in a certain way.

Ex. 8. 1. drive (n) – b; 2. response (n) – b; 3. goal (n) – c; 4. gain (v) – b; 5. moral (adj.) – a.

Ex. 9. to penetrate – to inquire into; an interplay – interaction; acceptance – tolerating; to probe – to investigate; to imply – to mean.

Ex. 10.

Noun	Verb	Adjective
repression	repress	repressive
deal	deal	dealt
confidence	confide	confident
memory	memorize	memorable
focus	focus	focused
exploration	explore	explored
stimulus	stimulate	stimulative
probe	probe	probing
reference	refer	referred
acceptance	accept	acceptable
assumption	assume	assumable
support	support	supportive

Ex. 11. 1. with; 2. to; 3. for, to; 4. to, from; 5. with; 6. to; 7. for; 8. to, by, of.

Text 4

Ex. 1. 1. b; 2. e; 3. f; 4. g; 5. a; 6. d.

Focus on Grammar

Conditionals

Ex. 1. 1. we're, will be; 2. lived, we'd see; 3. take, we'll arrive; 4. don't hurry, we'll be; 5. were, would be able to; 6. don't wear, you'll feel; 7. studied, would get; 8. had, I'd ride; 9. lend, I'll let; 10. had, I'd give.

Ex. 2. 1. had, would be able; 2. take, will feel; 3. eats, will be living; 4. became, would buy; 5. leave, will give; 6. follow, will come; 7. used, wouldn't be; 8. touch, won't bite; 9. leave, will give; 10. owned, wouldn't visit.

Ex. 3. 1. were; 2. would be able; 3. hadn't jumped; 4. would call; 5. would have talked; 6. may lose; 7. had saved; 8. take; 9. would go; 10. had asked; 11. were; 12. had heard; 13. would have sent; 14. would feel; 15. could invite; 16. put; 17. like; 18. comes; 19. has.

Wishes

Ex. 1. 1. played; 2. stopped; 3. had come; 4. stopped; 5. were; 6. had studied; 7. hadn't spoken; 8. called; 9. had done; 10. made; 11. went.

Ex. 2.

1. I wish I didn't have to get up. If I didn't have to get up, I would stay in bed for another hour.

2. I wish I had been more careful. If I had been more careful, I wouldn't have got into the accident.

3. I wish she didn't shout at me. If she didn't shout at me, I could concentrate on my work.

4. I wish he called me. If he called me, I would stop worrying.

Ex. 3. 1. have stayed; 2. not touch; 3. not go; 4. be taking; 5. had invited; 6. study; 7. not book; 8. not be talking; 9. not leave; 10. eat; 11. had seen.

Ex. 4. 1. learnt; 2. Didn't touch; 3. had heard; 4. had known; 5. Made; 6. had saved; 7. had realized; 8. Knew; 9. hadn't opened; 10. Met; 11. had called; 12. Spent; 13. Knew; 14. had been seen.

Modals

Ex. 1. 1. might; 2. can't be; 3. must be; 4. could be; 5. might; 6. may not; 7. can't be; 8. must be; 9. could be; 10. can't come.

Ex. 2.

1. We don't have to go to school tomorrow.

2. That can't be John, because he is in Paris.

3. Ann could/might/may be at home.

4. You had better wear a warm coat today.

5. I may be late.

6. I don't think that you should /ought to go skiing.

7. You can't leave your bike here.

8. I might see you on Thursday evening.

9. You have to write this test in pencil.

Ex. 3. 1. should; 2. must; 3. may/might; 4. must; 5. had; 6. can't; 7. have; 8. able; 9. ought.

PART III

KEYS TO THE UNIT TESTS

TEST 1

- Ex. I.* 1. f; 2. c; 3. h; 4. a; 5. i; 6. b; 7. e; 8. d; 9. j; 10. g.
Ex. II. 1. e; 2. d; 3. a; 4. b; 5. c.
Ex. III. 1. d; 2. a; 3. e; 4. c; 5. b.
Ex. IV. 1. h; 2. c; 3. j; 4. a; 5. f; 6. b; 7. i; 8. d; 9. g; 10. e.
Ex. V. 1. i; 2. e; 3. a; 4. h; 5. c; 6. b; 7. j; 8. d; 9. g; 10. f.
Ex. VI. 1. on; 2. on; 3. to; 4. with; 5. for; 6. to; 7. in; 8. for; 9. with; 10. to.
Ex. VII. 1. c; 2. g; 3. i; 4. d; 5. a; 6. j; 7. f; 8. b; 9. h; 10. e.

TEST 2

- Ex. I.* 1.e; 2.c; 3.i; 4.a; 5.g; 6.j; 7.h; 8.d; 9.f; 10.b.
Ex. II. 1. b; 2. d; 3. e; 4. a; 5. c.
Ex. III. 1. c; 2. a; 3. e; 4. b; 5. d.
Ex. IV. 1. c; 2. h; 3. e; 4. a; 5. g; 6. i; 7. d; 8. b; 9. f; 10.j.
Ex. V. 1. c; 2. e; 3. g; 4. f; 5. a; 6. j; 7. h; 8. b; 9. i; 10. d.
Ex. VI. 1. to; 2. on; 3. on; 4. to; 5. of; 6. for; 7. to; 8. for; 9. for; 10. to.
Ex. VII. 1. c; 2. h; 3. e; 4. a; 5. g; 6. i; 7. d; 8. b; 9. f; 10.j.

TEST 3

- Ex. I.* 1. f; 2. i; 3. a; 4. c; 5. h; 6. j; 7. b; 8. e; 9. d; 10. g.
Ex. II. 1. d; 2. c; 3. a; 4. b; 5. e.
Ex. III. 1. e; 2. c; 3. b; 4. d; 5. a.
Ex. IV. 1.e; 2.c; 3.g; 4. i; 5. a; 6. f; 7. j; 8. b; 9. h; 10. d.
Ex. V. 1. j; 2. g; 3. h; 4. b; 5. c; 6. d; 7. e; 8. f; 9. a; 10. i.
Ex. VI. 1. on, for; 2. in; 3. for; 4. on; 5. to; 6. for; 7. in; 8. to; 9. to; 10. to.
Ex. VII. 1. f; 2. i; 3. a; 4. c; 5. h; 6. j; 7. b; 8. e; 9. d; 10. g.

TEST 4

- Ex. I.* 1. g; 2. j; 3. i; 4. a; 5. c; 6. b; 7. d; 8. e; 9. f; 10. h.
Ex. II. 1. d; 2. e; 3. b; 4. a; 5. c.
Ex. III. 1. d; 2. b; 3. a; 4. e; 5. c.
Ex. IV. 1. f; 2. j; 3. a; 4. h; 5. d; 6. b; 7. c; 8. e; 9. i; 10. g.
Ex. V. 1. c; 2. d; 3. a; 4. b; 5. e; 6. i; 7. j; 8. f; 9. h; 10. g.
Ex. VI. 1. to; 2. for; 3. with; 4. in; 5. of; 6. to; 7. for; 8. for; 9. at; 10. into.
Ex. VII. 1. g; 2. j; 3. i; 4. a; 5. c; 6. b; 7. d; 8. e; 9. f; 10. h.

TEST 5

- Ex. I.* 1. i; 2. b; 3. f; 4. a; 5. c; 6. h; 7. j; 8. d; 9. e; 10. g.
Ex. II. 1. a; 2. d; 3. b; 4. e; 5. c.
Ex. III. 1. i; 2. e; 3. a; 4. h; 5. c; 6. b; 7. j; 8. d; 9. g; 10. f.
Ex. IV. 1. f; 2. a; 3. h; 4. j; 5. c; 6. d; 7. g; 8. i; 9. b; 10. e.
Ex. V. 1. h; 2. f; 3. a; 4. j; 5. b; 6. d; 7. i; 8. c; 9. e; 10. g.
Ex. VI. 1. of; 2. from...to; 3. to; 4. for; 5. in.
Ex. VII. 1. f; 2. a; 3. h; 4. j; 5. c; 6. d; 7. g; 8. i; 9. b; 10. e.

TEST 6

- Ex. I.* 1. g; 2. j; 3. a; 4. i; 5. b; 6. c; 7. e; 8. d; 9. f; 10. h.
Ex. II. 1. d; 2. a; 3. e; 4. b; 5. c.
Ex. III. 1. e; 2. a; 3. c; 4. b; 5. d.

Ex. IV. 1. b; 2. d; 3. c; 4. h; 5. i; 6. j; 7. e; 8. a; 9. f; 10. g.
Ex. V. 1. d; 2. i; 3. g; 4. f; 5. b; 6. h; 7. j; 8. c; 9. a; 10. e.
Ex. VI. 1. to; 2. for; 3. to; 4. for; 5. to; 6. into; 7. for; 8. for; 9. for; 10. to.
Ex. VII. 1. b; 2. d; 3. c; 4. h; 5. i; 6. j; 7. e; 8. a; 9. f; 10. g.

TEST 7

Ex. I. 1. f; 2. e; 3. a; 4. h; 5. b; 6. d; 7. c; 8. g; 9. j; 10. i.
Ex. II. 1. d; 2. a; 3. c; 4. e; 5. b.
Ex. III. 1. d; 2. e; 3. c; 4. b; 5. a.
Ex. IV. 1. d; 2. j; 3. g; 4. i; 5. e; 6. a; 7. b; 8. f; 9. c; 10. h.
Ex. V. 1. f; 2. g; 3. h; 4. i; 5. j; 6. e; 7. d; 8. b; 9. c; 10. a.
Ex. VI. 1. of; 2. at; 3. in; 4. to; 5. with; 6. to; 7. within; 8. from; 9. from; 10. in.
Ex. VII. 1. d; 2. j; 3. g; 4. i; 5. e; 6. a; 7. b; 8. f; 9. c; 10. h.

TEST 8

Ex. I. 1. b; 2. d; 3. j; 4. i; 5. h; 6. g; 7. f; 8. e; 9. c; 10. a.
Ex. II. 1. d; 2. e; 3. b; 4. a; 5. c.
Ex. III. 1. d; 2. c; 3. b; 4. a; 5. e.
Ex. IV. 1. d; 2. h; 3. b; 4. a; 5. i; 6. c; 7. e; 8. j; 9. f; 10. g.
Ex. V. 1. g; 2. f; 3. i; 4. b; 5. h; 6. d; 7. a; 8. e; 9. c; 10. j.
Ex. VI. 1. from; 2. from; 3. into; 4. with; 5. from; 6. to; 7. with; 8. with; 9. for; 10. on.
Ex. VII. 1. g; 2. f; 3. i; 4. b; 5. h; 6. d; 7. a; 8. e; 9. c; 10. j.

TEST 9

Ex. I. 1. g; 2. a; 3. h; 4. j; 5. c; 6. f; 7. e; 8. d; 9. i; 10. b.
Ex. II. 1. c; 2. e; 3. d; 4. a; 5. b.
Ex. III. 1. b; 2. d; 3. a; 4. e; 5. c.
Ex. IV. 1. d; 2. a; 3. c; 4. j; 5. h; 6. g; 7. f; 8. i; 9. e; 10. b.
Ex. V. 1. f; 2. d; 3. b; 4. c; 5. i; 6. h; 7. e; 8. j; 9. g; 10. a.
Ex. VI. 1. with; 2. to; 3. to; 4. to; 5. in; 6. for; 7. by; 8. in; 9. with; 10. with.
Ex. VII. 1. f; 2. d; 3. b; 4. c; 5. i; 6. h; 7. e; 8. j; 9. g; 10. a.

TEST 10

Ex. I. 1. c; 2. f; 3. a; 4. j; 5. d; 6. h; 7. i; 8. e; 9. g; 10. b.
Ex. II. 1. d; 2. c; 3. a; 4. e; 5. b.
Ex. III. 1. c; 2. e; 3. a; 4. d; 5. b.
Ex. IV. 1. h; 2. i; 3. a; 4. b; 5. c; 6. g; 7. e; 8. d; 9. j; 10. f.
Ex. V. 1. c; 2. d; 3. a; 4. b; 5. g; 6. e; 7. j; 8. f; 9. h; 10. i.
Ex. VI. 1. in; 2. toward; 3. at; 4. out; 5. on; 6. to; 7. in; 8. to; 9. of; 10. within.
Ex. VII. 1. h; 2. i; 3. a; 4. b; 5. c; 6. g; 7. e; 8. d; 9. j; 10. f.

TEST 11

Ex. I. 1. f; 2. h; 3. b; 4. e; 5. d; 6. c; 7. g; 8. a; 9. j; 10. i.
Ex. II. 1. b; 2. c; 3. e; 4. d; 5. a.
Ex. III. 1. c; 2. d; 3. e; 4. a; 5. b.
Ex. IV. 1. f; 2. c; 3. d; 4. a; 5. e; 6. j; 7. b; 8. h; 9. g; 10. i.
Ex. V. 1. f; 2. j; 3. a; 4. i; 5. c; 6. g; 7. e; 8. b; 9. d; 10. h.
Ex. VI. 1. to; 2. to; 3. on; 4. on; 5. of; 6. for; 7. to; 8. for; 9. with; 10. after.
Ex. VII. 1. f; 2. j; 3. a; 4. i; 5. c; 6. g; 7. e; 8. b; 9. d; 10. h.

TEST 12

Ex. I. 1. c; 2. f; 3. i; 4. g; 5. a; 6. e; 7. h; 8. j; 9. b; 10. d.
Ex. II. 1. c; 2. e; 3. a; 4. d; 5. b.
Ex. III. 1. d; 2. a; 3. e; 4. b; 5. c.
Ex. IV. 1. d; 2. a; 3. h; 4. f; 5. i; 6. b; 7. j; 8. e; 9. g; 10. c.
Ex. V. 1. e; 2. i; 3. a; 4. h; 5. b; 6. d; 7. f; 8. j; 9. c; 10. g.
Ex. VI. 1. about; 2. in; 3. with; 4. in; 5. about; 6. on; 7. in; 8. at; 9. of; 10. in.
Ex. VII. 1. d; 2. a; 3. h; 4. f; 5. i; 6. b; 7. j; 8. e; 9. g; 10. c.

TEST 13

- Ex. I.* 1. e; 2. g; 3. b; 4. j; 5. a; 6. h; 7. c; 8. i; 9. d; 10. f.
Ex. II. 1. c; 2. a; 3. e; 4. d; 5. b.
Ex. III. 1. b; 2. d; 3. e; 4. a; 5. c.
Ex. IV. 1. c; 2. d; 3. f; 4. b; 5. g; 6. e; 7. a; 8. j; 9. h; 10. i.
Ex. V. 1. f; 2. a; 3. g; 4. c; 5. b; 6. h; 7. j; 8. e; 9. d; 10. i.
Ex. VI. 1. from; 2. for; 3. in; 4. into; 5. with; 6. with; 7. to; 8. for; 9. to; 10. for.
Ex. VII. 1. c; 2. f; 3. e; 4. g; 5. b; 6. j; 7. i; 8. d; 9. a; 10. h.

TEST 14

- Ex. I.* 1. c; 2. f; 3. e; 4. g; 5. b; 6. j; 7. i; 8. d; 9. a; 10. h.
Ex. II. 1. c; 2. d; 3. b; 4. e; 5. a.
Ex. III. 1. b; 2. e; 3. a; 4. c; 5. d.
Ex. IV. 1. c; 2. g; 3. b; 4. f; 5. i; 6. e; 7. d; 8. j; 9. h; 10. a.
Ex. V. 1. f; 2. h; 3. i; 4. a; 5. g; 6. c; 7. b; 8. j; 9. e; 10. d.
Ex. VI. 1. from; 2. to; 3. to; 4. to; 5. from; 6. in; 7. in; 8. by; 9. by; 10. in.
Ex. VII. 1. f; 2. j; 3. a; 4. i; 5. c; 6. g; 7. e; 8. b; 9. d; 10. h.

TEST 15

- Ex. I.* 1. c; 2. e; 3. g; 4. b; 5. j; 6. a; 7. i; 8. f; 9. d; 10. h.
Ex. II. 1. e; 2. a; 3. d; 4. c; 5. b.
Ex. III. 1. c; 2. d; 3. b; 4. a; 5. e.
Ex. IV. 1. e; 2. c; 3. f; 4. g; 5. i; 6. d; 7. b; 8. a; 9. j; 10. h.
Ex. V. 1. d; 2. f; 3. e; 4. a; 5. g; 6. j; 7. h; 8. i; 9. b; 10. c.
Ex. VI. 1. for; 2. from; 3. from; 4. with; 5. to; 6. in; 7. on; 8. in; 9. from; 10. in.
Ex. VII. 1. c; 2. d; 3. f; 4. b; 5. g; 6. e; 7. a; 8. j; 9. h; 10. i.

TEST 16

- Ex. I.* 1. d; 2. e; 3. g; 4. b; 5. j; 6. a; 7. i; 8. f; 9. c; 10. h.
Ex. II. 1. b; 2. e; 3. d; 4. a; 5. c.
Ex. III. 1. c; 2. d; 3. b; 4. e; 5. a.
Ex. IV. 1. b; 2. a; 3. g; 4. e; 5. j; 6. d; 7. i; 8. f; 9. c; 10. h.
Ex. V. 1. g; 2. c; 3. d; 4. e; 5. a; 6. j; 7. f; 8. b; 9. h; 10. i.
Ex. VI. 1. of; 2. from; 3. into; 4. from; 5. of; 6. in; 7. into; 8. of; 9. by; 10. in.
Ex. VII. 1. d; 2. a; 3. h; 4. f; 5. i; 6. b; 7. j; 8. e; 9. g; 10. c.

TEST 17

- Ex. I.* 1. e; 2. c; 3. g; 4. f; 5. a; 6. j; 7. i; 8. b; 9. h; 10. d.
Ex. II. 1. e; 2. c; 3. d; 4. a; 5. b.
Ex. III. 1. c; 2. d; 3. b; 4. e; 5. a.
Ex. IV. 1. c; 2. a; 3. e; 4. f; 5. i; 6. d; 7. b; 8. j; 9. g; 10. h.
Ex. V. 1. e; 2. j; 3. a; 4. h; 5. b; 6. d; 7. f; 8. c; 9. i; 10. g.
Ex. VI. 1. for; 2. from; 3. from; 4. at; 5. under; 6. on; 7. to; 8. to; 9. in; 10. on.
Ex. VII. 1. c; 2. f; 3. e; 4. g; 5. b; 6. j; 7. i; 8. d; 9. a; 10. h.

TEST 18

- Ex. I.* 1. c; 2. e; 3. j; 4. i; 5. b; 6. h; 7. a; 8. f; 9. g; 10. d.
Ex. II. 1. d; 2. c; 3. e; 4. a; 5. b.
Ex. III. 1. b; 2. c; 3. a; 4. e; 5. d.
Ex. IV. 1. c; 2. d; 3. e; 4. a; 5. f; 6. i; 7. j; 8. h; 9. b; 10. g.
Ex. V. 1. c; 2. d; 3. b; 4. j; 5. i; 6. e; 7. g; 8. a; 9. f; 10. h.
Ex. VI. 1. from ... to; 2. to; 3. of; 4. to; 5. at; 6. to; 7. to; 8. of; 9. of; 10. of.
Ex. VII. 1. c; 2. d; 3. f; 4. b; 5. g; 6. e; 7. a; 8. j; 9. h; 10. i.

TEST 19

- Ex. I.* 1. c; 2. f; 3. d; 4. i; 5. b; 6. h; 7. e; 8. a; 9. j; 10. g.
Ex. II. 1. b; 2. d; 3. e; 4. a; 5. c.
Ex. III. 1. c; 2. a; 3. d; 4. e; 5. b.

Ex. IV. 1. c; 2. d; 3. b; 4. f; 5. h; 6. i; 7. e; 8. g; 9. j; 10. a.
Ex. V. 1. b; 2. f; 3. e; 4. j; 5. i; 6. d; 7. a; 8. h; 9. g; 10. c.
Ex. VI. 1. from ... to; 2. to; 3. with; 4. of; 5. to; 6. by; 7. into; 8. from; 9. for; 10. into.
Ex. VII. 1. f; 2. j; 3. a; 4. i; 5. c; 6. g; 7. e; 8. b; 9. d; 10. h.

TEST 20

Ex. I. 1. f; 2. d; 3. h; 4. j; 5. c; 6. a; 7. i; 8. e; 9. g; 10. b.
Ex. II. 1. c; 2. a; 3. d; 4. e; 5. b.
Ex. III. 1. c; 2. d; 3. e; 4. a; 5. b.
Ex. IV. 1. b; 2. e; 3. g; 4. a; 5. h; 6. d; 7. f; 8. i; 9. j; 10. c.
Ex. V. 1. c; 2. g; 3. i; 4. d; 5. e; 6. h; 7. a; 8. f; 9. j; 10. b.
Ex. VI. 1. with; 2. on; 3. to; 4. for; 5. through; 6. from; 7. at; 8. from; 9. in; 10. in.
Ex. VII. 1. c; 2. f; 3. e; 4. g; 5. b; 6. j; 7. i; 8. d; 9. a; 10. h.

TEST 21

Ex. I. 1. c; 2. g; 3. i; 4. f; 5. b; 6. d; 7. a; 8. j; 9. h; 10. e.
Ex. II. 1. e; 2. a; 3. d; 4. b; 5. c.
Ex. III. 1. e; 2. c; 3. a; 4. b; 5. d
Ex. IV. 1. c; 2. e; 3. g; 4. j; 5. d; 6. f; 7. a; 8. i; 9. h; 10. b.
Ex. V. 1. e; 2. d; 3. h; 4. a; 5. g; 6. i; 7. b; 8. j; 9. f; 10. c.
Ex. VI. 1. at; 2. for; 3. to; 4. for; 5. of; 6. for; 7. of; 8. at; 9. into; 10. to.
Ex. VII. 1. c; 2. d; 3. f; 4. b; 5. g; 6. e; 7. a; 8. j; 9. h; 10. i.

TEST 22

Ex. I. 1. d; 2. j; 3. f; 4. a; 5. g; 6. i; 7. h; 8. c; 9. e; 10. b.
Ex. II. 1. b; 2. d; 3. e; 4. c; 5. a.
Ex. III. 1. e; 2. d; 3. a; 4. b; 5. c.
Ex. IV. 1. e; 2. g; 3. b; 4. h; 5. f; 6. j; 7. c; 8. i; 9. d; 10. a.
Ex. V. 1. c; 2. e; 3. f; 4. h; 5. i; 6. a; 7. j; 8. d; 9. g; 10. b.
Ex. VI. 1. for; 2. at; 3. in; 4. with; 5. about; 6. at; 7. among; 8. in; 9. by; 10. from.
Ex. VII. 1. d; 2. a; 3. h; 4. f; 5. i; 6. b; 7. j; 8. e; 9. g; 10. c.

TEST 23

Ex. I. 1. g; 2. d; 3. b; 4. f; 5. j; 6. a; 7. i; 8. h; 9. e; 10. c.
Ex. II. 1. c; 2. a; 3. e; 4. d; 5. b.
Ex. III. 1. d; 2. e; 3. a; 4. b; 5. c.
Ex. IV. 1. e; 2. a; 3. i; 4. f; 5. h; 6. d; 7. g; 8. b; 9. j; 10. c.
Ex. V. 1. f; 2. d; 3. e; 4. h; 5. b; 6. i; 7. a; 8. j; 9. g; 10. c.
Ex. VI. 1. of; 2. to; 3. with; 4. with; 5. from...to; 6. to; 7. within; 8. by; 9. from; 10. in.
Ex. VII. 1. f; 2. i; 3. d; 4. j; 5. a; 6. g; 7. e; 8. c; 9. h; 10. b.

TEST 24

Ex. I. 1. e; 2. d; 3. g; 4. j; 5. b; 6. i; 7. h; 8. f; 9. a; 10. c.
Ex. II. 1. c; 2. e; 3. a; 4. d; 5. b.
Ex. III. 1. e; 2. d; 3. b; 4. a; 5. c.
Ex. IV. 1. h; 2. c; 3. e; 4. b; 5. f; 6. i; 7. g; 8. j; 9. d; 10. a.
Ex. V. 1. f; 2. i; 3. d; 4. j; 5. a; 6. g; 7. e; 8. c; 9. h; 10. b.
Ex. VI. 1. to; 2. on; 3. between; 4. for; 5. toward; 6. by; 7. from; 8. for; 9. in; 10. to.
Ex. VII. 1. e; 2. g; 3. f; 4. b; 5. d; 6. i; 7. j; 8. a; 9. c; 10. h.

TEST 25

Ex. I. 1. f; 2. h; 3. d; 4. b; 5. j; 6. g; 7. e; 8. i; 9. a; 10. c.
Ex. II. 1. c; 2. d; 3. b; 4. e; 5. a.
Ex. III. 1. e; 2. a; 3. d; 4. c; 5. b.
Ex. IV. 1. e; 2. g; 3. f; 4. b; 5. d; 6. i; 7. j; 8. a; 9. c; 10. h.
Ex. V. 1. f; 2. d; 3. h; 4. i; 5. a; 6. g; 7. b; 8. e; 9. j; 10. c.
Ex. VI. 1. toward; 2. for; 3. for; 4. with; 5. from; 6. in; 7. in; 8. of; 9. through; 10. from.
Ex. VII. 1. f; 2. i; 3. d; 4. j; 5. a; 6. g; 7. e; 8. c; 9. h; 10. b.

CONTENTS

ПРЕДИСЛОВИЕ	3
Part I. INTRODUCTION	4
Unit 1. Introducing Social Work.....	6
Unit 2. Ethics in Social Work	11
Unit 3. Origins and History of Social Work.....	15
Unit 4. The Formation of the Social Work Profession.....	20
Unit 5. Social Work as a Science and an Academic Subject.....	24
Unit 6. Welfare	28
Unit 7. Old Age	32
Unit 8. Social Work with the Disabled.....	36
Unit 9. Social Work with Youth.....	39
Unit 10. Types of Social Workers	43
Unit 11. Health and Wellness.....	47
Unit 12. Expressing Emotions in Healthful Ways.....	51
Unit 13. Nutrition. Nutrients in Foods.....	54
Unit 14. Why People Choose Not to Smoke.....	59
Unit 15. Bases of Psychology	62
Unit 16. Major Schools of Psychology.....	67
Unit 17. Methods of Psychological Research.....	70
Unit 18. Personality and Self-Concept	75
Unit 19. Abnormal Psychology	78
Unit 20. Social Psychology	83
Unit 21. Psychiatry	86
Unit 22. Mental Health and Mental Disorders	91
Unit 23. Types of Mental Disorders	94
Unit 24. Causes of Mental Disorders.....	98
Unit 25. Psychotherapy	101
Part II. INTRODUCTORY NOTES	106
Module I.	107
Module II.	109
Module III.	110
Module IV.....	113
Module V.....	116
Module VI.....	119
Part III. KEYS TO THE UNIT TESTS	124

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