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**ЭЛЕКТРОННЫЙ УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ
«Иностранный язык (английский)»**

для студентов 1-го курса специальности 1-86010102 «Социальная работа»

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Электронный учебно-методический комплекс предназначен для студентов специальности 1-86010102 «Социальная работа», выпускаемых факультетом социокультурных коммуникаций БГУ. Содержание ЭУМК предполагает изучение следующих аспектов английского языка: практическая грамматика и практика устной речи английского языка, а также английский язык для специальных целей по направлению «Социальная работа». ЭУМК также содержит учебную программу дисциплины, вопросы для подготовки к зачету и экзамену, образец билета для приема экзамена, критерии для оценки знаний и практических навыков, образцы тестов для проверки знаний студентов, план-конспект практического занятия, презентацию практического занятия, список литературы.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Активное вхождение Республики Беларусь в европейское социально-экономическое пространство, информатизация образования (в том числе языкового) и требования, предъявляемые системой менеджмента качества, ставят задачу формирования у студента комплекса компетенций: академических, социально-личностных и профессиональных. Основная цель создания УМК - предоставить студенту комплект учебно-методических материалов для самостоятельного изучения дисциплины. При этом, помимо непосредственного обучения студентов, задачами преподавателя являются: оказание консультационных услуг, текущая и итоговая оценка знаний, мотивация к самостоятельной работе.

Электронный учебно-методический комплекс «Иностранный язык (английский)» способствует решению поставленных задач и предназначен для студентов по направлению подготовки 1-86010102 «Социальная работа».

Данный комплекс разработан в соответствии с Положением БГУ об учебно-методическом комплексе по учебной дисциплине №497-ОД от 10.10.13 и состоит из трёх разделов: практического, контроля знаний и вспомогательного. Практический раздел содержит материалы и задания к ним для изучения английского языка для специальных целей. Раздел контроля знаний содержит перечень вопросов для подготовки к зачету и экзамену, примеры лексико-грамматических тестов для промежуточного и итогового контроля знаний студентов, в том числе лексический тест по английскому языку для специальных целей. Вспомогательный раздел представлен учебной программой дисциплины, включающей пояснительную записку, содержание учебного материала, учебно-методическую карту и информационно-методическую часть; планом-конспектом практического занятия и презентацией практического занятия.

I ПРАКТИЧЕСКИЙ РАЗДЕЛ

Unit 1

Social Work

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

to promote - содействовать

to enhance - повышать, увеличивать

to intervene - вмешиваться

social justice - социальная
справедливость

to enable - давать возможность

to focus on - сосредоточивать

to interrelate - соотносить

equality, worth and dignity -

равноправие, ценность (значимость) и
достоинство

justification - оправдание

crises and emergencies - кризисы и
чрезвычайные обстоятельства

counseling - консультирование

intervention - вмешательство

holistic - целостный

2. Read the text carefully and then check your comprehension.

DEFINITION OF SOCIAL WORK

The social work profession **promotes** social change, problem solving in human relationships **to enhance** well-being. Utilizing theories of human behaviour and social systems, social work **intervenes** all the points where people interact with their environments. Principles of human rights and **social justice** are fundamental to social work.

COMMENTARY

Social work in its various forms addresses the multiple, complex transactions between people and their environments. Its mission is **to enable** all people to develop their full potential, enrich their lives and prevent dysfunction. Professional social work is **focused on** problem solving and change. Social work is an **interrelated** system of values, theory and practice.

VALUES

Social work grew out of humanitarian and demographic ideas, and its values are based on respect for the **equality, worth and dignity** of all people. Since its beginning over a century ago, social work practice has focused on

meeting human needs and developing human potential. Human rights and social justice serve as the motivation and **justification** for social work action.

PRACTICE

Social work addresses the barriers and injustices that exist in society. It responds to **crises and emergencies** as well as to everyday personal and social problems. Social work utilizes a variety of skills, techniques and activities consistent with its holistic focus on persons and their environments. Social work interventions range from person-focused psychosocial processes to involvement in social policy, planning and development. These include **counselling**, clinical social work, group work, social pedagogical work, family treatment and therapy as well as efforts to help people obtain services and resources in the community. **Interventions** also include agency administration, community organization and engaging in social and political action. The **holistic** focus of social work is universal, but the priorities of social work practice will vary from country to country and from time to time depending on cultural, historical and socio-economic conditions.

Professional social workers are concerned with social problems, their causes, their solutions and their human impacts. Social workers work with individuals, families, groups, organizations and communities, as members of a profession which is committed to **social justice** and human rights (Reichert, 2003). Their approach is to consider the individual within the social environment.

The main tasks of professional social workers are case management (linking clients with agencies and programs that will meet their psychological needs), medical social work, counselling (psychiatry), human services management, social welfare analysis, advocacy, teaching (in schools of social work) and social science research.

Professional social workers work with a variety of settings, including: non-profit or public social service agencies, advocacy organizations, hospitals, hospices, community health agencies, schools, faith-based organizations and even the military. Other social workers work as psychotherapists, counselors, or mental health practitioners, normally working in coordination with psychotherapists, psychologists, or other medical professionals. Additionally, some social workers have chosen to focus their efforts on social policy or academic research into the practice or ethics of social work.

WHO ARE SOCIAL WORKERS

There are different kinds of social workers depending upon the amount of education that they have and the type of work that they do. Social worker activity is regulated by the Law required to maintain standards of professional conduct.

WHAT DO SOCIAL WORKERS DO

Social workers work with children, families, elderly people, physical and/or mentally handicapped adults who have needs. Many social workers are employed with social service agencies, schools, hospitals, and mental health facilities. They often intervene on behalf of children and adults when they are in dangerous situations and unable to protect themselves.

II. Language Focus and Comprehension Tasks

1. Define the following key terms and memorize the definitions.

social work
human behaviour
relationships
social system
problem solving
social justice (injustice)
social environment
to meet human needs
human rights
the individual within the social environment
social welfare policy

2. Answer the questions.

1. What does social work focus on?
2. What and who does it deal with?
3. Why is social work very important in the modern world?
4. What are professional social workers concerned with?
5. Social work values - what are they?
6. The main tasks of professional social workers.
7. Where do social workers work?

3. Supply the missing words.

social justice, to enable, to serve as, to be concerned with, to promote, to include

1. Professional social workers ... social problems, their causes and solutions.
2. The social work profession ... social change as well as problem solving.
3. Principles of human rights and ... are fundamental to social work.
4. The mission of social work is ... all people to develop their full potential.
5. Human rights and social justice ... the motivation and justification for social work action.
6. Social work ... counseling, clinical social work, group work, family treatment.

III. Follow-Up Activity

1. Speak on.

social work, its professional aspects, definition, values, functions and illustrate your reports with examples and situations of your own.

2. Discuss the following topics.

1. The priorities of social work practice
2. Medical social work
3. Social policy legislation

Unit 2

Fields of Social Work

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

welfare(n) – социальное
обеспечение

corrections(n) – исправительные
учреждения (программы)

background(n) – происхождение

wage(n) – заработная плата

emergency(n) – крайняя

необходимость

adjust(v) – приспособливаться

divorce(v) – расторгать брак

adoption(n) – усыновление

assist(v) – помогать

disorder(n) – расстройство

prevention(v) – предотвращение

criminal(n) – преступник,

правонарушитель

probation(n) – испытательный срок

parole(n) – досрочное освобождение

из тюрьмы

handicapped children – дети, с физическими недостатками

abused children – дети, с которыми плохо(жестоко)обращаются

foster children – приёмные дети

guidance(n) – руководство

aggravate(v) – усугублять

discharge(v) – выписывать (из больницы)

aid (n) – поддержка

suffer (from)(v) – страдать от чего-л.

preventive(adj) – профилактический

vocational(adj) – профессиональный

enable(v) – давать возможность

dwelling(n) – жильё

obtain(v) – получать

2. Read the text carefully and then check your comprehension.

FIELDS OF SOCIAL WORK

There are five major fields of social work: (1) family and child **welfare**, (2) health, (3) mental health, (4) **corrections**, and (5) schools.

Family and child welfare includes services to families during an **emergency**, such as the absence of one or both parents from the home. Other critical situations requiring family service include unemployment of the principal wage earner and the illness of one or more members of a family.

Social workers in this field also help families **adjust** to long-term changes in home life. For example, a counsellor may provide guidance to children whose parents are separated or **divorced**.

Child **welfare** programs provide such services as **adoption**, day care, **foster** childcare, and care for **handicapped children**. Child **welfare** workers also help physically or emotionally **abused children**.

Health. Medical social workers help patients and their families in clinics, hospitals, and other health care facilities. These workers **assist** doctors by providing information about the social and economic background of patients.

For example, such problems as inadequate housing and lack of money for medicine may cause or aggravate illness. Social workers also offer counselling to patients who have been discharged to help them return to everyday life.

Social work in mental health includes aid to people suffering from mental and emotional stress. Social workers in this field also provide many of the same kinds of services offered by medical social workers. Some receive special training in psychotherapy, the treatment of mental or emotional disorders by psychological methods.

Corrections include programs concerned with the prevention of crime and the rehabilitation of criminals. Social workers in the field of corrections also counsel people who are on probation or parole. Workers in this field give priority to preventive services, such as tutoring and recreation.

Schools. Social work is part of the program in schools at all levels, from nursery school to university-level education. It includes services to students in special schools for the emotionally disturbed and the handicapped. Social workers in schools provide vocational counselling and help with personal problems. They also assist students who have learning difficulties and help them to fulfil their maximum potential.

Other fields of social work offer assistance in a wide variety of situations. Many social workers help elderly people obtain such services as *financial assistance* and *medical care*, which enable them to live as independently as possible. Social workers in clinics and community treatment centres provide *counselling* to alcoholics and drug abusers.

Some social workers aid people in *public housing projects* and help find dwellings for families made homeless by urban crises. Social workers employed by companies and trade unions provide a variety of *work-related services*, including health counselling and preretirement and retirement planning.

II. Language Focus and Comprehension Tasks

1. Fill in the gaps with the right preposition, if necessary.

1. Social workers in this field also help families adjust ... long-term changes in home life.
2. Medical social workers help patients and their families ... clinics, hospitals, and other health care facilities.
3. Social workers also offer counseling ... patients who have been discharged ... help them return ... everyday life.

4. Social work ... mental health includes aid to people suffering ... mental and emotional stress.
5. Some receive special training ... psychotherapy, the treatment of mental or emotional disorders ... psychological methods.
6. Social work is part of the program ... schools at all levels, ... nursery school ... university-level education.
7. Social workers in the field of corrections also counsel people who are ... probation.
8. Social workers in schools provide vocational counselling and help ... personal problems.
9. Many social workers help ... elderly people obtain *financial assistance*.
10. Social workers employed ... companies and trade unions provide a variety ... *work-related services*.

2. Match the words with their synonyms.

principal	help
illness	absence
adjust	release
assist	cure
lack	disease
discharge	perform
aid	produce
treatment	main
fulfil	support
cause	adapt

3. Complete the following sentences.

1. There are five major fields of social work: ...
2. Family and child welfare includes services to families during an emergency ...
3. For example, a counsellor may provide ...
4. Child welfare workers also help ...
5. Some receive special training ...
6. Corrections include programs concerned with ...
7. Social workers in the field of corrections ...
8. Social workers in schools ...

9. Many social workers help elderly people obtain such services ...
10. Social workers employed by companies and trade unions provide ...

4. Answer the questions.

1. What are the main fields of social work?
2. What services does family and child welfare include?
3. Child welfare workers also help physically or emotionally abused children, don't they?
4. What are the main goals of medical social workers?
5. What services does social work in mental health include?
6. What do social workers in the field of corrections do?
7. Do social workers help students?
8. How do social workers help elderly people?
9. Do social workers assist alcoholics and drug abusers?
10. What services do social workers employed by companies and trade unions provide?

5. Find the English equivalents of the following Russian phrases in the text.

1. чрезвычайная ситуация
2. кормилец
3. приспособиться к долгосрочным переменам в жизни семьи
4. дети, чьи родители разведены
5. усыновление
6. обеспечение присмотра за детьми
7. приёмный ребёнок
8. забота о детях с физическими недостатками
9. сведения о социальном и экономическом положении больного
10. неадекватные жилищные условия
11. отсутствие денег могут вызвать или ухудшить болезнь
12. пациенты, выписавшиеся из больницы
13. люди, страдающие от умственного и психического стресса
14. психологические методы
15. психические расстройства
16. предотвращение правонарушений
17. реабилитация преступников
18. люди, имеющие условный срок

19. быть освобождённым раньше срока под честное слово
20. реализовать их максимальный потенциал
21. финансовая помощь
22. медицинское обслуживание

III. Follow-Up Activity

Speak about major fields of social work.

- family and child welfare
- health
- mental health
- corrections
- schools

Unit 3

Social Work Education in the UK

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

highest ranked - занимающий высшее место

educational opportunities - возможности образования

postgraduate - аспирант

innovative and enlighten report -

обновленный просветительский доклад

legislative basis - законодательная база

constituent - составная часть

improvement - улучшение

to collaborate with - сотрудничать с

provision - обеспечение

advancement - прогресс (успех)

in conjunction with - вместе с

2. Read the text carefully and then check your comprehension.

SOCIAL WORK EDUCATION IN THE UK

The School of Social and Political Studies in the College of Humanities and Social Sciences is one of the largest centres for social work education in the UK and is among the highest ranked for the quality of its teaching and research. It provides a range of educational opportunities for both intending and qualified social workers, at both undergraduate and postgraduate level.

The University of Edinburgh started providing training for social workers in 1918 and, over time, came to be recognized as leading institution in social work training. In the 1960s social work at Edinburgh played a major role of social work services in Scotland. The Kilbrandon Committee's innovative and enlightened report led to the Social Work (Scotland) Act 1968, which still provides much of the legislative basis for social work. In 1998, the University merged with Moray House Institute of Education, an institution which, apart from its 250 years of teacher training, had a 30 year history of providing qualifying social work education and training for students. Today social work at Edinburgh is part of the School of Social and Political Studies, a constituent of the College of Humanities and Social Science. It meets the demands of a changing profession and to contribute to understanding of and improvements in public policy and professional practice. It collaborates with several universities and service agencies to promote understanding of best practice in social work services. The provision of social work education and training remains a central focus of activity. It promotes the training and professional advancement of social workers in numerous ways. The 4-year undergraduate programme leads to the BSc (Social Work) degree from the University. The 2-year postgraduate programme leads to either the Master of Social Work (MSW) degree or the Diploma in Social Work from the University. In conjunction with the University of Stirling, it provides a post-qualifying Masters degree in Advanced Social Work Studies in Criminal Justice (MSc).

The Criminal Justice Social Work Development Centre for Scotland is also based at the University of Edinburgh and is run in partnership with the University of Stirling. The Development Centre is part of an investment programme by the Scottish Executive to assist in the development and implementation of evidence based practice in Scotland. Its aim is to bridge the

gap between current research knowledge and practice development in the fields of criminal and youth justice social work.

II. Language Focus and Comprehension Tasks

1. Write sentences with the following words and expressions.

- to be among the highest ranked
- to provide a range of educational opportunities
- to be recognized as a leading institution
- to be a part of
- to contribute
- to collaborate with
- to lead to
- to be part of an investment programme
- its aim is to
- criminal and youth justice social work

2. Answer the questions.

1. When did the University of Edinburgh start to provide training for social workers?
2. What led to legislative basis for social work?
3. What happened in 1998?
4. Is social work in Edinburgh part of Social and Political Studies today?
5. Who does the school collaborate with?
6. What is the focus of the school's activity?
7. What is the Criminal Justice Social Work Development Centre? Why was it created?
8. What is the Scottish Executive concerned with?

3. Complete the following sentences.

1. The School of Social and Political Studies is one...
2. The University of Edinburgh started providing...

3. The Kilbrandon Committee's report led to...
4. Today social work at Edinburgh is...
5. It meets the demands of...
6. The provision of social work education...
7. The Criminal Justice Centre is...
8. The Development Centre is part of...
9. Its aim is to...

III. Follow-Up Activity

Discuss the following questions with the group or write a short essay on the topic.

1. Is a job of social worker, in your opinion, prestigious and why?
2. Why do you think social workers have to be patient, merciful and compassionate (сострадательными)?
3. Who is the most difficult to work with - children, adults, disabled people, criminals, aged people? Clarify why?

Unit 4

School Social Work

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

Attitude - отношение	child abuse - оскорбление ребенка
to abandon - покидать, оставлять	neglect - пренебрежение
counseling - консультация	domestic violence - домашнее насилие
mental health clinic - клиника психического здоровья	to facilitate communication - облегчать общение
to improve - улучшать	assess (needs) - оценивать потребности
school personnel - школьный персонал	to spot difficulties - определить сложности
physical/ learning disabilities - ограничения физических	

ВОЗМОЖНОСТЕЙ/ ВОЗМОЖНОСТЕЙ К
ОБУЧЕНИЮ

2. Read the text carefully and then check your comprehension.

SCHOOL SOCIAL WORK

Although 9-year-old Robert has been a good pupil, his third-grade teacher notices a marked change in his work and his attitude. The teacher contacts the school social worker, who meets with Robert and his mother. The social worker discovers that Robert's father has abandoned the family, leaving his mother depressed and in financial difficulty.

The social worker suggests extra help and counseling for Robert and invites him to join a support group in school for children of divorced parents. The social worker also refers Robert's mother to a mental health clinic, finds a neighborhood mothers' support group for her, and helps her apply for child support. With extra help and support, Robert's grades and outlook begin to improve.

Every child needs to be free from troubles. Many school systems employ social workers to help children with physical or learning disabilities or emotional problems or who face child abuse, neglect, domestic violence, poverty, or other problems.

Often the social worker's job includes interviewing the child and family to determine what action is called for. Another function is to facilitate communication between parents and school staff. Social workers may also reveal problem situation or mobilize parental support for students' needs.

Social workers may assess student needs, serve on policy-making committees, or help develop alternative programs. Other functions include facilitating school-community relations and providing a variety of services to students in special education programs.

School social workers may be the first to spot difficulties a child, who is confronting at home or in the community and the first intervene. They often provide services or find services in the areas that prevent more serious problems from developing.

II. Language Focus and Comprehension Tasks

1. Write sentences with the following words and expressions.

- to mark change in work and attitude
- to suggest extra help and counseling
- to join a support group
- to refer to a mental health clinic
- to be free from troubles
- emotional, educational needs
- to face child abuse, neglect, violence
- to determine what action is called for
- to facilitate communication
- to reveal problem situations
- to provide a variety of services
- to prevent serious problems from developing

2. Answer the questions.

1. What happened to 9-year-old Robert?
2. Who does the teacher contact?
3. What does the social worker discover?
4. How does the social worker help Robert and his mother?
5. Who needs to be free from troubles?
6. What do many school systems do to help children?
7. How do social workers support children?
8. Name other functions of school social workers.
9. Social workers often provide services in the areas that prevent serious problems from developing, don't they?

3. Complete the following sentences.

- 1 Although 9-year-old Robert...
- 2 The teacher contacts...
- 3 The social worker discovers that...
- 4 Every child needs to...
- 5 Many school systems employ...
- 6 Social workers help...
- 7 Another function of social workers is to...
- 8 School social workers may be the first to...
- 9 They often provide services...

III. Follow-Up Activity

Choose the topic to speak about.

1. What qualities I expect to find in a teacher/social worker.
2. My first day at school as a child.
3. The priorities of school social work practice.

Unit 5

Domestic and Youth Violence

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

domestic violence - домашнее насилие	interact - взаимодействовать
to commit - совершать	prevention programs - программы по предупреждению
to intertwine - переплести	a precursor - предвестник
to perpetrate - совершать	to be engaged in - быть вовлеченным
to trace - прослеживать	to desist - прекращать
patterns - формы поведения (паттерны)	persist - упорно продолжать
adolescence - юношеский возраст	to increase - возрастать
offenders - нарушители (преступники)	an arrest record - факт задержания
moderately severe - средней степени тяжести	to be unemployed - быть безработным
forms of violence - формы насилия	anti-social behaviour - анти-социальное поведение
re-create - вновь создавать	

2. Read the text carefully and then check your comprehension.

DOMESTIC AND YOUTH VIOLENCE

Researchers tracing the development of violent behaviour have found a link between teenage violence and domestic violence. “Most people think youth violence and domestic violence are separate problems, but this study shows that they are intertwined”, said Todd Herrenkohl, lead author of the study and an associate professor of social work.

The study also found no independent link between an individual’s use of alcohol or drugs and committing domestic violence. In addition it showed that nearly twice as many women as men said they perpetrated domestic violence in the past year.

Data from the study came from the Seattle Social Development Project which has been tracing youth development and the social and antisocial behaviour of more than 800 participants. That project earlier showed four patterns of youth violence taken by teens between the ages of 13 and 18.

- * Non-offenders, the largest group (60 percent), were not engaged in violent behaviour in adolescence.
- * Desisters (15 percent) engaged in violence early on but stopped by age 16.
- * Chronic offenders (16 percent) began violent behaviour early and it persisted at a moderate level up to age 18.
- * Late increasers (9 percent) became involved with violence in mid adolescence with the behaviour increasing up to age 18.

The new study found that individuals from the last two groups were significantly more likely than non-offenders to have committed moderately severe forms of domestic violence when they were 24 years old. At that age, nearly 650 of the original students had a partner and about 19 percent of them, or 117 individuals, reported having committed domestic violence in the past year.

The study also showed a number of personal characteristics, partner characteristics and neighborhood conditions that increase an individual’s chances of being involved in domestic violence as a young adult. They are young people who use drugs heavily, sell drugs, have a history of violence toward others, have an arrest record or are unemployed.

Individuals who have a history of anti-social behaviour may be more likely to find a partner with a similar history and re-create what they

experienced as children. They may also be more likely to be in places in their communities where they interact with people with the same types of behaviour.

The message from this study is that it may be possible to prevent some forms of domestic violence. Our research suggests the earlier we begin prevention programs the better, because youth violence appears to be a precursor to other problems.

II. Language Focus and Comprehension Tasks

1. Answer the questions.

1. What link have researchers tracing the development of violent behaviour found?
2. Are youth and domestic violence separate problems?
3. Did the study find a link between the use of alcohol and domestic violence?
4. How many people perpetrate domestic violence?
5. What did the Social Development Project show?
6. Name personal characteristics that increase an individual's chances of being involved in domestic violence.
7. Why do individuals interact with people with the same types of behaviour?
8. What's the message from this study?
9. Is it important to begin prevention programs and why?
10. Have you or your friends ever experienced domestic violence or committed it? What were the reasons?

III. Follow-Up Activity

Speak on the topic.

1. Using alcohol, being unemployed - chances of being involved in domestic violence.
2. Anti-social behaviour.
3. May it be possible to prevent domestic and youth violence? How?
4. How to support a person who undergoes domestic violence?

Unit 6

Divorce

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

Stressful - стрессовый	painstakingly - старательно
life event - жизненное событие	side-effect - побочный эффект
divorcing couple - разводящаяся пара	conclusion - завершение
breakdown - распад	a long-term relationship - длительные
failed relationship - неудавшиеся	отношения
отношения	internal ties - внутренние связи
to separate - разлучать	(привязанности)
to adjust - приспособиться	failure - неудача
partnership - сотрудничество, участие	to elicit - вызывать
attachment - привязанность	unattached - незамужний (неженатый)

2. Read the text carefully and then check your comprehension.

DIVORCE

According to Holmes and Rahe's (1997) *Social Readjustment Rating Scale*, divorce is the second most stressful life event. It 'carries' 73 life change units (first only to death of spouse, which carries 100). Most would agree that it is stressful, with both physical and psychological side-effects for both the divorcing couple concerned and their families- especially their children. However, actual divorce usually marks the (legally recognized/official) conclusion to the breakdown of a long-term relationship. So, how useful (or valid) is it to regard break-up and divorce as events? According to Duck (1999), any form of break-up occurs over time and has an extensive history.

Duck (1999) states that, to become divorced, couples have to separate and unmake, 'brick by brick', the relationship they have painstakingly built over time. They must undo both the internal ties (such as love and affection) and

external binding (such as family and social pressures that may keep them together).

✓ For example, even today, ‘divorced’ is a negatively valued state that people don’t like to have to apply to themselves. Divorcees have to adjust to the sense of shame and failure often felt or imposed by outsiders. In our society, divorce is (still) seen as failed relationship, as opposed to, say, a courageous or honest response to an unworkable partnership. (To be widowed will generally elicit sympathy, but divorces will often arouse more negative emotions.) Divorcees also re-join the ranks of the ‘single’, the ‘unattached’. Society is organized in a way that ‘expects’ people to belong to couples.

II. Language Focus and Comprehension Tasks

1. Complete the following sentences.

1. According to Holmes and Rahe divorce is...
2. Most would agree that divorce is...
3. Actual divorce usually marks...
4. Duck states that...
5. Today “divorce” is a...
6. In our society divorce is (still)...
7. Society is organized in a way that...

2. Answer the questions.

1. What is the most stressful life event?
2. What usually marks the conclusion to the breakdown of a long-term relationship?
3. Is divorce stressful?
4. Why is “divorced” a negatively valued state in society?
5. How can a couple achieve a long-term relationship? Is it an easy process?
6. What is your idea of a happy relationship?

3. True or false.

1. Divorce is the most stressful life event.

2. Divorce is a physical and psychological injury for the divorcing couple, not for their children.
3. Divorce usually marks the beginning of a long-term relationship.
4. To become divorced, couples have to make the relationship.
5. Today “divorced” is a positively valued state.
6. Divorcees have to adjust to the sense of satisfaction and pleasure.
7. To be divorced will generally elicit sympathy.
8. Society is organized in a way that “expects” people to be single.

III. Follow-Up Activity

1. Express your opinion.

How can you prove that the full family offers certain advantages over a one-parent family.

2. Speak on the topic.

- Side effects of divorce (for both the divorcing couple and for their children).
- Social aspects of divorce.
- How can social workers support the divorcing couple and especially their children in a painful process?

Unit 7

Children of Divorced Parents

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

to vow - клясться	(to) experience - опыт, испытывать
dissolution - расторжение, распад	disruptions - разрыв, разрушение
unfavorable adds - неблагоприятные условия (обстоятельства)	stepparents - мачеха, отчим
	ambiguous - неопределенный, неясный,

cohabitate - сожительство	неоднозначный
consequences - (по)следствия	fault - вина
spouse - супруг(а)	aspiration - сильное желание
couple - супружеская пара	to increase – увеличивать
to hail (from) - идти из, происходить из	
intact (families) - целые семьи	
transition - переход, переходный период	

2. Read the text carefully and then check your comprehension.

CHILDREN OF DIVORCED PARENTS

Children of divorced parents often bitterly vow not to repeat the same mistakes. They want to avoid putting themselves and their own children through the pain that comes from the dissolution of a marriage. But, according to University of Utah researcher Nicholas H. Wolfinger, these children's aspirations face unfavorable odds.

“Growing up in a divorced family greatly increases the chances of ending one's marriage, a phenomenon called the divorce cycle”, says Wolfinger, assistant professor in the University of Utah's Department of Social Family Studies. He has spent a decade studying the marriages of children from divorced homes in America. These children are more likely to marry as teens, cohabite and marry someone who is also a child of divorced parents.

Wolfinger's new book is devoted entirely to the divorce cycle. “Understanding the Divorce Cycle: The Children of Divorce in Their Own Marriages”, published by Cambridge University Press, contains important information for those interested in social aspects of divorce. “Divorce is an important topic because it has so many consequences for well-being”, writes Wolfinger. The divorce cycle, in short, can be as a cascade. Ending a marriage starts a cycle where half of all new marriages fail.

Wolfinger's research also suggests that if one spouse comes from divorced parents, the couple may be up to twice as likely to divorce. Spouses who are both children of divorced parents are three times more likely to divorce as couples who both hail from intact families.

“One reason children from divorced families get divorced more often is because they have a tendency to marry as teenagers”, Wolfinger reports, adding

“the older you are when you marry, the less likely you are to get divorced. It’s good advice for everyone.”

On the other hand, the more transitions children experience while growing up, the more they will experience as adults, Wolfinger notes. “What is the hardest for kids is how many disruptions they experience – the up – and - down cycles. Many will have stepparents, and some will see their new families dissolve. A disruption occurs any time they lose a parent – except from the death. That’s different and doesn’t have the same negative impact on children. Whereas divorce is ambiguous. Children wonder whether the divorce was their fault or who is to blame. And they wonder “Is he coming back?”

II. Language Focus and Comprehension Tasks

1. Write sentences with the following words and expressions.

to repeat the same mistakes

to avoid the pain

to increase the chances

to marry as teens

social aspects of divorce

to have many consequences

to start a cycle

to come from divorced parents

to have a tendency

to experience

to see new families dissolve

2. Answer the questions.

1. What does Nicholas H. Wolfinger write about children of divorced parents?
2. What increases the chances of ending one’s own marriage?
3. What does “the divorce cycle” mean?
4. How long has Wolfinger spent studying the marriages of children from divorced families?
5. What tendency does he trace?
6. What is Wolfinger’s new book devoted to?
7. Has divorce many consequences? What are they?

8. What does Wolfinger's research suggest?

3. Complete the following sentences.

1. Children of divorced parents often...
2. Growing up in a divorced family...
3. Wolfinger has spent a decade studying...
4. The divorce cycle is...
5. The book is devoted to...
6. Spouses who are both...
7. Wolfinger reports that...
8. The more transitions children...
9. The hardest for kids is...
10. Children wonder...

III. Follow-Up Activity

1. Choose the topic to speak about.

1. Marrying young
2. Living with one of the parents
3. Stepparents
4. Family as it is viewed from the social perspective

2. Describe.

The experiences of your childhood. Did your parents care only for your physical needs or with your social development? Did your parents always approve of your choice?

3. Write a short essay on the topic.

- 1) "The family. Universal but varied".
- 2) Much of our social interaction and behaviour is influenced and conditioned by the family we belong to.

Unit 8

Children of Alcoholics

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

to abuse alcohol - злоупотреблять алкоголем	suicidal acts - суицидные акты
inconsistent - противоречивый	delinquency - преступность
disruptive - разрушительный	failed marriage - неудавшееся замужество
household - семья, домашние	mercy - прощение, милосердие
abuse and neglect - оскорбление и пренебрежение	overprotective - слишком опекающий
tend to - иметь склонность, тенденцию	survival - выживание
to reject - отвергать	in reaction to - в ответ на
harsh - грубый, жестокий	siblings - дети одних родителей
denial - отрицание, отказ	
self-esteem - самоуважение	

2. Read the text carefully and then check your comprehension.

CHILDREN OF ALCOHOLICS

Approximately 9 million people in the United States abuse alcohol (Edwards & Konarek, 1998). This effects approximately one in 4 or 5 families. Of these families, approximately 28 to 30 million children and adults live in alcoholic homes, with about 12 to 15 million of the children effected being under the age of 18.

What is an alcoholic family like?

There is no typical alcoholic family. To begin with, family life is inconsistent, disruptive and unstable. There are many unspoken family rules in alcoholic households. Family roles are constantly changing in reaction to the alcoholic situation in order to maintain the sense of balance necessary for survival. The home environment of alcoholic families is one of much conflict,

divorce, unemployment and poverty. There is also abuse and neglect associated with alcoholic families as well as violent acts among siblings.

What are the parenting styles of alcoholic parents ?

There is a slight difference between alcoholic fathers and alcoholic mothers. Alcoholic fathers tend to be rejecting, harsh and neglecting. Alcoholic mothers tend to be similar to alcoholic fathers, but are also more disciplinarian and more overprotective. These households also tend to contain more abuse and neglect. Having an alcoholic mother has more of a negative impact on the children than having an alcoholic father, but if both parents are alcoholics the negative impact is even stronger.

What are the effects on children of alcoholics?

There are many effects on children of alcoholics. To begin with, children tend to hide from the problem, causing much denial, shame and failure to seek help. This can lead to a low self esteem, depression, anxiety and even suicidal acts. Children of alcoholic also tend to have conduct problems, such as substance abuse, delinquency, aggression and hyperactivity.

What is the long range outlook for children of alcoholics?

Growing up in an alcoholic family can effect children for their whole lives. They tend to develop alcohol problems themselves as adults. Children of alcoholics tend to develop emotional problems. They may have difficulty in relationships and trusting others, judging themselves without mercy and being out of control. They also tend to have problems in their own families, such as failed marriages and problems in their ability to support themselves and their families.

II. Language Focus and Comprehension Tasks

1. Define the following key terms and memorize the definitions.

- to abuse alcohol
- to maintain the sense of balance
- to change in reaction
- tend to be rejecting
- to have a negative impact
- to hide from the problem
- to seek help
- to lead to a low self-esteem

- tend to develop alcohol problems
- to be out of control

2. Answer the questions.

- 1 How many people abuse alcohol in the United States?
- 2 How many children live in alcoholic families?
- 3 There is no typical alcoholic family, is it?
- 4 Is family life inconsistent, disruptive and unstable?
- 5 Are there many unspoken family rules in alcoholic families?
- 6 How can you describe home environment of alcoholic families?
- 7 What is associated with alcoholic families?
- 8 What's the difference between alcoholic fathers and alcoholic mothers?
- 9 Are there many effects on children of alcoholics?
- 10 Do children tend to hide from the problem?
- 11 What do children tend to have?
- 12 Can growing up in an alcoholic family effect children? How?

III. Follow-Up Activity

Comment on the following quotations thinking like social workers.

1. There is no typical alcoholic family.
2. There are many effects on children of alcoholics.
3. Children of alcoholics tend to develop emotional problems.

Unit 9

What Can Parents Do to Shield Children From the Pressure to Grow Up Too Fast

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

to shield - защитить	competitive - конкурентный
generation - поколение	to rush to grow up - торопиться вырасти
to mature - взрослеть	stress-related health problems - проблемы со здоровьем, причиной которых является стресс
peer - равный (ровесник)	alcohol abuse - злоупотребление алкоголем
independent judgement - независимое суждение	success-oriented - ориентированный на успех
mutual respect - взаимное уважение	earn - заработать
developmental talks - развивающие задачи	pace - темп
adulthood - зрелый возраст	lifestyle - стиль жизни
to master - овладеть, изучить	
to be with sibling - быть с единокровным братом (сестрой)	

2. Read the text carefully and then check your comprehension.

WHAT CAN PARENTS DO TO SHIELD CHILDREN FROM THE PRESSURE TO GROW UP TOO FAST

Kids in our society are growing up faster these days than they did in past generations. But, you might ask, what's really the big deal if a 10-year-old lives or acts like a 17-year-old?

There are many reasons why children should not be rushed into growing up. First, childhood provides them the time they need to mature and learn critical lessons. Without a long childhood, children do not learn many important relationship and life skills.

A big part of childhood is being able to spend time playing with peers. This is very important because it gives children the opportunity to learn about themselves, to create and to innovate and to learn how to make independent judgements. They also learn mutual respect and how to work with others.

There are developmental ‘tasks’ at different stages of a child’s life. Children have plenty of years ahead of them to face the tasks and developmental challenges of adolescence and adulthood. Childhood is a time to be mastering what they need to master as a child – to learn at school to relate to a peer group, to be part of a family, to learn to be with siblings and to play. The consumer role, the sexual role, the competitive role – those are meant to come later, when a person’s brain and body are developed well enough to handle with these pressures.

Children are rushed to grow up before they are ready and the innocence of childhood is becoming a thing of the past.

Stress-related health problems such as nervousness, hyperactivity, eating and sleeping disorders, headaches and stomach problems may develop. Children are at an increased risk for social and behavioral problems, academic and school adjustment problems, teen pregnancy, smoking, drug and alcohol abuse.

But even if they don’t develop any of these problems, children who are hurried out of childhood still miss out a lot of the simple pleasures of growing up, of innocent fun and happy experiences that they should be able to look back on when they are adults.

Play gives children a sense of enjoyment that they can call upon later in life. When they are adults and feeling down or stressed, they can remember those happy, carefree times when they were children. These childhood experiences give us a storehouse of memories that we can fall back on when we’re adults. But when we overwork and overpressure our kids, they don’t develop that storehouse of happy memories.

Children who are rushed around all the time and don’t have enough time to play and rest may not even know how to relax when they become adults. We are teaching our children to be hurried and rushed all the time and not understand about being still and just enjoying a quiet moment or sitting outside and watching a bird in a tree. If children are just success-oriented and the whole focus is to get into a good college and get a great job, then, when they become adults, all they know is work and earning a better income. And that’s all that is going to be important to them.

So, what’s a parent to do? As a parent, you can help your child grow up at his own pace.

Most parents probably don't realize how much pressure they're putting on their children. They see other parents running around all the time, taking their kid from one activity to the next, and so they do it too, because it just seems like the thing to do. But you have to stop and ask yourself what this kind of lifestyle is doing to your kids. Children don't need all the extra stress and frankly, neither do adults.

II. Language Focus and Comprehension Tasks

1. Complete the following sentences.

1. Kids in our society are growing up...
2. There are some reasons why...
3. Childhood provides ...
4. Playing with peers is..., it gives children...
5. Childhood is a time...
6. Children are rushed to...
7. Such problems as... may develop...
8. There is a risk for ...
9. Play gives children ...
10. The childhood experiences give us...
11. We are teaching our children to be...
12. As a parent, you can help...
13. Most parents don't realize...
14. Children don't need...

2. Write sentences with the following words and expressions.

- be rushed into growing up
- to mature and learn
- do not learn life skills
- to give children the opportunity
- to face the tasks
- to be at an increased risk and social problems
- to hurry out of childhood
- to be success-oriented

- to run around all the time
- to grow up at his own pace

3. Answer the questions.

1. Why are children in our society growing up faster these days?
2. What are the reasons why children should not be rushed into growing up?
3. Childhood provides them the time to mature, doesn't it?
4. Is playing with peers important, why?
5. Are there "developmental tasks" at different stages of a child's life?
6. When is it time to be mastering different skills?
7. Who are rushed to grow up before they are ready?
8. What stress-related health problems may develop in a child?
9. Children are at an increased risk for social and behavioral problems, aren't they?
10. What do children miss out?
11. What do childhood experiences give to us?
12. What are we teaching our children?
13. What can you do as a parent?
14. Do children need all the extra stress?

III. Follow-Up Activity

Speak on the topic.

1. The most significant events in my childhood.
2. If I were a child, I would...
3. There is no time like childhood.

Unit 10

Types of Mental Disorders

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

anticipate (v) - ожидать, предчувствовать	intentional (a) - намеренный
align (v) - выравнивать	intrusive (a) - навязчивый
build up (v) – накапливать, усиливать	irritability (n) - раздражительность
cancel out (v) – сводить на нет	obsession (n) – одержимость,
compulsion (n) – принуждение	навязчивая идея
distress (n) – дистресс (полное	persistent (a) - устойчивый
истощение от сильного физического	recur (v) - повторяться
напряжения)	
encounter (v) - встретить, столкнуться	rigid (a) – зд. неизменный
excessive (a) - чрезмерный,	shift (v) – зд. переключаться,
неумеренный	меняться
exhibit (v) – показывать, проявлять	sweating (n) - потение
fatigue (n) - усталость, утомление	trembling (n) - дрожь
get rid of (v) - избавляться	twitching (n) - подёргивание

anxiety disorder – тревожное расстройство

confined space - замкнутое, ограниченное пространство

dissociative disorder – диссоциативное расстройство

enclosed place – замкнутое пространство

feel driven to do something – чувствовать необходимость что-либо сделать

generalized anxiety disorder - генерализованное тревожное расстройство

internal predispositions – внутренняя предрасположенность

obsessive-compulsive disorder - обсессивно-компульсивное расстройство

odd/even numbers — нечетные/ четные числа

pattern of behaviour – модель поведения

right angle – прямой угол

2. Read the text carefully and then check your comprehension.

TYPES OF MENTAL DISORDERS

The American Psychiatric Association classifies mental disorders according to their common patterns of behaviour.

Anxiety disorders are disorders in which real or imagined fears occur so often that they prevent a person from enjoying life. Three types of anxiety disorders are phobias, obsessive-compulsive disorder, and generalized anxiety disorders. We all exhibit some symptoms of one type or another at some time. Unless these symptoms are persistent or recur frequently, there should be no need for concern.

A **phobia** (from the Greek φόβος "fear"), is an irrational, persistent fear of certain situations, objects, activities, or persons. The main symptom of this disorder is the excessive, unreasonable desire to avoid the feared subject. People with phobias have especially powerful imaginations, so they vividly anticipate terrifying consequences from encountering such feared objects as knives, bridges, blood, enclosed places, certain animals or situations. These individuals generally recognize that their fears are excessive and unreasonable but are generally unable to control their anxiety. A person suffering from a phobia of spiders might feel so frightened by a spider that he or she would try to jump out of a speeding car to get away from one.

It is generally accepted that phobias arise from a combination of external events and internal predispositions. Usually a phobia is related to some past experience that was very upsetting to the individual. For example, you locked yourself in a small closet in your childhood and no one found you for several hours. You were terrified. As a result, you may have developed claustrophobia, a fear of confined spaces. Now you may become terrified in elevators or other places where you might feel closed in. Another person experiencing the same situation as a child may not develop claustrophobia.

Phobias are the most common form of anxiety disorders. Some examples of phobias are given in Table 1.

Obsessive-compulsive disorder (OCD) is psychiatric disorder that is characterized by unreasonable thoughts and actions that are rigid, inflexible and repetitive. To be diagnosed with obsessive-compulsive disorder, one must have either obsessions or compulsions alone, or obsessions and compulsions. **Obsessions** are recurrent and persistent thoughts, impulses, or images that are intrusive and inappropriate and that cause marked anxiety or distress. **Compulsions** are repetitive behaviors or mental acts that the person feels driven

to perform in response to an obsession, or according to rules that must be applied rigidly.

The typical OCD sufferer performs tasks (or compulsions) to seek relief from obsession-related anxiety. To others, these tasks may appear strange and unnecessary. But for the sufferer, such tasks can feel critically important, and must be performed in particular ways to get rid of horrible consequences and to stop the stress from building up. Examples of these tasks: repeatedly checking that one's parked car has been locked before leaving it; turning lights on and off a set number of times before exiting a room; repeatedly washing hands at regular intervals throughout the day.

Symptoms of OCD can be 1) specific counting systems — e.g., counting in groups of four, arranging objects in groups of three, grouping objects in odd/even numbered groups, etc; 2) perfectly aligning objects at complete, absolute right angles, or aligning objects perfectly parallel etc; 3) having to "cancel out" bad thoughts with good thoughts – e.g., imagining harming a child and having to imagine a child playing happily to cancel it out, etc.

Generalized anxiety disorder (GAD) is an anxiety disorder that is characterized by excessive, uncontrollable and often irrational worry about everyday things. Individuals suffering from GAD typically anticipate disaster, and are too concerned about everyday matters such as health issues, money, family problems, or work difficulties. They often exhibit a variety of physical symptoms, including fatigue, headaches, muscle tension, muscle aches, difficulty with swallowing, trembling, twitching, irritability, and sweating. These symptoms must be consistent, persisting at least 6 months, for a formal diagnosis of GAD to be introduced.

Dissociative disorders involve behaviours in which persons separate themselves and their memories from their real personality. The most common dissociative disorder is amnesia. **Amnesia** is the inability to recall past experiences. Amnesia is not an intentional forgetting, but is the result of aging, illness and injury. A person might not recall who he or she is and assume a different identity. Usually, amnesia lasts a short period.

Some people have a multiple personality. **A multiple personality** is a rare mental disorder in which two or more personalities coexist within the same person. Depending on the circumstances, the person may shift from one personality to another. Each personality is unaware of the other personality's thoughts and actions.

<u>Aerophobia</u> Fear of air travel			
<u>Agoraphobia</u> Fear of being in crowded, public places		<u>Acrophobia</u> Fear of heights	
<u>Algophobia</u> Fear of pain	<u>Arachnophobia</u> Fear of spiders	<u>Androphobia</u> Fear of men	
<u>Claustrophobia</u> Fear of enclosed or confined spaces	<u>Gynophobia</u> Fear or hatred of women	<u>Hemophobia</u> Fear of the sight of blood	<u>Hydrophobia</u> Fear of water
<u>Mysophobia</u> fear of contamination and germs.		<u>Nyctophobia</u> Fear of darkness or the night	<u>Ophidiophobia</u> Fear of snakes
<u>Pyrophobia</u> Fear of fire		<u>Xenophobia</u> Fear or hatred of foreigners and strange things	
<u>Zoophobia</u> fear of animals			

II. Language Focus and Comprehension Tasks

1. Match the words to make the phrases from the text.

Patterns of	spaces
Enclosed	disorder
Internal	personality
Odd	angle
To seek	behaviour
Marked	events
Mental	places
Right	predispositions
Confined	anxiety
External	numbers
Multiple	relief

2. Fill in the gaps with the right preposition.

1. A person suffering ... a phobia ... spiders might feel so frightened ... a spider that he or she would try ... jump a speeding car ... get one.
2. Usually a phobia is related ... some past experience that was very upsetting ... the individual.
3. As a result, you may have developed claustrophobia, a fear ... confined spaces.
4. ... be diagnosed ... obsessive-compulsive disorder, one must have either obsessions or compulsions alone, or obsessions and compulsions.
5. But ... the sufferer, such tasks can feel critically important, and must be performed ... particular ways ... get rid ... horrible consequences and ... stop the stress ... building
6. Depending ... the circumstances, the person may shift ... one personality ... another.
7. Each personality is unaware ... the other personality's thoughts and actions.

3. True or False.

1. Anxiety disorders are disorders in which real or imagined fears occur so often that they help a person to enjoy his life.
2. People with phobias have especially powerful imaginations.
3. Phobias arise from a combination of external events and internal predispositions.
4. To be diagnosed with obsessive-compulsive disorder, one must have obsessions or compulsions alone.
5. The typical OCD sufferer performs tasks (or compulsions) to get satisfaction from obsession-related anxiety.
6. The symptoms must be consistent, persisting at least 2 months, for a formal diagnosis of GAD to be introduced.
7. Usually, amnesia lasts a long period.
8. A multiple personality is a rare mental disorder in which two or more personalities coexist within the same person.

4. Answer the questions.

1. How does the American Psychiatric Association classify disorders?
2. What are anxiety disorders?

3. What are the types of anxiety disorders?
4. What is a phobia and its main symptom?
5. What phobias do you know?
6. Why can a phobia appear?
7. What is obsessive-compulsive disorder?
8. What are obsessions?
9. What are compulsions?
10. What can the symptoms of OCD be?
11. What is generalized anxiety disorder?
12. What can the symptoms of GAD be?
13. What do dissociative disorders involve?
14. What are the types of dissociative disorders?

5. Find the English equivalents of the following Russian phrases in the text.

1. воображаемые страхи;
2. мешать человеку наслаждаться жизнью;
3. часто повторяться;
4. навязчивый страх;
5. беспричинное желание;
6. ужасающие последствия;
7. разгоняющаяся машина;
8. заметное/ явное волнение;
9. искать облегчение;
10. чрезвычайно важный;
11. установленное количество раз;
12. система счета;
13. беспричинное/ иррациональное беспокойство;
14. повседневные вопросы.

III. Follow-Up Activity

Speak about the types of mental disorders according to the plan.

1. Introduction
2. Anxiety disorders
 - a) phobias (definition, symptoms, reasons, examples)

b) obsessive-compulsive disorder (definition, obsessions, compulsions, symptoms)

c) generalized anxiety disorder (definition, symptoms)

3. Dissociative disorders

a) amnesia

b) multiple personality

Unit 11

Therapeutic Approaches

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

benefit (v) - извлекать пользу	mistreat (v) – плохо обращаться
cope with (v) – справляться с чем-л	outburst (n) - вспышка
consciousness (n) – сознание	precaution (n) – мера
desensitization (n) – десенсибилизация	предосторожности
disturbance (n) – (мед.) расстройство	reinforcement (n) - подкрепление
give in (v) - уступать	repression (n) - вытеснение
gradually (adv) – постепенно	requirement (n) - требование
handle (v) - справляться с чем-л	reward (n) – награда, вознаграждение
lack – зд. отсутствие (чего-л)	withdraw (v) – забирать; зд. отказывать в чем-л

client-centered therapy - клиент-центрированная терапия

behavioural pattern – поведенческая модель

maintain a regular lifestyle – вести нормальный образ жизни

side effect – побочное действие

2. Read the text carefully and then check your comprehension.

THERAPEUTIC APPROACHES

The goal of counselling or therapy is to help people work toward (1) being comfortable with themselves (2) feeling good about their relationships with others, and (3) being able to meet the requirements of life.

The psychiatrist Sigmund Freud believed that repression is the cause of many disturbances that come up later in one's life. **Repression** means removing an anxiety-producing thought or event from the consciousness. The individual becomes unaware of the thought or event and has no control over this action.

Freud found the process of psychoanalysis as a way of helping people resolve repressed conflicts. **Psychoanalysis** is a form of therapy in which a patient examines past experiences in order to understand how those experiences might affect his or her present thoughts, emotions, actions.

Carl Rogers, founder of client-centered therapy, believed that the goal of therapy was to help a client examine present choices and make decisions about his or her behaviour. **Client-centered or nondirective therapy** is a form of treatment in which the client understands his or her present behaviour and choices and decides what the goal of the treatment should be. The person is called a client rather than a patient because he or she is not viewed as being sick but rather as desiring change. The therapist provides a comfortable, supportive environment during this changing process. The therapist helps the client develop a positive self-concept. The client tries to learn how to function better in the present.

Behaviour modification is a form of therapy in which the therapist teaches the patient new behavioural patterns to use when responding to difficult life situations. The focus is not on understanding why situations are difficult but what to do when they occur. The techniques used to teach new behavioural patterns include controlling reinforcements, desensitization, and modelling.

❖ **Controlling reinforcements** is a technique in which a patient is given

a reward for desirable behaviour and a punishment or lack of attention for undesirable behaviour. For example, people may have emotional outbursts when they do not get their way. This behaviour may cause others to give in to their desires or to give them attention. By withdrawing attention and ignoring the behaviour, these people learn that this action is not acceptable. When they act in a mature way, they receive a reward.

❖ **Desensitization** is a technique used to help patients overcome fear and anxiety by gradually learning to cope with increasingly stressful situations. As an example, let us take a person who may not be able to express anger appropriately. At first, the person learns to express anger to the therapist then to a friend. Gradually, the person can express anger to those people who mistreat him or her.

❖ **Modelling** is a technique in which the patient learns to handle a given situation by observing how someone else would respond to a similar situation. Frequently, the therapist is the model. In this way, the patient learns new patterns of behaviour.

During **group therapy**, a number of individuals meet together with a therapist to react to one another as they discuss new ways of behaving. While in group therapy, persons are able to practice social and communicative skills. Group therapy can also involve other forms of expression. Sometimes groups use music, art, or dance as part of therapy.

Family therapy is a form of group therapy. In these sessions, the patient and family members meet with a therapist to interact with one another and discuss new ways of behaviour. Sometimes family therapy focuses on how each person influences the other's behaviour. At other times, the family may meet because one family member has mental problems and needs their support.

Psychopharmacology is the use of drugs in treating mental disorders. Psychopharmacology is usually used in combination with one or more of the other treatments discussed. The drugs used may help persons to function well enough to benefit from therapy or to maintain a regular lifestyle while learning to adopt healthful behaviour. However, there are precautions in the use of drug therapy. The drugs may change a person's mood, but the source of the problem still exists. A person may abuse the drug or experience side effects. A psychiatrist considers many factors before selecting drug therapy as a means of therapy.

II. Language Focus and Comprehension Tasks

1. Match the words with their synonyms.

requirement	influence
cope with	wish
cause	realise
affect	demand

goal	reason
therapy	watch
understand	handle
desire	treatment
observe	aim

2. Match the words with their antonyms.

positive	unaware
give	uncomfortable
aware	treat well
desirable	rarely
mistreat	difficult
similar	withdraw
comfortable	negative
frequently	different
easy	undesirable

3. Match the notions in the first column with their definitions in the second column.

Repression	is a technique used to help patients overcome fear and anxiety by gradually learning to cope with increasingly stressful situations
Behaviour modification	is a form of treatment in which the client understands his or her present behaviour and choices and decides what the goal of the treatment should be.
Psychoanalysis	is a technique in which the patient learns to handle a given situation by observing how someone else would respond to a similar situation.
Client-centered therapy	is the use of drugs in treating mental disorders.
Controlling reinforcements	is a form of therapy in which a patient examines past experiences in order to understand how those experiences might affect his or her present thoughts, emotions, actions.
Desensitization	is a form of group therapy when the patient and family

	members meet with a therapist to interact with one another and discuss new ways of behaviour.
Modelling	means removing an anxiety-producing thought or event from the consciousness.
Group therapy	is a form of therapy in which the therapist teaches the patient new behavioural patterns to use when responding to difficult life situations.
Psychopharmacology	is a form of therapy in which a number of individuals meet together with a therapist to react to one another as they discuss new ways of behaving.
Family therapy	is a technique in which a patient is given a reward for desirable behaviour and a punishment or lack of attention for undesirable behaviour.

4. True or False.

1. The psychiatrist Carl Rogers believed that repression is the cause of many disturbances that come up later in one's life.
2. Carl Jung was the founder of client-centered therapy.
3. In nondirective therapy, the person is called a patient rather than a client.
4. The focus of behaviour modification is not on understanding why situations are difficult but what to do when they occur.
5. When using modelling the therapist is never the model
6. While in group therapy, persons are able to practice social and communicative skills.
7. The drugs used in psychopharmacology may help persons to function well enough to benefit from therapy.

5. Answer the questions on the text.

1. What is the goal of counselling?
2. What is repression?
3. What is psychoanalysis?
4. What is the goal of client-centered therapy?
5. What is nondirective therapy?
6. What is behaviour modification?
7. What are the techniques of behaviour modification?

8. What is controlling reinforcements? Give an example.
9. What is desensitization? Give an example.
10. What is modelling? Give an example.
11. What is group therapy?
12. What is family therapy?
13. What are the focuses of family therapy?
14. What is psychopharmacology?
15. What are the precautions in the use of drug therapy?

6. Find the English equivalents of the following Russian phrases in the text.

1. ненаправляющая терапия;
2. требования жизни;
3. мысль, вызывающая беспокойство;
4. контроль над действием;
5. разрешить противоречия;
6. принимать решение;
7. желающий перемен;
8. положительное самовосприятие;
9. поведенческая модель;
10. отсутствие внимания;
11. эмоциональная вспышка;
12. отказывать во внимании;
13. по-взрослому;
14. преодолевать страхи;
15. реагировать на подобную ситуацию;
16. навыки общения;
17. вести нормальный образ жизни.

III. Follow-Up Activity

- 1. What is the best form of therapy from your point of view? Why do you think so?**
- 2. Speak about different therapeutic approaches.**

Unit 12

Specialists Working with Mentally Disabled People

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

accompany (v) – сопровождать	groom (v) – приводить себя в
addiction (n) – пристрастие к чему-л	надлежащий вид
adjust (v) - приспособливаться	range from to (v) – начиная с ...до
assist (v) - помогать	recover (v) – зд. вновь обретать
caregiver (n) – опекун, куратор	setting (n) – окружающая обстановка
engage (v) – вовлекать(ся)	solve (v) - решать
essential (a) – важный, необходимый	staff (n) – персонал

field trip - экскурсия (на предприятие, ферму, в музей и т. п.)

work skills – трудовые навыки

emotionally disturbed – с эмоциональными расстройствами

mental health nurse – работник психиатрической службы

mentally disabled – умственно отсталый

mentally impaired – с умственными нарушениями

mentally retarded – умственно отсталый

occupational therapist – специалист по гигиене труда

time management skills – навыки распределения времени

2. Read the text carefully and then check your comprehension.

SPECIALISTS WORKING WITH MENTALLY DISABLED PEOPLE

Social work is a profession for those with a strong desire to help improve people's lives. Social workers help people function the best way they can in their environment, deal with their relationships, and solve personal and family problems. But there are specialists whose help is essential to people with mental health problems.

Occupational therapists (OTs) help people improve their ability to perform tasks in their daily living and working environments. They work with individuals who are mentally, physically, developmentally, or emotionally disabled. They also help them to develop, recover, or maintain daily living and work skills. Occupational therapists help clients with performing activities of all types, ranging from using a computer to caring for daily needs such as dressing, cooking, and eating. Their goal is to help clients have independent, productive, and satisfying lives.

Occupational therapists in mental health settings treat individuals who are mentally ill, mentally retarded, or emotionally disturbed. To treat these problems, therapists choose activities that help people learn to engage in and cope with daily life. Activities include time management skills, budgeting, shopping, homemaking, and the use of public transportation.

Mental health nurses, or psychiatric nursing assistants, work with mentally impaired or emotionally disturbed individuals. In addition to helping patients to dress, bathe, groom themselves, and eat, mental health nurses socialize with them and lead them in educational and recreational activities. Mental health nurses may play games such as cards with the patients, watch television with them, or participate in group activities, such as sports or field trips. They observe patients and report any physical or behavioural signs that might be important for the professional staff to know. They accompany patients to and from examinations and treatment. Because they have such close contact with patients, mental health nurses can have a great deal of influence on their patients' outlook and treatment.

Counsellors assist people with personal, family, educational, mental health, and career decisions and problems. Their duties depend on the individuals they serve and on the settings in which they work. **Mental health counsellors** work with individuals, families, and groups to address and treat mental and emotional disorders and to promote optimum mental health. They are trained in a variety of therapeutic techniques used to address a wide range of issues, including depression, addiction and substance abuse, suicidal impulses, issues related to mental and emotional health etc.

Psychiatrists are the primary caregivers in the area of mental health. They assess and treat mental illnesses through a combination of psychotherapy, psychoanalysis, hospitalization, and medication. Psychotherapy involves regular discussions with patients about their problems. Psychiatrists help them find solutions through changes in their behavioural patterns, the exploration of their

past experiences, and group and family therapy sessions. Psychoanalysis involves long-term psychotherapy and counselling for patients.

Psychologists study the human mind and human behavior. Psychologists in health system provide mental health care in hospitals, clinics, schools, or private settings. They can help mentally and emotionally disturbed clients adjust to life and may help patients in dealing with illnesses or injuries. For example the can help people deal with times of personal crisis, such as divorce or the death of a loved one.

All these specialists often work closely with each other.

II. Language Focus and Comprehension Tasks

1. Match the words to make synonyms.

deal with	world view
solve	a lot of
essential	setting
mentally disabled	question
outlook	cope with
assist	resolve
environment	help
issue	mentally retarded
a great deal of	important

2. Fill in the gaps with the right preposition.

1. Social work is a profession ... those ... a strong desire ... help improve people's lives.
2. Occupational therapists help clients ... performing activities ... all types, ranging ... using a computer ... caring ... daily needs.
3. ... addition ... helping patients ... dress, bathe, groom themselves, and eat, mental health nurses socialize ... them and lead them ... educational and recreational activities.
4. Mental health nurses can have a great deal ... influence ... their patients' outlook and treatment.
5. Their duties depend ... the individuals they serve and ... the settings ... which they work.

6. Psychotherapy involves regular discussions ... patients ... their problems.
7. Psychologists can help mentally and emotionally disturbed clients adjust ... life and may help patients ... dealing ... illnesses or injuries.

3. Mark the following statements as True or False (if they are false, give the right answer).

1. Social work is a profession for those with a strong desire to help improve people's lives.
2. There are specialists whose help is essential to people with no mental health problems.
3. Mental health nurses can have a great deal of influence on their patients' outlook and treatment, because they have very close contact with patients.
4. Mental health nurses are the primary caregivers in the area of mental health.
5. Psychotherapy involves irregular discussions with patients about their problems.
6. Counsellors study the human mind and human behavior.
7. All these specialists often work closely with each other.

4. Answer the questions on the text.

1. What do social workers do?
2. Who do occupational therapists work with?
3. What do OTs do?
4. What are the activities that help people learn to cope with their daily life?
5. Who mental health nurses work with?
6. What do they do?
7. Why can mental health nurses have a great deal of influence on their patients' outlook and treatment?
8. Who do counsellors work with?
9. Who do mental health counsellors work with?
10. What issues can they help with?
11. How do psychiatrists treat mental illnesses?
12. What do psychiatrists do?
13. What do psychologists in health system do?

5. Find the English equivalents of the following Russian phrases in the text.

1. улучшить жизнь;
2. решать проблемы;

3. выполнять задания;
4. рабочая обстановка;
5. сохранять навыки необходимые в быту;
6. повседневные нужды;
7. психиатрическая служба;
8. составление бюджета;
9. руководить кем-либо в образовательной сфере и сфере развлечений;
10. поведенческие признаки;
11. мировоззрение пациента;
12. эмоциональное расстройство;
13. способствовать оптимальному психическому здоровью;
14. найти решения;
15. долговременная психотерапия;
16. частная территория.

III. Follow-Up Activity

- 1. Imagine you are a person who wants to help mentally disabled people. Which of the given professions would you choose and why?**
- 2. Speak about the specialists working with mentally disabled people.**

Unit 13

Education of Mentally Disabled People

I. Pre-Reading and Reading Tasks

- 1. Go through the following vocabulary list to avoid difficulties of understanding.**

acquire (v) - приобретать

aids (n) - средства

allow (v) - позволять

appropriate (v) - подходящий

imply (v) - подразумевать

needlework (n) - работа, выполняемая

иглой (шитье; вышивание,

рукоделие)

attend (v) - посещать	nevertheless – тем не менее
be aimed at (v) – быть направленным на	self-determination (n) - самоопределение
entitle to (v) – давать право	woodwork (n) - столярная работа

literacy skills – грамотность, способность писать и читать

mental handicap – умственный недостаток

numeracy skills – способность к количественному мышлению

nursery school - детский сад

primary school - начальная школа

social learning – социальное обучение

2. Read the text carefully and then check your comprehension.

EDUCATION OF MENTALLY DISABLED PEOPLE

The integration of mentally disabled people into society means that persons with mental handicaps of any degree should be able to live as normal life as possible. The process of integration implies a deep respect for the private life, affections and wishes of mentally disabled people, in order to help them to choose a way of life, as well as to preserve and increase their acquired skills. Education of such people is one of the important factors that help them in social integration.

“Education” should include social learning and preparation for an independent daily life in cooperation with parents and educational staff. It is in the interest of **mentally disabled children** to attend school or pre-school classes from a very early age. In the United Kingdom, mentally disabled children are entitled to stay on at school until the age of 19, and an increasing number do so.

If it is possible, mentally disabled children should be allowed to attend ordinary nursery schools and primary schools, because contacts between non-disabled and mentally disabled children provide a powerful stimulus for the mental development of mentally disabled children. Both mentally disabled children and non-disabled children will benefit from this interaction.

Any programme of special education, including the necessary aids and counselling, should be aimed as far as possible at transferring the mentally disabled child into the normal school system.

A lot of educational activities can be of benefit to a **mentally disabled adult**. “Social education” is a continuous process aiming at self-determination and independence as far as possible. Besides, it helps to acquire different skills

covering all aspects of living: appropriate behaviour, decision-making, cooking, washing, ironing, use of public transport, coping with relationships, etc. Nevertheless, mentally disabled adults should continue learning basic literacy and numeracy skills beyond school age because the degree of independent living that can be achieved may depend on these skills. With the development of technology, computer technology can also be used in the education of such people.

Realistic opportunities should be provided where possible for a mentally disabled person to take part in classes with other adults, for example, adult education day or evening classes. There are areas where some mentally disabled people may be rather skillful, e.g. in practical skills such as woodwork, needlework, photography, art, etc.

II. Language Focus and Comprehension Tasks

1. Match the words to make the phrases from the text.

mentally	integration
private	handicaps
social	school
mental	technology
attend	system
social	skills
special	part
school	disabled
literacy	education
computer	life
to take	learning

2. Fill in the gaps with the right preposition.

1. The process ... integration implies a deep respect ... the private life, affections and wishes ... mentally disabled people.
2. ... the United Kingdom, mentally disabled children are entitled ... stay school ... the age ... 19.
3. Contacts ... non-disabled and mentally disabled children provide a powerful stimulus ... the mental development ... mentally disabled children.

4. Any programme ... special education should be aimed ... transferring the mentally disabled child ... the normal school system.
5. A lot ... educational activities can be ... benefit ... a mentally disabled adult.
6. Realistic opportunities should be provided where possible ... a mentally disabled person ... take part ... classes ... other adults.

3. Fill in the chart with appropriate derivatives.

Noun	Verb	Adjective	Adverb
	—	mental	
	integrate		—
		disabled	—
increase			—
	interest		
		independent	
power			
		educational	
	interact		—
	—		necessarily
	develop		—
determination			—
		continuous	
	decide		—
	—	possible	

4. Answer the questions.

1. What does the integration of mentally disabled people into society mean?
2. What is one of the important factors in social integration?
3. What should education include?
4. What should mentally disabled children do from a very early age?
5. Why should mentally disabled children attend ordinary nursery schools and primary schools?
6. What should any programme of special education be aimed at?
7. What can be of benefit to a mentally disabled adult?
8. What is social education?

9. Why should mentally disabled adults continue learning basic literacy and numeracy skills beyond school age?
10. What are the areas where some mentally disabled people may be rather skillful?

5. Find the English equivalents of the following Russian phrases in the text.

1. частная жизнь;
2. интеграция в общество;
3. глубокое уважение;
4. приобретенные навыки;
5. повседневная жизнь;
6. дошкольные занятия;
7. сильный стимул;
8. образовательная деятельность;
9. непрерывный процесс;
10. принятие решения;
11. тем не менее;
12. степень независимости в жизни;
13. вечерние занятия;
14. практические возможности.

III. Follow-Up Activity

Speak about education of mentally disabled people.

Unit 14

Special Education Teachers in the USA

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

assign (v) - давать, задавать	infant (n) - младенец
assignment (n) - задание	preclude (v) - мешать, препятствовать
blindness (n) - слепота	review (v) - рассматривать еще раз
curriculum (curricula) (n) - учебный план	taylor to (v) - приспособлять для определенной цели
deafness (n) - глухота	toddler (n) - ребенок, начинающий ходить
gear toward (v) – приспособлять к,	

balance a cheque book –подводить баланс в чековой книге

elementary school – начальная школа

hearing impairment – слуховые нарушения

middle/ secondary school - средняя школа

mild/ moderate disabilities – легкие/ умеренные отклонения в развитии

multiple disabilities - множественные нарушения развития

orthopedic impairment – ортопедические нарушения

physical therapist – физиотерапевт

specific learning disability – специфическая необучаемость

speech or language impairment – нарушения речи и языка

visual impairment – зрительные нарушения

2. Read the text carefully and then check your comprehension.

SPECIAL EDUCATION TEACHERS IN THE USA

Special education teachers work with children and youths who have a variety of disabilities. A small number of such teachers work with students with mental retardation or autism, primarily teaching them life skills and basic

literacy. However, the majority of special education teachers work with children with mild to moderate disabilities, using the general education curriculum, or modifying it, to meet the child's individual needs. Most of them instruct students at the elementary, middle, and secondary school level, although some teachers work with infants and toddlers.

The various types of disabilities that qualify individuals for special education programmes include specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, visual impairments, autism, combined deafness and blindness, etc. Students are classified under one of the categories, and special education teachers are prepared to work with specific groups.

Special education teachers use various techniques to promote learning. Depending on the disability, teaching methods can include individualized instruction, problem-solving assignments, and small-group work.

They help to develop an Individualized Education Programme (IEP) for each special education student. The IEP sets personalized goals for each student and is tailored to the student's individual needs and ability. Teachers review the IEP with the student's parents, school administrators, and the student's general education teacher. Teachers work closely with parents to inform them of their child's progress and suggest techniques to promote learning at home.

Special education teachers design and teach appropriate curricula, assign work geared toward each student's needs and abilities, and grade papers and homework assignments. They are involved in the students' behavioral, social, and academic development. They help the students develop emotionally, feel comfortable in social situations, and be aware of socially acceptable behavior. Preparing special education students for daily life after graduation also is an important aspect of the job. Teachers provide students with career counselling or help them learn routine skills, such as balancing a cheque book.

A large part of a special education teacher's job involves interacting with others. They communicate frequently with parents, social workers, school psychologists, occupational and physical therapists, school administrators, and other teachers.

Special education teachers work in a variety of settings. Some have their own classrooms and teach only special education students. Others offer individualized help to students in general education classrooms. Still others teach together with general education teachers in classes composed of both general and special education students.

Special education teachers who work with infants usually travel to the child's home to work with the child and his or her parents. Many of these infants have medical problems that slow or preclude normal development. Special education teachers help them develop social, self-help, motor, language, and cognitive skills, often through the use of play.

Technology is playing an increasingly important role in special education. Teachers use specialized equipment such as computers with synthesized speech, interactive educational software programmes, and audiotapes to assist children.

II. Language Focus and Comprehension Tasks

1. Match the words to make the phrases from the text.

mental	goals
secondary	skills
emotional	school
teaching	counselling
personalized	therapist
homework	development
career	speech
normal	retardation
physical	assignment
cognitive	method
synthesized	disturbance

2. Match the words with their synonyms.

gear toward	assist
routine skills	development
disorder	made of
various	task
help	tailor to
progress	disturbance
frequently	go
assignment	prevent
travel	different
composed of	often
preclude	daily living skills

3. True or False.

1. Special education teachers work with elderly people who have a variety of disabilities.
2. They help to develop an Individualized Education Programme (IEP) for all special education students.
3. They are involved in the students' behavioral, social, and academic development.
4. Preparing special education students for daily life after graduation is the least important aspect of the job.
5. They communicate rarely with parents, social workers, school psychologists, and other teachers.
6. Many of these infants have medical problems that speed up normal development.
7. Technology is playing an increasingly important role in special education.

4. Answer the questions.

1. Who do special education teachers work with?
2. What are the types of disabilities that qualify individuals for special education programmes?
3. What techniques do special education teachers use to promote learning?
4. What is Individualized Education Programme?
5. Why do they work closely with parents?
6. What do special education teachers do in their job?
7. Who do they frequently communicate with?
8. What settings can they work in?
9. What is the specificity of work with infants?
10. What is the role of technology in special education?

5. Find the English equivalents of the following Russian phrases in the text.

1. навыки, необходимые для жизни;
2. общее образование;
3. отвечать нуждам;
4. эмоциональное расстройство;
5. способствовать учению;
6. умственная отсталость;

7. задание, направленное на решение проблемы;
8. работа в малых группах;
9. ставить цели;
10. оценивать работы;
11. знать о социально приемлемом поведении;
12. бытовые навыки;
13. индивидуализированная помощь;
14. мешать нормальному развитию;
15. навыки самопомощи.

III. Follow-Up Activity

1. Would you like to work as a special education teacher? Why?/ Why not?

2. Speak about special education teachers in the USA according to the plan.

1. People they work with;
2. Types of disabilities;
3. Techniques they use;
4. Individualized Education Programme;
5. Aspects of the job;
6. Cooperation with other specialists;
7. Settings they work in;
8. Work with infants;
9. Technology in special education.

Unit 15

Gerontology

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding

gerontology(n) – геронтология	nursing home – дом престарелых
geriatrics(n) – гериатрия	develop(v) – создавать, разрабатывать
biogerontology(n) – биогеронтология	smoothly(adv) – гладко, без помех
gerontologist(n) – геронтолог	training – профессиональная подготовка
cover(v) – охватывать	degree – учёная степень
aging(n) – старение	demography(n) – демография
deal with(v) – рассматривать	pertain(v) – иметь отношение, подходить
apply(v) – применять, использовать	relevant(adj) – значимый, существенный
investigate(v) – изучать, исследовать	coordinate(v) – согласовывать
enrich(v) – улучшать	reverse(v) – дать обратный ход
provide services – предлагать услуги	prevent(v) – предупреждать

2. Read the text carefully and then check your comprehension.

GERONTOLOGY

The study of aging and old age is called *gerontology*. It is distinguished from *geriatrics*, which is the branch of medicine that deals with old age and its diseases. Gerontology covers the social, psychological and biological aspects of aging. Gerontology deals with such issues as:

- Studying physical, mental, and social changes in people as they age.
- Investigating the effects of our aging population on society.
- Applying this knowledge to policies and programs.

Professionals who specialize in studying or working with older adults are called *gerontologists*. There are several different types of gerontologists.

Research gerontologists conduct research on the aging process, social structures, and living environments of older persons in an effort to understand and enrich the lives of elders.

Applied gerontologists work directly with older persons, communicating with and analyzing individuals, families and groups. They may also provide their services to people in nursing homes, senior citizen centers, and other similar facilities.

Administratively oriented gerontologists use their training and management skills to develop programs and coordinate services that are necessary for services to run smoothly. These professionals may have degrees or training in social work, nursing, psychology, sociology, demography, gerontology, or other social science professions. Gerontologists are responsible for educating, researching, and advancing the broader causes of older people by giving informative presentations, publishing books and articles that pertain to the aging population, producing relevant films and television programs, and producing new graduates of these various disciplines in college and university settings.

Biogerontology is the subfield of gerontology dedicated to studying the specifically biological processes resulting in senescence. *Biogerontologists* are scientists who study these processes. *Biomedical gerontologists* are scientists who work to control, prevent, and reverse aging in both humans and animals.

II. Language Focus and Comprehension Tasks

1. Match the words to make the phrases from the text.

psychological aspects	the lives of elders
several different	films
enrich	the effects
training	in senior citizen centers
relevant	aging
college and university	services
investigating	of aging
provide services	settings
reverse	skills
coordinate	types

2. Fill in the gaps with the right preposition, if necessary.

1. Gerontology is distinguished ... geriatrics.
2. Gerontology deals ... such issues as studying physical, mental, and social changes ... people as they age.
3. There are several different types ... gerontologists.
4. Research gerontologists conduct research ... the aging process.
5. Applied gerontologists work directly ... older persons.
6. Gerontologists are responsible ... educating ... older people.
7. Gerontology covers ... the social aspects ... aging.
8. Biomedical gerontologists prevent aging ... both humans and animals.

3. Mark the following statements as True or False (if they are false, give the right answer).

1. The study of aging and old age is called geriatrics.
2. Geriatrics is the brunch of medicine that deals with teenagers and their problems.
3. Professionals who specialize in studying or working with older adults are called gerontologists.
4. Research gerontologists work directly with older persons, families and groups.
5. Biogerontology is the subfield of gerontology.
6. Applied gerontologists may have degrees or training in social work, sociology or other social science professions.
7. Biomedical gerontologists control, prevent, and reverse aging in animals.

4. Answer the questions on the text.

1. How do we call the study of aging and old age?
2. What does geriatrics deal with?
3. What are the main issues of gerontology?
4. Who are gerontologists?
5. What are the main types of gerontologists?
6. Who are research gerontologists?
7. Who work directly with old people?
8. Where may applied gerontologists provide the services to people?
9. What is the main aim of administratively oriented gerontologists?

10. Is biogerontology the subfield of gerontology?
11. Who are biogerontologists?
12. What do biomedical gerontologists do?

III. Follow-Up Activity

Speak about different types of gerontologists.

Unit 16

Old Age and Its Problems

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

define (v) – определять	elderly (adj) – пожилой
consider (v) – считать, рассматривать	adulthood (n) – зрелый возраст
activity (n) – деятельность	face (v) – стоять перед чем-л
eligible (adj) – имеющий право	dependence (n) – зависимость
retire (v) – выходить на пенсию, увольняться	belief (n) – мнение, убеждение
senior (adj) – старший	efficient (adj) – эффективный
increase (v) – возрастать, увеличивать(ся)	reliable (adj) – надёжный
gradually (adv) – постепенно	skill (n) – навык
occur (v) – случаться, происходить	researcher (n) – исследователь
estimate (v) – оценивать, приблизительно подсчитывать	assume (v) – предполагать, допускать

full social security benefits – полное социальное обеспечение

life expectancy – средняя продолжительность жизни

ageism – дискриминация против какой-либо возрастной группы

2. Read the text carefully and then check your comprehension.

OLD AGE AND ITS PROBLEMS

Old age cannot be defined exactly because it does not have the same meaning in all societies. In many parts of the world, people are considered old because of certain changes in their activities or social roles. For example, people may be considered old when they become grandparents or when they begin to do less or different work. In the United States, people are often considered old if they have lived a certain number of years. Many Americans think of 65 as the beginning of old age because United States workers become eligible to retire with full social security benefits at age 65. People in the 65-and-over age group are often called senior citizens. Starting in the year 2003, the age at which a person becomes eligible for full social security benefits will increase gradually until it reaches age 67 in 2027?

Worldwide, the number of people 65 or older is increasing faster than ever before. Most of this increase is occurring in developing countries. In the United States, the percentage of people who are 65 and older has increased from 4 per cent in 1900 to about 12 per cent in the early 1990's. In 1900, only about 3 million of the nation's people had reached 65. By 1990, the number of senior citizens had increased to about 31 million. Population experts estimate that more than 35 million Americans will be 65 or older in the year 2000. The number of elderly people is growing around the world chiefly because more children reach adulthood.

In most parts of the world, women live, on average, longer than men do. In the United States in the late 1980's, life expectancy at birth was 78 years for women and 72 years for men. American women who were age 65 in the late 1980's could expect to live about 19 additional years. Men who were 65 could expect to live about 15 additional years.

We are often told that we are facing the problem of an "aged society"- the idea that, in the near future elderly people may outnumber people of an age to work. Both childhood and old age can be for many, times of dependence upon others – physically, economically and emotionally. It also assumes that elderly people are "dependent" and offer nothing. This attitude is a product of our times.

. Many beliefs about older people are untrue. Some employers, for example, think that younger workers are more efficient and reliable than older ones. But in many types of jobs, older people are better workers than younger people are. The ideas that people become less intelligent as they age and that old

people cannot learn new skills are also not true. Some researchers have called the many incorrect ideas about old people ageism.

II. Language Focus and Comprehension Tasks

1. Fill in the gaps with the right preposition, if necessary.

1. In many parts of the world, people are considered old because ... certain changes ... their activities or social roles.
2. Many Americans think ... 65 as the beginning ... old age.
3. United States workers become eligible to retire ... full social security benefits ... age 65.
4. Most of this increase is occurring ... developing countries.
5. By 1990, the number of senior citizens had increased ... about 31 million.
6. In most parts of the world, women live ... average, longer than men do.
7. We are often told that we are facing ... the problem of an “aged society”.
8. Many beliefs ... older people are untrue.
9. People may be considered ... old when they become grandparents.
10. Men who were 65 could expect ... live about 15 additional years.

2. Match the words with their synonyms.

old people	specialist
retire	not exact
belief	consider
activity	little by little
expert	happen
untrue	opinion
estimate	extend
gradually	elderly people
occur	occupation
increase	pension off

3. Write the derivatives of the following words.

Verb	Noun
define	

	beginning
retire	
estimate	
	belief
assume	
	employer
consider	
Verb	Adjective
	different
	additional
	dependent
	reliable

4. Answer the questions.

1. Can old age be defined exactly? Why not?
2. Why are people considered old in many parts of the world?
3. Where are people considered old if they have lived a certain number of years?
4. Why do many Americans think of 65 as the beginning of old age?
5. People in the 65-and-over age group are often called senior citizens, aren't they?
6. When will people become eligible to retire at age of 67?
7. Why is the number of elderly people growing around the world?
8. Do women live, on average, longer than men do?
9. What was life expectancy for women and men in the United States in the late 1980's?
10. How do you understand the problem of an "aged society"?
11. What are the main untrue beliefs about older people?
12. Do the employers think that younger workers are more reliable and efficient? Why?
13. What is ageism?

5. Find the English equivalents of the following Russian phrases in the text.

1. социальные роли
2. прожить определённое количество лет

3. полное социальное обеспечение
4. в возрасте 65
5. старшие граждане
6. количество пожилых людей
7. женщины живут в среднем дольше, чем мужчины
8. продолжительность жизни
9. проблема старения общества
10. пожилые люди могут превзойти по численности людей трудоспособного возраста
11. некоторые работодатели считают, что молодые рабочие более эффективны и надёжны, чем пожилые
12. люди становятся менее способными
13. дискриминация против какой-либо возрастной группы

III. Follow-Up Activity

Work in pairs. Comment on the following statements.

1. Old age cannot be defined exactly.
2. Worldwide, the number of people 65 or older is increasing faster than ever before.
3. In most parts of the world, women live, on average, longer than men do.
4. We are often told that we are facing the problem of an “aged society”.
5. Some employers, for example, think that younger workers are more efficient and reliable than older ones.

Unit 17

Age Concern

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

cover(v) – охватывать

aspiration(n) – стремление

enable(v) – давать возможность

retain(v) – сохранить

regain(v) – восстанавливать,
обретать снова

enhance(v) – улучшать

decision-maker(n) – лицо,
принимающее решение

challenge(v) – бросать вызов

respond(v) – реагировать

partnership(n) – сотрудничество

social advocacy – социальная защита

health authorities – органы здравоохранения

2. Read the text carefully and then check your comprehension.

AGE CONCERN

Age Concern is the largest non-governmental organization working with older people in the United Kingdom. Age Concern England (which is also the National Council on Ageing) works with sister organizations in Wales, Scotland and Northern Ireland to cover the whole of the UK. There are four major functions of this organization.

Direct Services: it organizes direct care services for older people to enable them to retain and regain independence in their own homes and in the communities in which they live. This may involve crisis support, but also continuing work to enhance the quality of life of older people. It is also concerned to support carers, particularly within the families of older people.

Social Advocacy: the organization influences decision-makers in central and local government and in commercial organizations to take full account of the needs of older people. It aims to make the policies of these bodies sensitive to the real and very varied needs and aspirations of older people. In local areas, Age Concern offers practical support to enable older people to exercise their rights and, working with other organizations, it helps older people to challenge the wider community in its attitudes towards ageing and older people.

Innovation and Research: it tries to respond in innovative ways to new needs and to listen to the voices of older people in defining their own needs and making their demands for services and support. Many of the ideas and methods developed by Age Concern have been accepted as the best ways to provide services and support to older people and carers. Its research continues to extend

the knowledge available about older people, their needs and their hopes for their own lives.

Partnership and Co-operation : Age Concern works in partnership with other organizations and individuals in order to respond sensitively to the needs of older people. The organization works with national and local government and with health authorities, commercial bodies and other voluntary groups in order to assess local needs and to use available resources to best effect. In general, it adopts a co-operative approach to the planning and delivery of services.

II. Language Focus and Comprehension Tasks

1. Fill in the gaps with the right preposition, if necessary.

1. Age Concern is the organization working ... older people ... the United Kingdom.
2. There are four major functions ... this organization.
3. It organizes direct care services ... older people.
4. The organization influences ... decision-makers ... central and local government.
5. Age Concern offers practical support ... enable older people to exercise their rights.
6. The organization tries to respond ... innovative ways ... new needs of older people.
7. Its research continues to extend the knowledge available ... older people.
8. Age Concern works in partnership with other organizations and individuals.
9. It adopts a co-operative approach ... the planning and delivery of services.
10. The organization works ... national and local government.

2. Match the words to make the phrases from the text.

non-governmental	independence
major	the quality of life
care	account
regain	of older people
crisis	the rights
enhance	the community
influence	sensitively
full	of older people

needs	authorities
exercise	services
challenge	groups
respond	decision-makers
listen to the voices	organization
health	support
voluntary	functions

3. Complete the following sentences.

1. It helps older people to challenge ...
2. It tries to respond in innovative ways ...
3. Its research continues to extend ...
4. Age Concern works in partnership with ...
5. It adopts a co-operative approach ...

4. Fill in the chart with appropriate derivatives.

Noun	Adjective	Verb	Adverb
	governmental		—
		organize	—
independence		—	—
	sensitive		
innovation			—
defining			
		accept	—
	national		
		assess	—
delivery	—		—

5. Answer the questions.

1. What is the name of the organization working with older people?
2. Does this organization cover the whole of the UK?
3. Is it a small or a large organization?
4. How many functions are there of this organization? What are they?

5. What does the function *direct Services* include?
6. What does the function *social Advocacy* mean?
7. What does the function *innovation and research* mean?
8. What does the function *partnership and co-operation* mean?

III. Follow-Up Activity

Speak about Age Concern and four main functions of the organization.

Unit 18

Secrets of the Oldest Man in the World

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

authenticate(v) – устанавливать подлинность, удостоверить	bout(n) – приступ
remote(adj) – уединённый	drug(n) – лекарство
tip(n) – кончик	taste(n) – пристрастие, склонность
wispy(adj) – тонкий	pint(n) – пинта(мера ёмкости)
vigorous(adj) – бодрый	dilute(v) – разбавлять
cease(v) – переставать, прекращаться	spirit(n) – спирт
chip(n) – щепка, стружка	sedentary(adj) – сидячий, малоподвижный
denture(n) – зубной протез	longevity(n) – долголетие, долгожительство
sage(n) – мудрец	retard(v) – тормозить, замедлить
contemplate(v) – созерцать	coronary(adj) - коронарный
atherosclerosis(n) – атеросклероз	swelling(n) - опухоль

2. Read the text carefully and then check your comprehension.

SECRETS OF THE OLDEST MAN IN THE WORLD

On Saturday, Shigechiyo Izumi (right) will be 130 years old, the highest human age ever authenticated. But Izumi Is only the most spectacular illustration of a trend that has now made the Japanese the longest living people in the world. What is the secret? To find out, OLIVER GILLIE, Medical Correspondent, visited Izumi at his remote coral Island home, Tckunoshima, which hangs off the tip of Southern Japan.

SHIGECHIYO Izumi walked forward to greet us. He was bent almost double, with watery eyes, wispy white beard and deeply wrinkled skin.

His mind is still vigorous. Talking in the local dialect through interpreters, he could remember both his childhood more than 100 years ago and the people he had met the day before. Most important, he still enjoys life which, he said, has never ceased to be a pleasure.

His eyesight is still functional although one eye was damaged by a flying chip of wood when he was in his 60s. He also hears well although it is necessary to speak loudly and distinctly. Since his 80s he has had no teeth. He obtained a denture 30 years ago but has never used it.

In Izumi's lifetime, Japan has changed from a traditional agricultural economy to one of the world's leading industrial countries.

But life on Tokunoshima has changed little. Izumi, who has always worked as a small farmer, says the monotonous life is good.

His day generally begins with a walk round the garden.

As recommended by the Buddhist sages, he contemplates nature as he walks. But he is practical too: if he sees a weed, he roots it out.

In the past six years Izumi's heart has weakened. But he has little cholesterol or fats in his blood and no signs of atherosclerosis, the condition that causes heart disease in Western people.

Izumi's doctor for the past 30 years, Yoshinobu Moriya, says: "He has difficulty in breathing, and swelling of his legs. This is because his heart is aging and is no longer pumping well.

However, Izumi has had few serious illnesses. In 1982 he had a bad bout of pneumonia but rapidly got better with antibiotics and oxygen. "An old man like this is very responsive to drugs," says Dr Moriya.

Izumi smoked three or four cigarettes a day until he was 116 when he gave it up on doctor's advice. Until he was 70 he drank very little. Then he developed a taste for shochu, a type of white rum made from sugar cane, which contains 40% alcohol. Each evening he drinks a third of a pint, always diluted, six or seven parts of warm water to one part spirit.

The local shochu manufacturers have launched a special brand of Longevity Liquor bearing Izumi's portrait. But Dr Moriya says: "Izumi's kidneys are not strong. I have advised him to stop drinking. I don't think shochu provides a recipe for long life."

Izumi, however, says: "Without shochu there would be no pleasure in life. I would rather die than give up drinking." And he presses more of the drink on his visitors with a smile. WHY HAS Izumi lived so long? Clearly his zest for life has helped. But his physical fitness as a young man and his diet throughout life are probably the key.

As a young man Izumi was very fit. He was a local champion in sumo wrestling. But he did not have to train specially. His fitness came through hard work on the farm and tasks such as carrying potatoes to market on his back. Such hard exercise is now known to be very effective in lowering harmful types of cholesterol in the blood.

And population studies have shown that sedentary people have an increased mortality from heart disease. Exercise helps to retard aging processes.

As for diet, for most of his life Izumi has lived on vegetable from his farm - potatoes, sweet potatoes, beans, tomato, aubergine, cucumber, carrots, spinach and cabbage.

Izumi ate meat only on festival days. There was, anyway, little meat to be had on his island and his simple, largely vegetarian diet, changed little during his first 100 years. BUT Izumi's age is only the spectacular peak of a trend towards longevity in Japan. The life expectancy of the Japanese has risen by eight years since 1960. It is now the highest in the world: 74 for men, 80 for women. This compares with UK figures of 71 for men and 77 for Women. The Japanese now live longer on average than people in Sweden, Canada, Iceland and France, which formerly led the world in longevity.

The reason for Japan's improvement is almost certainly a low incidence of coronary heart disease. Some 27% of people in Britain die of coronary heart disease compared with only 6.7% of people in Japan. IZUMI himself does not like to be asked what the secret is of his longevity. He feels that he just happens to have had a long life and that there is no special reason for it.

Pressed for an answer he says: "Only God knows. God will decide how long I am here."

When I asked if he had a message for the world he sang another island folk song which instructs people what to do at each stage of life. The song kept returning to a theme: *"So long as we live, as far as we survive, we can do anything. Life is more precious than anything else."*

II. Language Focus and Comprehension Tasks

1. Fill in the gaps with the right preposition, if necessary.

1. Talking in the local dialect through interpreters, he could remember both his childhood more than 100 years ago and the people he had met the day before.
2. Since his 80s he has had no teeth.
3. His day generally begins with a walk round the garden.
4. But he is practical too: if he sees a weed, he roots it out.
5. He has difficulty in breathing, and swelling of his legs.
6. Izumi smoked three or four cigarettes a day until he was 116 when he gave it up on doctor's advice.
7. Then he developed a taste for shochu.
8. I have advised him to stop drinking.
9. And he presses more of the drink on his visitors with a smile.
10. He was a local champion in sumo wrestling.
11. The reason for Japan's improvement is almost certainly a low incidence of coronary heart disease.

2. Complete the following sentences.

1. He still enjoys life which ...
2. His eyesight is still functional although one eye was damaged by ...
3. As recommended by the Buddhist sages
4. In the past six years Izumi's heart has weakened. But he has ...
5. Until he was 70 ...
6. The local shochu manufacturers have launched ...
7. His fitness came through ...
8. The life expectancy of the Japanese has risen by eight years since 1960. It is now the highest in the world ...

9. IZUMI himself does not like to be asked ...
10. The song kept returning to a theme: ...

3. Match the words with their synonyms.

spectacular	medicine
illustration	exercise
distinctly	cause
monotonous	sitting
contemplate	prevent
drug	boring
train	example
reason	observe
sedentary	impressive
retard	clearly

4. Answer the questions.

1. How old is Shigechiyo Izumi?
2. Where does he live?
3. How does Izumi look like?
4. Does he enjoy life?
5. He hears well, doesn't he?
6. How does his day usually start?
7. What can you say about Izumi's health?
8. Does he have bad habits? What are they?
9. Did he drink a lot?
10. Why has Izumi lived so long?
11. He was a local champion in sumo wrestling, wasn't he?
12. What have population studies shown?
13. What helps to retard aging processes?
14. What vegetables has Izumi been eating all his life?
15. What is life expectancy in Japan now?
16. Has he ever eaten meat?
17. What is the secret of Izumi's longevity?

III. Follow-Up Activity

Speak about Shigechiyo Izumi, the oldest man in the world.

Unit 19

Differences between Refugees and Immigrants

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

legal(adj) – правовой, юридический	circumstance(n) – обстоятельство
fundamental(adj) – основной, базисный	drought(n) – засуха
relocate(v) – перемещать	starvation(n) – голод
voluntarily(adv) – добровольно	push (out)(v) – вытеснять
whereas – тогда как	pull (out)(v) – уезжать откуда-л.
force (out)(v) – вытеснять	tumult(n) – гражданские волнения, мятеж, беспорядки
exile(n) – изгнанник, эмигрант	expatriate(n) – эмигрант, беженец
émigré(n) – эмигрант	destiny(n) – судьба
social science – социология	
foreign-born population – иностранцы, проживающие в стране	

2. Read the text carefully and then check your comprehension.

DIFFERENCES BETWEEN REFUGEES AND IMMIGRANTS

Definitions of immigrants and refugees differ depending on whether one is using social science definitions, legal definitions, or self-definitions (i.e., how immigrants and refugees identify themselves). At the most fundamental level, immigrants and refugees are people who were born in one country and have relocated to another. In the social science literature, these people are collectively referred to as the foreign-born population.

The fundamental distinction between immigrants and refugees is that immigrants leave their countries voluntarily (usually in search of better economic opportunities) whereas refugees are forced out of their countries because of human rights violations against them. Therefore, immigrants are also sometimes referred to as voluntary migrants or economic migrants, and refugees

may be referred to as involuntary migrants or forced migrants. Refugees are also sometimes referred to, or refer to themselves, as exiles or émigrés.

It is also important to distinguish legally between an immigrant and a refugee. Refugees are very specifically defined by international law. This law states that a refugee is “a person who is outside his / her country and is unable or unwilling to return to that country because of a well-founded fear that she / he will be persecuted because of race, religion, nationality, political opinion, or membership in a particular social group” (U.S. Department of State, 1996).

It is important to note that some people are in circumstances that appear similar to refugees, but they are not refugees as defined above. These are referred to as refugee-like situations. For example, a person may have moved from one part of his or her own country into another part of that same country because of the same fear of persecution as described above. This frequently happens in civil wars. Although such people may have suffered from the same human rights violations as refugees, and have been forced to move out of their homes like refugees, they have not actually left their countries. Therefore, they are not refugees, since the refugee definition refers to people who are outside their countries. Instead, such people are referred to as internally displaced persons.

Another refugee-like situation occurs when people are forced to leave their countries because of natural disasters such as widespread droughts that have led to starvation. Like refugees, these people are referred to as forced migrants. However, they are not refugees because they were forced to leave by acts of nature and not acts of persecution by humans.

Contrasts between refugees and immigrants

CHARACTERISTIC	REFUGEES	IMMIGRANTS
Motivation	Pushed out	Pulled out
Source	Political pressure	Own aspirations
Homeland	Rejected by it	Rejects it
Decision	Involuntary	Voluntary
Departure	Sudden	Planned

Context	Tumult, loss	Planful, hopeful
Visit home	Cannot	Can
Control	Loses it	Gains it
Time orientation	Past	Future
Social network	Other expatriates	Local natives
Expectations	Liberation of homeland	Work, graduation
Control of destiny	Others control	Self controls

II. Language Focus and Comprehension Tasks

1. Fill in the gaps with the right preposition, if necessary.

- Definitions of immigrants and refugees differ depending ... whether one is using social science definitions, legal definitions, or self-definitions.
- Immigrants and refugees are people who were born ... one country and have relocated ... another.
- Immigrants leave ... their countries voluntarily.
- Refugees are forced ... of their countries.
- Refugees are also sometimes referred ... as exiles or émigrés.
- Refugees are very specifically defined ... international law.
- Some people are ... circumstances that appear similar ... refugees.
- A person may have moved ... one part of his or her own country ... another part of that same country.
- People are forced ... leave their countries because ... natural disasters such as widespread droughts that have led ... starvation.
- They were forced to leave ... acts ... nature and not acts ... persecution ... humans.

2. Match the words to make the phrases from the text.

- | | |
|---------------|-------------------|
| fundamental | law |
| foreign-born | situations |
| human rights | persecution |
| international | displaced persons |
| well-founded | disasters |

refugee-like	droughts
fear of	level
internally	violation
natural	fear
widespread	population

3. Fill in the chart with appropriate derivatives.

Noun	Verb	Adjective	Adverb
	differ		—
immigrant		—	—
	identify	—	—
refugee		—	—
			collectively
migrant		—	—
			voluntarily
disaster	—		—
starvation			—

4. Answer the questions.

1. Who are immigrants and refugees at the most fundamental level?
2. Who are referred to as the foreign born population?
3. Do immigrants leave their countries voluntary?
4. Who are economic migrants?
5. Why do immigrants usually leave their countries?
6. Why are refugees forced out of their countries?
7. Who are forced migrants?
8. How are refugees sometimes referred to?
9. Who do we call refugees according to international law?
10. What are the main reasons of refugee-like situations?
11. People, who are forced to leave their countries because of natural disasters, are refugees, aren't they?

III. Follow-Up Activity

Using the information from the table speak about differences between refugees and immigrants.

Unit 20

Refugee Children

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

refugee(n) – беженец	detain(v) – брать под стражу, задерживать
vulnerable(adj) – уязвимый, ранимый	detention(n) – содержание под арестом
persecution(n) – гонение, преследование	attorney(n) – адвокат
flee(v) – убегать, спасаться бегством	guardian(n) – опекун
asylum(n) – убежище, приют	raid(n) – внезапное нападение
hardship(n) – трудность	mutilation(n) – увечье
denial(n) – отказ	abduction(n) – похищение
hazardous(adj) – опасный, рискованный	plight(n) – состояние, положение (плохое)
grant(v) – предоставлять, предполагать	challenge(n) – сложная задача, проблема
entitle(v) – давать право	integrity(n) – неприкосновенность

juvenile offender – малолетний преступник

the United Nations High Commissioner for Refugees (UNHCR) – Верховный комиссар ООН по делам беженцев

the Convention on the Rights of the Child – Конвенция о правах ребёнка

2. Read the text carefully and then check your comprehension.

REFUGEE CHILDREN

Refugee children are among the most vulnerable children in the world. Not only have they suffered from war or other forms of persecution in their countries of origin which forced them to flee their homes, but many refugee

children continue to suffer human rights abuses in countries of asylum. More than half of the world's refugee population are children, yet their rights and special protection needs as children are frequently neglected.

The human rights abuses that drive children into flight are only the first chapter of hardship for many refugee children. Even after travelling across an international border to seek refuge, they remain vulnerable to hazardous labor exploitation, physical abuse, denial of education, sexual violence and exploitation, cross-border attacks, militarization of refugee camps, and recruitment as child soldiers.

Article 22 of the Convention on the Rights of the Child grants special protection to refugee children. Refugee children who are not being cared for by their parents are entitled to further protections. Refugee children fleeing war are also entitled to special protection under article 38 of the Convention, as children affected by armed conflict. Like all children, they are also entitled to all other rights granted under the Convention including the rights to life, physical integrity, adequate food and medical care, education, and to be free from discrimination, exploitation, and abuse.

Separated children are particularly vulnerable. In the United States, Human Rights Watch found that unaccompanied children have been detained by the U.S. immigration and Naturalization Service in detention facilities, where they may be confined for lengthy periods of time before being released to family members or appropriate guardians. Rarely understanding what was happening to them, children were often denied information about their detention and their right to be represented by an attorney in immigration proceedings in a language they understood. In some cases they were housed with juvenile offenders and subjected to a rigid and punitive environment.

Refugee children who live in dangerously located camps, frequently short distances from the border of their home country with a civil war just on the other side, are also vulnerable to cross-border armed raids, which can result in murder, mutilation, and abduction.

Special care and monitoring of separated refugee children is also needed, as they are particularly vulnerable to abuse. Separated refugee children are sometimes taken in by families along the way, while fleeing, or in refugee camps. While fostering of separated refugee children by families is welcome and needed, and preferable to placement in institutions, the care and delivery of assistance to these children must also be carefully monitored — SO that separated children may be traced and reunited with their families, and so that if cases of neglect and abuse arise, effective interventions can occur quickly.

While many are well cared for by their foster families, others might be neglected, physically or sexually abused, denied food, denied education, or exploited for hazardous forms of labor.

Despite the facts that refugee children have already suffered enormously and that they remain extremely vulnerable, their plight has largely been ignored by the international community. The United Nations High Commissioner for Refugees (UNHCR), which is the primary actor responsible for the assistance and protection of refugee children, has used the Convention on the Rights of the Child as the basis for extensive policies and guidelines to protect refugee children.

UNHCR also faces substantial political, financial, and logistical challenges in protecting the human rights of refugee children.

II. Language Focus and Comprehension Tasks

1. Fill in the gaps with the right preposition, if necessary.

1. Many refugee children continue to suffer human rights abuses ... countries ... asylum.
2. The human rights abuses that drive children ... flight are only the first chapter ... hardship ... many refugee children.
3. Article 22 ... the Convention ... the Rights of the Child grants special protection ... refugee children.
4. Rarely understanding what was happening to them, children were often denied information ... their detention and their right to be represented ... an attorney ... immigration proceedings ... a language they understood.
5. Refugee children who are not being cared ... by their parents are entitled ... further protections.
6. Separated refugee children are sometimes taken in ... families ... the way, while fleeing, or in refugee camps.
7. Their plight has largely been ignored ... the international community.
8. While many are well cared for ... their foster families, others might be neglected.
9. Despite ... the facts that refugee children have already suffered ... enormously and that they remain extremely vulnerable.
10. The United Nations High Commissioner ... Refugees (UNHCR), which is the primary actor responsible ... the assistance and protection ... refugee

children, has used the Convention ... the Rights of the Child as the basis ... extensive policies and guidelines to protect refugee children.

2. Match the words with their synonyms.

flee	asylum
seek	imprison
attorney	dangerous
refuge	strict
confine	predicament
hazardous	difficult situation
rigid	adolescent criminal
plight	escape
hardship	lawyer
juvenile offender	look for

3. Match the words to make the phrases from the text.

hazardous	attacks
denial of	exploitation
cross-border	their detention
children affected	the border
rights to	financial challenges
to be free from	as child soldiers
information about	physical integrity
short distances from	armed conflicts
face	labor exploitation
recruitment	education

4. Fill in the chart with appropriate derivatives.

Noun	Verb	Adjective
persecution		—
protection		
	neglect	
exploitation		—
denial		—

	confine	
discrimination		
	monitor	—
		hazardous
	detain	—

5. Answer the questions.

1. Why are refugee children the most vulnerable children in the world?
2. What persecutions do refugee children suffer even in the country of asylum?
3. What rights does the Convention on the Rights of the Child grant to refugee children?
4. Who are particularly vulnerable?
5. What is the situation about separated refugee children in the United States?
6. What is the result of cross-border armed raids?
7. Why is special care and monitoring of separated refugee children needed?
8. What is still ignored by the international community?
9. Who is responsible for the assistance and protection of refugee children?
10. What challenges does the UNHCR meet?

6. Find the English equivalents of the following Russian phrases in the text.

1. дети-беженцы
2. нарушение прав человека
3. искать убежище
4. физическое насилие
5. милитаризация лагерей беженцев
6. вербовка в качестве детей-солдат
7. сексуальное насилие и эксплуатация
8. Конвенция о правах ребёнка
9. вооружённый конфликт
10. дети, разлучённые с семьёй
11. убежать из дома
12. быть заключённым в тюрьму на длительный период времени
13. гражданская война
14. приёмные семьи
15. специальный уход и наблюдение

16. воссоединиться с семьёй

17. мировое сообщество

III. Follow-Up Activity

Work in pairs. Comment on the following statements.

1. Refugee children are among the most vulnerable children in the world.
2. The Convention on the Rights of the Child grants special protection to refugee children.
3. Special care and monitoring of separated refugee children is also needed.

Unit 21

Social Work with Refugees and Immigrants

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

caseload(n) – количество пациентов у врача, обслуживаемых за определённый период	agency (n) – учреждение, организация
encounter(v) – столкнуться	intergovernmental(adj) – межправительственный
offspring(n) – потомок	durable(adj)– прочный, долговечный, долговременный
personnel(n) – персонал, кадры	nonprofit(adj) – некоммерческий
confusing (adj)– сбивающий с толку	resettlement (n) – переселение
overwhelming (adj)– огромный	advocacy(n) – защита
relief organization – организация, оказывающая помощь	
the International Organization for Migration – Международная организация по делам миграции	

the United Nations High Commissioner for Refugees – Верховный комиссар ООН по делам беженцев

the Immigration and Naturalization Service – служба иммиграции и адаптации

the Bureau of Population, Refugees, and Migration – Бюро по Делах Населения, Беженцев и Миграции

the Office of Refugee Resettlement – Отдел по переселению беженцев
case management – управление делами

SOCIAL WORK WITH REFUGEES AND IMMIGRANTS

Many social workers practice in settings that serve immigrant and refugee clients as part of their caseloads. Most social workers can expect to encounter such clients at some time in their careers. The population of immigrants and refugees in the United States is growing rapidly. It is estimated that by 2040, immigrants and refugees and their offspring will account for over one-quarter of the U.S. population. And immigrants and refugees will account for 65 percent of the country's population growth by 2050. Thus it is essential that social workers be prepared to work effectively with this population.

Social work practice with refugees and immigrants requires specialized knowledge of the unique issues of these populations. It also requires specialized adaptations and applications of mainstream services and interventions.

Human services for refugees and immigrants are delivered by a large and diverse network of organizations and personnel. Social workers need to be familiar with the variety of available organizations and services in order to help clients navigate a system that is often confusing and overwhelming. The network includes public and private agencies at the international, national, state, and local levels. These organizations are staffed by professionals and paraprofessionals from a variety of disciplines.

At the international level, two major intergovernmental organizations are the International Organization for Migration, which provides assistance with the migration process and encourages social and economic development through migration; and the United Nations High Commissioner for Refugees, which aims to protect refugees and to seek durable solutions for refugee problems. In carrying out their missions, both of these agencies work closely with a number of private, nonprofit international relief organizations.

At the national level in the United States, major government agencies are the Immigration and Naturalization Service; the Bureau of Population,

Refugees, and Migration; and the Office of Refugee Resettlement. These agencies are concerned with admissions, border control, deportation, and resettlement. Private organizations at the national level are primarily concerned with resettlement assistance and advocacy

At the local level, services are provided by mainstream agencies, such as hospitals, medical clinics, mental health centers, schools, child welfare agencies, and family service agencies; and by ethnic agencies that provide one or more services to specific ethnic groups. Specific strategies and techniques of service delivery include information and referral; case advocacy, case management, and networking; counseling and treatment; health services; substance abuse services; protective services; vocational rehabilitation; youth services; housing services; immigration and legal assistance; refugee resettlement services; planning, coordination, and advocacy; consultation and technical assistance; and research and evaluation.

II. Language Focus and Comprehension Tasks

1. Fill in the gaps with the right preposition, if necessary.

1. Many social workers practice ... settings that serve immigrant and refugee clients.
2. It is estimated that ... 2040, immigrants and refugees and their offspring will account ... over one-quarter ... the U.S. population .
3. Human services ... refugees and immigrants are delivered ... a large and diverse network ... organizations and personnel.
4. The network includes public and private agencies ... the international, national, state, and local levels.
15. These organizations are staffed ... professionals and paraprofessionals ... a variety of disciplines.
16. In carrying ... their missions, both of these agencies work closely with a number of private, nonprofit international relief organizations.
17. These agencies are concerned ... admissions, border control, deportation, and resettlement.
8. Services are provided ... mainstream agencies, such as hospitals, medical clinics, mental health centers.
9. Most social workers can expect ... encounter such clients ... some time in their careers.

10. Social work practice ... refugees and immigrants requires specialized knowledge ... the unique issues of these populations.

2. Match the words to make the phrases from the text.

The population of	A system
Specialized	process
diverse	solutions
navigate	organization
private	control
intergovernmental	Immigrants and refugees
migration	network
Durable	organization
relief	agencies
border	knowledge

3. Fill in the chart with appropriate derivatives.

Noun	Verb	Adjective	Adverb
	serve		—
	account		—
		specialized	—
adaptation			—
		diverse	—
		confusing	
resettlement		—	—
	—	vocational	—

4. Answer the questions.

1. Where do many social workers practice?
2. Is the population of immigrants and refugees in the United States growing rapidly?
3. What do social work practice with refugees and immigrants require?
4. Who need to be familiar with the variety of organizations and services?
5. What is the aim of the United Nations High Commissioner for Refugees?
6. What is the goal of the International Organization for Migration?

7. What are major government agencies at the national level in the United States?
8. What are these agencies concerned with?
9. How are services provided at the local level?

III. Follow-Up Activity

Speak about social work with refugees and immigrants.

Unit 22

Social Work in Employment

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

applicant (n) - кандидат, претендент	free (a)- бесплатный
assessment (n) – оценка (состояния здоровья)	impact (v) - влиять
assistance (n) – помощь, поддержка	in conjunction with – в связи с
concern (n) - забота, беспокойство	referral (n) - направление (к врачу и т. п)
employment (n) – рабочая занятость	seek (v) - обращаться
employer (n) - работодатель	well-being (n) - благополучие
employee (n) - работник	worksite (n) - рабочее место

become common – становится распространенным

health insurance plan - план страхования от болезней

household members – члены семьи

2. Read the text carefully and then check your comprehension.

SOCIAL WORK IN EMPLOYMENT

Employee Assistance Programmes (EAPs) are employee benefit programmes offered by many employers, typically in conjunction with a health insurance plan. Employees and their household members may use EAPs to help manage issues that could negatively impact their work and personal lives. EAP counsellors typically provide assessment, support, and if needed, referrals to additional resources. These programmes are becoming more and more common in today's worksites. The issues for which EAPs provide support vary, but examples include

- ❖ substance abuse
- ❖ safe working environment
- ❖ emotional distress
- ❖ major life events, including births, accidents and deaths
- ❖ health care concerns
- ❖ financial or legal concerns
- ❖ family/personal relationship issues
- ❖ work relationship issues
- ❖ concerns about aging parents

An EAP's services are usually free to the employee or household member, because they have been pre-paid by the employer. All the services are confidential according to privacy laws and professional ethical standards. Employers usually do not know who is using their employee assistance programmes. In some circumstances, an employee may be advised by management to seek EAP assistance due to job performance or behavioural problems. Some people think that thus the EAP may place the employer's interests above the health and well-being of the employee. However, thanks to the programme both the employer and the employee benefit. If the employee improves then both the employer and the employee are winners in that the employer keeps a good, highly motivated and high-performing employee and the employee keeps his/her job.

Besides employee assistance professionals, employers can hire **industrial-organizational psychologists**. They apply psychological principles and research methods to the workplace in the interest of improving productivity and the quality of work life. They also are involved in research on management

and marketing problems. They screen, train and counsel applicants for jobs, as well as perform organizational development and analysis. An industrial psychologist might work with management to reorganize the work setting in order to improve productivity or quality of life in the workplace. Industrial psychologists frequently act as consultants, brought in by management to solve a particular problem.

II. Language Focus and Comprehension Tasks

1. Match the words to make the phrases from the text.

substance	lives
health	parents
household	methods
personal	concerns
additional	abuse
working	law
financial	Insurance
aging	problems
privacy	resources
behavioural	environment
research	members

2. Match the words with their synonyms.

assistance	affect
household	select thoroughly
manage issues	popular
impact	differ
common	private
worksite	request
vary	better
concern	help
confidential	employ
seek	family
hire	worry
screen	workplace
improve	solve problems

3. Match the words with their antonyms.

employer	joy
negatively	requiring payment
common	bad
safe	rare
distress	worsen
major	positively
free	rarely
improve	employee
good	minor
frequently	unsafe

4. Answer the questions.

1. What are Employee Assistance Programmes?
2. What do EAP counsellors do?
3. What are the common issues that need professional assistance?
4. Why are EAP's services usually free to the employees?
5. How can it be proved that all the services are confidential?
6. When may an employee be advised by management to seek EAP assistance?
7. How can it be proved that thanks to the programme both the employer and the employee benefit?
8. Who can employers hire besides employee assistance professionals?
9. Why do industrial-organizational psychologists apply psychological principles and research methods to the workplace?
10. What do they do?

5. Find the English equivalents of the following Russian phrases in the text.

1. злоупотребление какими-либо веществами;
2. решать проблемы;
3. эмоциональные страдания;
4. оказывать негативное воздействие;
5. давать оценку;
6. обеспечивать поддержку;
7. дополнительные ресурсы;
8. рабочая обстановка;

9. юридические заботы;
10. вопросы, касающиеся отношений на работе;
11. оплачивать заранее;
12. обратиться за помощью;
13. применять психологические принципы;
14. реорганизовывать рабочую обстановку;
15. высоко эффективный работник.

III. Follow-Up Activity

- 1. Imagine you are an employer and you have a choice: either to pay for EAP's services or not. What would you choose ? Why?**
- 2. Imagine you are an employee and there is EAPs at your work. You have some problem that worries you. Would you use EAPs? Why?/Why not?**
- 3. Speak about social work in employment.**

Unit 23

Substance Abuse

I. Pre-Reading and Reading Tasks

- 1. Go through the following vocabulary list to avoid difficulties of understanding.**

endanger (v) - подвергать опасности
 abuse (v)- злоупотреблять
 blackout (n)– зд. провал в памяти
 cessation (n)- прекращение
 conduct (v)– проводить, вести
 inhaling (n)– вдыхание через рот

perception (n)- восприятие, ощущение
 prescribe (v)- прописывать
 recognition (n)- распознавание
 rundown (a)- уставший, обессиленный
 seizure (n)- припадок, приступ

intend (v)- предназначать	significant (a)- значительный
jail/ prison (n)- тюрьма	sniffing (n)– втягивание носом
judgement (n)- трезвость ума	tolerance (n)–мед. толерантность
medication (n)– зд. лекарство, средство	toll (n)– плата
	withdrawal (n) – зд. абстиненция

get the same high – достигать того же уровня (опьянения)

hold sessions – проводить сеансы

substance abuse - злоупотребление какими-либо веществами

2. Read the text carefully and then check your comprehension.

SUBSTANCE ABUSE

Substance abuse is the use of substances, which causes the user legal, social, financial or other problems including endangering their lives or the lives of others. Substance abuse is not specific to illegal substances but people can also abuse legal substances which are bought or prescribed. There are other terms which are associated with substance abuse, such as substance use and substance misuse.

Substance use basically means the use of any substance. This substance could be legal or illegal. The substance could be used in any manner of different ways such as sniffing, inhaling, swallowing, drinking, smoking or injecting.

Substance misuse means the use of substances in a manner for which they were not intended. A good example of this would be using prescribed medication differently to the way a doctor has directed. This could mean taking more tablets per hour than the doctor has directed or taking the substance into the body in a different way than directed by a doctor e.g injecting tablets rather than swallowing as directed.

Substance use can become abuse when it starts to cause the substance user medical, legal, social, economic, etc. problems.

People abuse substances such as drugs, alcohol, and tobacco for varied and complicated reasons, but it is clear that society pays a significant cost. The toll for this abuse can be seen in hospitals and emergency departments through direct damage to health by substance abuse and its link to physical trauma. Jails and prisons say about a strong connection between crime and drug dependence and abuse.

Abused substances produce some form of intoxication that changes judgement, perception, attention, or physical control.

Many substances can bring on withdrawal which is an effect caused by cessation or reduction in the amount of the substance used. Withdrawal can range from mild anxiety to seizures and hallucinations. Drug overdose may also cause death.

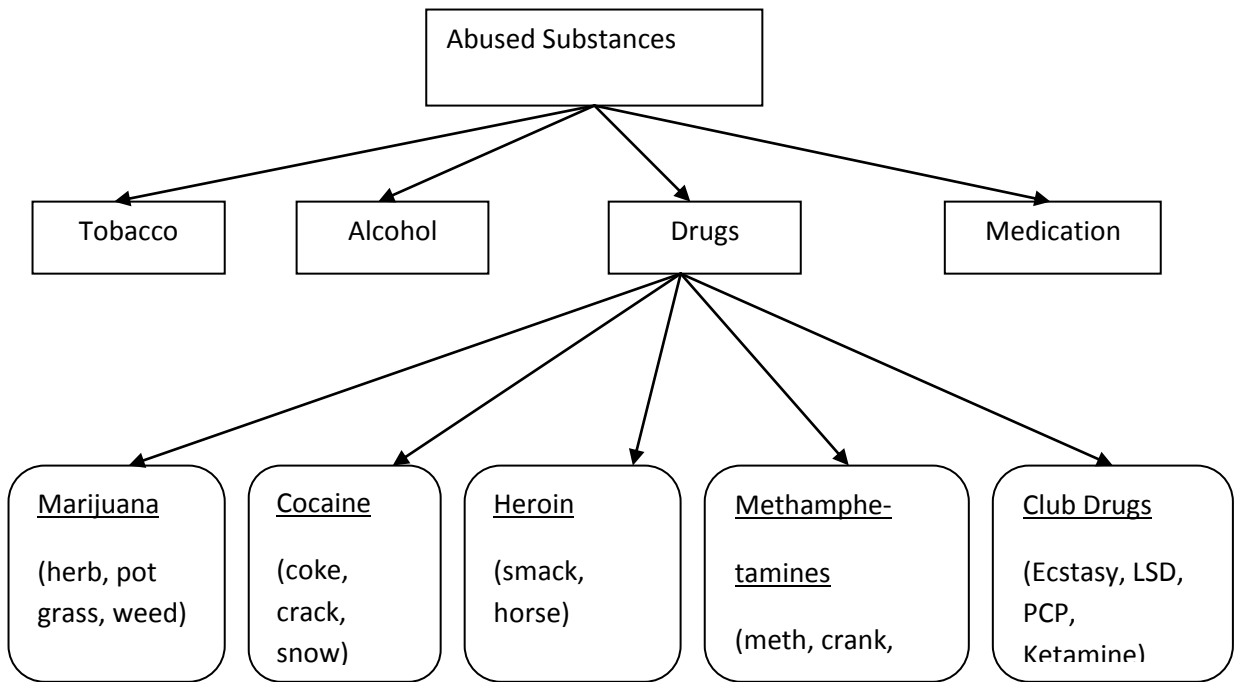
Nearly all these drugs also can produce a phenomenon known as tolerance when an addict must use a larger amount of the drug to produce the same level of intoxication.

Friends and family may be among the first to recognize the signs of substance abuse. Early recognition increases chances for successful treatment. Signs to watch for include the following:

- Aggressiveness and irritability
- Forgetfulness
- Disappearing money or valuables
- Feeling rundown, hopeless, depressed, or even suicidal
- Sounding selfish and not caring about others
- Having to drink more to get the same high
- Having "blackouts"—forgetting what he or she did the night before
- Getting in trouble with the law, etc

Most substance abusers believe they can stop using drugs on their own, but a majority who try do not succeed.

Substance abuse counsellors help people who have problems with alcohol, drugs, etc. They counsel individuals who are addicted to drugs, helping them to identify behaviours and problems related to their addiction. They also conduct programmes aimed at preventing addictions from occurring in the first place. These counsellors hold sessions designed for individuals, families, or groups.



II. Language Focus and Comprehension Tasks

1. Match the words to make the phrases from the text.

substance	damage
abuse	department
significant	treatment
emergency	judgement
physical	cost
direct	chances
drug	rundown
change	misuse
increase	behaviours
successful	dependence
feel	trauma
identify	substance

2. Match the words with their synonyms.

cost	connect
differently	exhausted
get the same level	alter

bring on	important
relate	different
rundown	convulsion
intend	toll
significant	get the same high
varied	happen
change	mean
cessation	in a different way
seizure	stop
occur	cause

3. Fill in the gaps with the right preposition.

1. There are other terms which are associated ... substance abuse.
2. Substance misuse can mean taking more tablets ... hour than the doctor has directed or taking the substance ... the body ... a different way than directed ... a doctor
3. The toll ... this abuse can be seen ... hospitals and emergency departments ... direct damage ... health ... substance abuse and its link ... physical trauma.
4. Withdrawal can range ... mild anxiety ... seizures and hallucinations.
5. Early recognition increases chances ... successful treatment.
6. Most substance abusers believe they can stop using drugs ... their own.
7. Substance abuse counsellors conduct programmes aimed ... preventing addictions ... occurring ... the first place.

4. Match the notions in the first column with their definitions in the second column.

Substance misuse	is the use of any substance.
withdrawal	is the use of substances, which causes the user legal, social, financial or other problems including endangering their lives or the lives of others.
Substance abuse	is a phenomenon when an addict must use a larger amount of the drug to produce the same level of intoxication.
tolerance	is the use of substances in a manner for which they were not

	intended.
Substance use	is an effect caused by cessation or reduction in the amount of the substance used.

5. Answer the questions.

1. What is substance abuse?
2. Is substance abuse specific to illegal substances only?
3. What is substance use?
4. What is substance misuse? Give some examples of substance misuse.
5. When does substance use become abuse?
6. How does substance abuse affect society?
7. What do abused substances produce?
8. What is withdrawal?
9. What is tolerance?
10. What are the signs of substance abuse?
11. Who works with people abusing substances?
12. What do they do?

6. Find the English equivalents of the following Russian phrases in the text.

1. подвергать жизнь опасности;
2. нелегальное вещество;
3. принимать таблетки другим способом, чем указано;
4. вызывать проблемы;
5. трудные для понимания причины;
6. платить значительную цену;
7. плата за злоупотребление веществами;
8. сильная связь;
9. уменьшение количества;
10. передозировка наркотиками;
11. получить тот же уровень интоксикации;
12. первый, кто распознает признаки злоупотребления какими-либо веществами;
13. ценные вещи;
14. попасть в неприятности, связанные с нарушением закона;
15. проблемы, связанные с пристрастием;
16. проводить программы.

III. Follow-Up Activity

1. Work in groups. Name as many reasons as possible why people start abusing substances.

2. Have you ever abused any substance (tobacco, alcohol, drugs, medication)? Why?/ Why not?

3. Find out statistics about the drugs problem in Belarus.

- who takes drugs (their age, social background)
- why they do it
- what kind of drugs are popular
- what is done to solve the problem in Belarus.

4. Speak about substance abuse.

Unit 24

Probation Officers and Correctional Treatment Specialists

I. Pre-Reading and Reading Tasks

1. Go through the following vocabulary list to avoid difficulties of understanding.

caseload (n) - количество	pose (v) - представлять
подопечных у должностного лица за	probation (n) - испытательный срок
определённый период	release (v) - освобождать
convict (v) - осуждать	sentence (v) (n)- приговаривать/
court (n) - суд	приговор
device (n) - прибор	supervise (v) - надзирать
exclusively (adv) - исключительно	submit (v) - представлять на
offender (n) - преступник	рассмотрение

inmate (n) – зд. заключенный

| suspect (n) - подозреваемый

be eligible for release - могущий быть освобожденным

be on parole – быть условно освобожденным

correctional treatment specialist - должностное лицо, осуществляющее
исправительное воздействие

parole board - комиссия по условно-досрочному освобождению

parole officer - должностное лицо, надзирающее за условно-досрочно
освобождённым(и)

place on probation – давать испытательный срок

pretrial services officer - должностное лицо, осуществляющее меры,
необходимые до начала судебного процесса

probation agency - служба пробации

probation officer - должностное лицо, осуществляющее надзор за условно
осуждёнными

show up for trial – появиться в суде

2. Read the text carefully and then check your comprehension.

PROBATION OFFICERS AND CORRECTIONAL TREATMENT SPECIALISTS

Many people who are convicted of crimes are placed on probation instead of being sent to prison. During probation, offenders must stay out of trouble and meet various other requirements. **Probation officers** supervise people who have been placed on probation. **Correctional treatment specialists** counsel and create rehabilitation plans for offenders to follow when they are no longer in prison or on parole.

Parole officers and pretrial services officers perform many of the same duties that probation officers perform. The difference is that **parole officers** supervise offenders who have been released from prison, whereas probation officers work with those who are sentenced to probation instead of prison. **Pretrial services officers** conduct pretrial investigations, the findings of which help determine whether suspects should be released before their trial. When suspects are released before their trial, pretrial services officers supervise them to make sure they follow the terms of their release and that they show up for

trial. In some states of the US the job of both parole officers and pretrial service officers can be done by probation officers.

Probation officers supervise offenders on probation or parole through personal contact with the offenders and their families. Instead of requiring offenders to meet officers in their offices, many officers meet offenders in their homes and at their places of employment or therapy. Some offenders are required to wear an electronic device so that probation officers can monitor their location and movements. Probation officers may arrange for offenders to get substance abuse rehabilitation or job training. Probation officers usually work with either adults or juveniles exclusively.

Probation officers also spend much of their time working for the courts. They investigate offenders' personal and criminal history for the court, and recommend sentences. They review sentencing recommendations with offenders and their families before submitting them to the court.

Correctional treatment specialists work in jails, prisons, or parole or probation agencies. In jails and prisons, they evaluate the progress of inmates. They also work with inmates, probation officers, and other agencies to develop parole and release plans. Their case reports are given to the appropriate parole board when their clients are eligible for release. In addition, they plan education and training programmes to improve offenders' job skills. They usually write treatment plans and summaries for each client.

The number of cases a probation officer or correctional treatment specialist handles at one time depends on the needs of offenders and the risks they pose. Higher risk offenders and those who need more counselling usually take more of the officer's time and resources. Computers, telephones, and fax machines help the officers to cope with the caseload. For example, probation officers may telecommute from their homes. Thus, officers may handle more than 100 active cases at a time.

II. Language Focus and Comprehension Tasks

1. Match the words with their synonyms.

convict	criminal
prison	demand
supervise	cope with

offender	youth
determine	conduct
require	sentence
arrange	suggest
juvenile	control
recommend	organize
handle	decide
perform	jail

2. Fill in the gaps with the right preposition.

1. Many people who are convicted ... crimes are placed ... probation being sent ... prison.
2. They counsel and create rehabilitation plans ... offenders ... follow when they are no longer ... prison or ... parole.
3. When suspects are released ... their trial, pretrial services officers supervise them ... make sure they follow the terms ... their release and that they show trial.
4. Probation officers spend much ... their time working ... the courts.
5. They review sentencing recommendations ... offenders and their families ... submitting them ... the court.
6. Their case reports are given ... the appropriate parole board when their clients are eligible ... release.
7. The number ... cases a probation officer or correctional treatment specialist handles ... one time depends ... the needs ... offenders and the risks they pose.

3. Match the jobs in the first column with their functions in the second column.

Correctional treatment specialists	supervise people who have been placed on probation.
parole officers	conduct pretrial investigations, the findings of which help determine whether suspects should be released before their trial.
Probation officers	counsel and create rehabilitation plans for offenders to follow when they are no longer in prison or on parole. In

	jails and prisons, they evaluate the progress of inmates.
Pretrial services officers	supervise offenders who have been released from prison

4. True or False.

1. Many people who are convicted of crimes are placed on parole instead of being sent to prison.
2. During probation, offenders must stay in trouble and meet various other requirements.
3. Probation officers perform many of the same duties that parole officers and pretrial services officers perform.
4. Instead of requiring offenders to meet officers in their offices, many officers meet offenders in their homes and at their places of employment or therapy.
5. Probation officers never arrange for offenders to get substance abuse rehabilitation or job training.
6. Correctional treatment specialists usually write treatment plans and summaries for each client.
7. Officers may handle up to 100 active cases at a time.

5. Answer the questions.

1. What do probation officers do?
2. What do correctional treatment specialists do?
3. What is the difference between parole officers and probation officers?
4. What do pretrial services officers do?
5. How do probation officers supervise offenders?
6. Why do some offenders have to wear an electronic device?
7. What category of people do probation officers work with?
8. What do probation officers do for the courts?
9. What does the correctional treatment specialists' work in prison include?
10. What does the number of cases officers handle at one time depend on?
11. What helps the officers to handle the caseload?

6. Find the English equivalents of the following Russian phrases in the text.

1. осужденный за совершение преступления;
2. посадить в тюрьму;

3. держаться от неприятностей подальше;
4. план исправления, которому преступники должны следовать;
5. приговорен к испытательному сроку;
6. предсудебное расследование;
7. полученные данные;
8. придерживаться условий освобождения;
9. следить за местом их нахождения и за их передвижением;
10. реабилитация по устранению последствий, связанных со злоупотреблением каких-либо наркотических веществ;
11. изучать биографию и криминальное прошлое преступника;
12. рекомендации по вынесению приговора;
13. представлять на рассмотрение в суд;
14. оценивать прогресс заключенных;
15. план по условно-досрочному освобождению;
16. дело (*юр*)
17. трудовые навыки;
18. представлять угрозу;
19. занимать время.

III. Follow-Up Activity

Speak about probation officers and correctional treatment specialists.

II РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

2.1 ЛЕКСИКО-ГРАММАТИЧЕСКИЕ ТЕСТЫ ДЛЯ ПРОМЕЖУТОЧНОГО И ИТОГОВОГО КОНТРОЛЯ

Тест 1

Mid-term test 1

Variant 1

1st year, 1st term

I. Ask 5 types of questions:

Bill is flying to Paris next week.

1. General:
2. Alternative:
3. Special:
4. To the subject:
5. Disjunctive:

II. Put the verb into the correct verb form (the Present Simple or the Present Continuous):

1. He (work) in the centre of Chicago.
2. Look! He (wear) a red and green shirt.
3. She (not to speak) Italian.
4. Where's John? He (watch) TV in the living room.
5. Where Tom (go) on holiday this summer?

III. Translate into Russian:

1. We had a really good time!
2. Can you speak more slowly, please?
3. I'd like to buy a dictionary.
4. You aren't listening to me!
5. On Monday afternoon he's meeting Jim.

IV. Translate into English:

1. Ты любишь мороженое?
2. В гостиной есть телевизор.
3. Моя бабушка не умеет печь пироги.
4. Вчера она ходила по магазинам.
5. Он читает газету сейчас.

Тест 2

Mid-term test 2

Variant 2

1st year, 1st term

I. Ask 5 types of questions:

Yesterday Tom bought a present for his wife.

6. General:
7. Alternative:
8. Special:
9. To the subject:
10. Disjunctive:

II. Put the verb into the correct verb form (the Present Simple or the Present Continuous):

1. My brother (study) at university.
2. Look! Kate (dance).
3. I (not read) now.
4. They (leave) the office at 5 o'clock every day.
5. You (see) the doctor tomorrow morning?

III. Translate into Russian:

1. Would you like to come to my party?
2. What are you wearing today?
3. They usually work in the evening, but this evening they're watching TV.
4. What are you doing on Friday evening?
5. Is there a picture on the wall? – Yes, there is.

IV. Translate into English:

6. Ты любишь свою работу?
7. Твой брат учится в университете?
8. Я не умею рисовать.
9. Он играет в теннис сейчас.
10. Завтра мы пойдем в кино.

Тест 3

Final test 3

1st year, 1st term

1. Choose the correct item.

- 1) Beth isn't a very good student. She's very **rude/lazy/clever**.
- 2) Is Jane's hair grey? – No, it's **fair/wavy/yellow**.
- 3) There are two **sofas/mirrors/cookers** in the bathroom.
- 4) People from Sweden have got **slanting eyes/dark brown skin/a pale complexion**.
- 5) There is a big **bookcase/sink/washbasin** in the kitchen.
- 6) Grapes are my favourite **fruit/vegetables**.
- 7) Use **a spoon/a fork** to eat your soup.

2. Match the terms to their definitions.

1) Cooker	a) We put our books in it
2) Bookcase	b) This is the room where we eat
3) Dining-room	c) We can do our homework in this room
4) Study	d) This is the room where we sleep
5) Poster	e) You can put it on the wall to decorate it
6) Bedroom	f) We can keep small things such as books and jewelry in it
7) cabinet	g) we use it to cook food

3. Use the words below to fill in the gaps.

Carton, loaf, chance, hours, decorate, books, home-made

- 1) Doctors often work long ...
- 2) This restaurant serves ... apple-pie.
- 3) It's a great film. Don't miss the ... to see it!
- 4) I would like a ... of milk, please.
- 5) We usually ... the Christmas tree a week before Christmas.
- 6) Could I have a ... of bread, please?
- 7) My father always ... a table at the Italian restaurant on Sundays.

4. Put in the correct forms of the verbs.

- 1) He usually (catch) this bus.
- 2) I (see) this film the day before yesterday.
- 3) My mum (not like) cooking.
- 4) When you (have) breakfast?
- 5) We (book) a table at the café last weekend.

5. Translate into English.

- Могу я заказать столик на двоих?

- Конечно, сэр!

...

- Что будете заказывать?

- Пожалуйста, стейк с перцем, жареную курицу с рисом, картошку фри и мороженое с ананасом.

- Что желаете попить?

- Я бы хотел кофе со сливками. И принесите счет, пожалуйста.

...

Наш ресторан предлагает широкий выбор блюд. Не упустите свой шанс!

Тест 4

Revision test 4

1st year, 2nd term

I. Give the opposites:

old –

easy –

big –

hot –

new –

cheap –

lovely –

fast –

II. Ask different types of questions:

We lived in Paris last summer.

- 1) General:
- 2) Alternative:
- 3) Special:
- 4) To the subject:

III. Use the right verb (in the Past Simple):

buy, cost, drink, get, give, go, spend, sell, send, teach

- 1) Mike didn't have money. So he ... his motorbike.
- 2) She ... him some medicine.
- 3) Mary's mother ... her how to cook cakes.
- 4) Yesterday we ... a lot of money.
- 5) We ... a new car which ... ten thousand dollars.
- 6) Paul ... me a letter three weeks ago but I ... it only yesterday.
- 7) It was hot, and I ... a glass of cold mineral water.
- 8) She ... shopping yesterday.

IV. Make up questions:

- 1) how / his / Tom / spend / holiday / did?
- 2) who / them / English / taught?
- 3) What / do / did / last / Pete / summer?
- 4) weather / in / is / New York / fine / the?
- 5) your / did / examinations / sister / pass / yesterday?

V. Use the necessary article or the zero article:

- 1) Do you like ... tea?
- 2) He is ... doctor.
- 3) They are ... politicians.
- 4) My house is very ... beautiful.
- 5) ... Brazilian coffee is very delicious.
- 6) Did you buy ... wine?
- 7) Does she play ... piano?
- 8) There is ... sofa in the living room.
- 9) What do you want to have for ... dinner today?
- 10) Can I have ... sandwich, please?

VI. Insert the preposition where necessary:

- 1) He is ... home.
- 2) She is married ... Tom.
- 3) He comes ... Spain.
- 4) He goes shopping ... the evening.
- 5) They worked ... a hospital.
- 6) He always goes ... bed late.
- 7) She doesn't go ... a walk very late.
- 8) Are you ... holiday now?
- 9) She was born ... 1983.
- 10) Are there any books ... the table?

Тест 5**Mid-term test 5****1st Year, 2nd term****I. Раскройте скобки, употребляя глаголы в требуемом времени.**

1. When I (to come) to Pete's house last Sunday, he (to read) a new book. He (to say) he (to give) it to me soon. Today I (to take) it from him. Now I (to read) it. I (to finish) it by Friday. If you like, I (to give) it to you on Saturday when you (to come) to see me. 2. When will he come? We (to wait) for him for already half an hour. 3. On leaving the hall the students (to thank) the professor who (to deliver) the lecture. 4. We already (to cover) about ten miles when Peter, who (to look) out of the window for the last five or ten minutes, suddenly exclaimed: "Here is the station!" 5. When morning came, the storm already (to stop), but the snow still (to fall). 6. Yesterday by eight o'clock he (to finish) all his homework, and when I (to come) to his place at nine, he (to read). 7. I (to wait) for permission to go abroad for already three weeks, but I (not to receive) the visa yet. 8. Everybody (to be) at the door of the museum, but my friend (not yet to come). 9. We (to drink) tea when the telephone (to ring). 10. Johnny noticed that everybody (to look) at him, and he (to feel) shy. 11. Light (to travel) more quickly than sound.

II. Вставьте артикль, где необходимо.

Once there lived ... man who was very fond of ... gold. He used to say: "While I have my gold, I am ... happiest man in ... world." And so all his life he saved ... money. One day he was travelling in ... desert of North Africa. He lost

his way. He had no ... food or ... water. He was almost dying of ... hunger. He was so weak that he could not walk, he could only crawl. ... heat was terrible. There were only ... stones and ... sand around. Just then he saw ... bag lying on ... sand. He hoped that he would find ... food in it and ... water, too. He crawled up to ... bag and opened it. He saw that ... bag was full of ... gold. What is ... use of ... gold to ... hungry man in ... desert? He left ... bag on ... hot sand, crying bitterly: "I am ... most unhappy man in ... world."

III. Вставьте одно из следующих слов:

a) some, any, no.

1. There were ... of my friends there. 2. Well, anyway, there is ... need to hurry, now that we have missed the train. 3. Have you ever seen ... of these pictures before? 4. There is ... water in the kettle: they have drunk it all. 5. There were ... fir-trees in that forest, but many pines. 6. We could not buy cherries, so we bought ... plums instead.

b) somebody, anybody, nobody.

1. I saw ... I knew at the lecture. 2. I dare say that there may be ... at the lecture that I know, but what does that matter? 3. Do you really think that ... visits this place? 4. I have never seen ... lace their boots like that.

c) somewhere, anywhere, nowhere.

1. I haven't seen him 2. I know the place is ... about here, but exactly where, I don't know. 3. Did you go ... yesterday? - - No, I went ... , I stayed at home the whole day.

IV. Вставьте much, many, little, few, a little или a few.

1. He had ... English books at home, so he had to go to the library for more books. 2. She gave him ... water to wash his hands and face. 3. I'd like to say ... words about my journey. 4. After the play everybody felt ... tired. 5. Let's stay here ... longer: it is such a nice place. 6. There were ... new words in the text, and Peter spent ... time learning them. 7. There was ... hay in the barn, and the children could not play there. 8. There was ... water in the river, and they decided to cross it. 9. My mother knows German ... and she can help you with the translation of this letter. 10. When we walked ... farther down the road, we met another group of students. 11. Have you got ... ink in your pen? 12. At the conference we met I... people whom we knew well. 13. There are very ... old

houses left in our street. Most of them have already been pulled down. 14. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting. 15. There are ... things here which I cannot understand. 16. Shall I bring ... more chalk? — No, thank you. There is... chalk on the desk. I hope that will be enough for our lesson.

V. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. Which is (large): the United States or Canada? 2. What is the name of the (big) port in the United States? 3. Moscow is the (large) city in Russia. 4. The London underground is the (old) in the world. 5. There is a (great) number of cars and buses in the streets of Moscow than in any other city of Russia. 6. St. Petersburg is one of the (beautiful) cities in the world. 7. The rivers in America are much (big) than those in England. 8. The island of Great Britain is (small) than Greenland. 9. What is the name of the (high) mountain in Asia? 10. The English Channel is (wide) than the straits of Gibraltar. 11. Russia is a very (large) country.

VI. Переведите следующие предложения на английский язык.

1. Где Мэри? — Она в библиотеке, она готовится к докладу. Она уже работает три часа. 2. Он думал, что его друзья работают вместе. 3. Она была удивлена: она еще никогда не видела столько цветов. 4. Когда я проснулся, мама уже встала и готовила чай. 5. Я уже полчаса стараюсь вспомнить ее имя, но до сих пор еще не вспомнил. 6. Когда он пришел домой, мы уже ушли в кино. 7. Она сказала, что идет дождь и нам лучше сидеть дома. 8. Она жила в этом доме уже пять лет, когда приехал ее брат. 9. Она думала, что будет хорошая погода. 10. Разве ты не понимаешь, что весной будет уже три года, как я ношу эту шляпу 11. Неужели они играют в шахматы с самого утра? 12. Они шли по дороге уже два или три часа, когда вдруг пошел дождь. 13. Что делает твой брат? — Он работает в институте. — А что он сейчас делает? — Он читает газету. Я всегда приношу ему газеты, когда он приходит с работы. 14. Было уже темно, когда мы подошли к дому; дул сильный ветер, и становилось все холоднее и холоднее.

VII. Письменно переведите текст из упражнения II и задайте к нему 5 типов вопросов.

Tect 6**Final test 6****1st Year, 2nd term****I. Choose the most suitable variant.**

7. Professional social workers ... social problems, their causes and solutions.
1) Are concerned with 2) concerned with 3) never deal with
8. The social work profession ... social change as well as problem solving.
1) Promotes 2) cancels 3) includes
9. Principles of human rights and ... are fundamental to social work.
1) Social justice 2) business 3) making money
10. The mission of social work is ... all people to develop their full potential.
1) To enable 2) to choose 3) to fail
11. Human rights and social justice ... the motivation and justification for social work action.
1) Serve as 2) are concerned with 3) protect
12. Social work ... counseling, clinical social work, group work, family treatment.
1) Includes 2) enables 3) protects
13. Repression means removing an anxiety-producing thought from the ...
1) Consciousness 2) life 3) fridge
14. People with ... have especially powerful imagination.
1) Phobias 2) mental disorders 3) strong personality
15. A big part of childhood is being able to spend time playing with ...
1) Peers 2) parents 3) animals
16. A spouse is your ...
1) Husband/wife 2) mother/father 3) sister/brother

II. Mark all the correct variants.

1. What does social work focus on?
1) Problem solving 2) change 3) keeping traditions
2. What are professional social workers concerned with?
1) Causes of social problems 2) solutions of social problems 3) profit of their companies

3. What are social work values?
 - 1) Equality 2) worth 3) power
4. What are the main tasks of professional social workers?
 - 1) Medical social work 2) social welfare analysis 3) surgery
5. Where do social workers work?
 - 1) Hospitals 2) schools 3) IT companies
6. What are the main fields of social work?
 - 1) Health 2) corrections 3) higher education
7. What services does family and child welfare include?
 - 1) Adoption 2) day care 3) shopping
8. What services do corrections include?
 - 1) Counseling people on probation 2) rehabilitation of criminals 3) aid to people suffering from stress
9. What services does social work in mental health include?
 - 1) Treatment of emotional disorders 2) treatment of mental disorders 3) treatment of physical disorders
10. How do social workers help private companies and trade unions?
 - 1) Provide health counseling 2) provide preretirement planning 3) help to find a better job

III. Match the words with their synonyms.

principal	Phelp
illness	disease
adjust	Adapt
assist	perform
lack	absence
discharge	release
aid	support
treatment	cure
fulfill	main
cause	produce

IV. Match the words with their synonyms.

requirement demand

cope with	reason
cause	aim
affect	influence
goal	manage
therapy	treatment
understand	realize
desire	wish
observe	watch

V. Match the words with their antonyms.

positive	negative
give	treat well
aware	unaware
desirable	undesirable
mistreat	rarely
similar	different
comfortable	uncomfortable
frequently	withdraw
easy	difficult

VI. Fill in the gaps with the right preposition, if necessary.

1. Social workers in this field also help families adjust ... long-term changes in home life.
2. Medical social workers help patients and their families ... clinics, hospitals, and other health care facilities.
3. Social workers also offer counseling ... patients who have been discharged ... help them return ... everyday life.
4. Social work ...(in) mental health includes aid to people suffering ... mental and emotional stress.
5. Some receive special training ... psychotherapy, the treatment of mental or emotional disorders ... psychological methods.
6. Social work is part of the program ... schools at all levels, ... nursery school ... university-level education.
7. Social workers in the field of corrections also counsel people who are ... probation.
8. Social workers in schools provide vocational counseling and help ... personal problems.
9. Many social workers help ... elderly people obtain financial assistance.

10. Social workers employed ... companies and trade unions provide a variety ... work-related services.
11. A person suffering ... a phobia ... spiders might feel so frightened ... a spider that he or she would try ... jump ... a speeding car ... get ... one.
12. Usually a phobia is related ... some past experience that was very upsetting ... the individual.
13. As a result, you may have developed claustrophobia, a fear ... confined spaces.
14. ... be diagnosed ... obsessive-compulsive disorder, one must have either obsessions or compulsions alone, or obsessions and compulsions.
15. But ... the sufferer, such tasks can feel critically important, and must be performed ... particular ways ... get rid ... horrible consequences and ... stop the stress ... building
16. Depending ... the circumstances, the person may shift ... one personality ... another.
17. Each personality is unaware ... the other personality's thoughts and actions.

2.2 СОДЕРЖАНИЕ ЗАЧЕТНО-ЭКЗАМЕНАЦИОННОЙ СЕССИИ

2.2.1 Перечень вопросов для подготовки к зачету

1-й семестр

1. Устная тема социального характера (беседа)
2. Чтение и устный пересказ адаптированного художественного текста

Примерный список устных тем:

1. My friend and me.
2. My house.
3. I eat to live.
4. I like/dislike shopping.
5. My working day.
6. World famous shops.
7. My hobby.
8. There is no bad weather.

2.2.2 Перечень вопросов для подготовки к экзамену

2-й семестр

1. Устная тема социального или профессионального характера (беседа)
2. Устный пересказ (частично) адаптированного научно-популярного текста (900 печатных знаков)
3. Письменный перевод 5 предложений профессионально-ориентированной тематики со словарем

Примерный список устных тем:

1. Means of travelling.
2. My holiday of a lifetime/Holiday that turned out to be a disaster.
3. Surfing the Internet.
4. My future career.
5. Definition of social work.
6. Fields of social work.
7. School social work.
8. Domestic and youth violence.
9. Divorce.
10. Mental disorders.

2.2.3 Образец билета для приема экзамена

BELARUSIAN STATE UNIVERSITY

Э к з а м е н а ц ы й н ы й б и л е т № 1

Дысцыпліна _____ «Английский язык» _____

1 курс “Социальная работа”

Зімовая _____ экзаменацыйная сесія 2013 - 2014 навучальнага года

Вясновая

1. Speak on the following prepared topic: Means of travelling.

2. Read and retell text №1.

3. Translate into English card № 1.

Загадчык кафедры _____ Выкладчык _____

Дата зацвярджэння _28.04.2014_____

2.3 КРИТЕРИИ ОЦЕНКИ ЗНАНИЙ И ПРАКТИЧЕСКИХ НАВЫКОВ СТУДЕНТОВ ПО 10-БАЛЬНОЙ ШКАЛЕ

Балл	Требования к знаниям и умениям студента
10	<ul style="list-style-type: none"> - систематизированные, глубокие и полные знания по всем разделам учебной программы, а также по основным вопросам, выходящих за ее пределы; - точное использование научной терминологии (в том числе на иностранном языке), стилистически грамотное, логически правильное изложение ответа на вопросы;

	<ul style="list-style-type: none"> - безупречное владение инструментарием учебной дисциплины, умение его эффективно использовать в постановке и решении научных и профессиональных задач; - выраженная способность самостоятельно и творчески решать сложные проблемы в нестандартной ситуации; - полное и глубокое усвоение основной и дополнительной литературы, рекомендованной учебной программой дисциплины; - умение ориентироваться в теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку, использовать научные достижения других дисциплин; - творческая самостоятельная работа на практических, лабораторных занятиях, активное участие в групповых обсуждениях, высокий уровень культуры исполнения заданий.
9	<ul style="list-style-type: none"> - систематизированные, глубокие и полные знания по всем разделам учебной программы; - точное использование научной терминологии (в том числе на иностранном языке), стилистически грамотное, логически правильное изложение ответа на вопросы; - владение инструментарием учебной дисциплины, умение его эффективно использовать в постановке и решении научных и профессиональных задач; - способность самостоятельно и творчески решать сложные проблемы в нестандартной ситуации в рамках учебной программы; - полное усвоение основной и дополнительной литературы, рекомендованной учебной программой дисциплины; - умение ориентироваться в основных теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку; - самостоятельная работа на практических, лабораторных занятиях, творческое участие в групповых

	обсуждениях, высокий уровень культуры исполнения заданий.
8	<ul style="list-style-type: none"> - систематизированные, глубокие и полные знания по всем поставленным вопросам в объеме учебной программы; - использование научной терминологии, стилистически грамотное и логически правильное изложение ответа на вопросы, умение делать обоснованные выводы; - владение инструментарием учебной дисциплины, умение его использовать в постановке и решении научных и профессиональных задач; - способность самостоятельно решать сложные проблемы в рамках учебной программы; - усвоение основной и дополнительной литературы, рекомендованной учебной программой дисциплины; - умение ориентироваться в основных теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку с позиций государственной идеологии (по дисциплинам социально-гуманитарного цикла); - активная самостоятельная работа на практических, лабораторных занятиях, систематическое участие в групповых обсуждениях, высокий уровень культуры исполнения заданий.
7	<ul style="list-style-type: none"> - систематизированные, глубокие и полные знания по всем разделам учебной программы; - использование научной терминологии (в том числе на иностранном языке), лингвистически и логически правильное изложение ответа на вопросы, умение делать обоснованные выводы; - владение инструментарием учебной дисциплины, умение его использовать в постановке и решении научных и профессиональных задач; - усвоение основной и дополнительной литературы рекомендованной учебной программой дисциплины;

	<ul style="list-style-type: none"> - умение ориентироваться в основных теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку; - самостоятельная работа на практических, лабораторных занятиях, участие в групповых обсуждениях, высокий уровень культуры исполнения заданий.
6	<ul style="list-style-type: none"> - достаточно полные и систематизированные знания в объеме учебной программы; - грамотное, логически правильное изложение ответа на вопросы, умение делать обоснованные выводы; - владение инструментарием учебной дисциплины, умение его использовать в решении учебных и профессиональных задач; - способность самостоятельно применять типовые решения в рамках учебной программы; - усвоение основной литературы, рекомендованной учебной программой дисциплины; - умение ориентироваться в базовых теориях, концепциях и направлениях по изучаемой дисциплине и давать им сравнительную оценку; - активная самостоятельная работа на практических, лабораторных занятиях, периодическое участие в групповых обсуждениях, высокий уровень культуры исполнения заданий.
5	<ul style="list-style-type: none"> - достаточные знания в объеме учебной программы; - использование научной терминологии, стилистически грамотное, логически правильное изложение ответа на вопросы, умение делать выводы; - владение инструментарием учебной дисциплины, умение его использовать в решении учебных и профессиональных задач; - способность самостоятельно применять типовые решения в рамках учебной программы; - усвоение основной литературы, рекомендованной учебной программой дисциплины;

	<ul style="list-style-type: none"> - умение ориентироваться в базовых теориях, концепциях и направлениях по изучаемой дисциплине и давать им сравнительную оценку; - самостоятельная работа на практических, лабораторных занятиях, участие в групповых обсуждениях, высокий уровень культуры исполнения заданий.
4 (ЗАЧТЕНО)	<ul style="list-style-type: none"> - достаточный объем знаний в рамках образовательного стандарта; - усвоение основной литературы, рекомендованной учебной программой дисциплины; - использование научной терминологии, стилистическое и логическое изложение ответа на вопросы, умение делать выводы без существенных ошибок; - владение инструментарием учебной дисциплины, умение его использовать <p>в решении стандартных (типовых) задач;</p> <ul style="list-style-type: none"> - умение под руководством преподавателя решать стандартные (типовые) задачи; - знание основных базовых теорий, концепций и направлений по изучаемой дисциплине и умение давать им оценку;
3 (НЕЗАЧТЕНО)	<ul style="list-style-type: none"> - недостаточно полный объем знаний в рамках образовательного стандарта; - знание части основной литературы, рекомендованной учебной программой дисциплины; - использование научной терминологии, изложение ответа на вопросы с существенными лингвистическими и логическими ошибками; - слабое владение инструментарием учебной дисциплины, некомпетентность в решении стандартных (типовых) задач; - неумение ориентироваться в основных теориях, концепциях и направлениях изучаемой дисциплины; - пассивность на практических и лабораторных занятиях, низкий уровень культуры исполнения заданий.
2	<ul style="list-style-type: none"> - фрагментарные знания в рамках образовательного стандарта;

(НЕЗАЧТЕНО)	<ul style="list-style-type: none"> - знания отдельных литературных источников, рекомендованных учебной программой дисциплины; - неумение использовать научную терминологию дисциплины, наличие в ответе грубых стилистических и логических ошибок; - пассивность на практических и лабораторных занятиях, низкий уровень культуры исполнения заданий.
1 (НЕЗАЧТЕНО)	- отсутствие знаний и компетенций в рамках образовательной стандарта или отказ от ответа.

III ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

3.1 УЧЕБНАЯ ПРОГРАММА

Дисциплина «Иностранный язык (английский)» входит в государственный компонент учреждения высшего образования, в цикл общепрофессиональных дисциплин.

Цель учебной дисциплины «Иностранный язык (английский)» состоит в формировании и развитии у студентов иноязычной коммуникативной компетенции, позволяющей использовать иностранный язык как средство профессионального, межнационального и межличностного общения.

Достижению цели будет способствовать решение следующих **задач**:

1. Расширение и систематизация знаний студентов в области лексики, грамматики, фонетики английского языка в ходе изучения дисциплины;
2. Развитие навыков монологической и диалогической речи;
3. Развитие навыков восприятия англоязычной речи на слух;
4. Освоение профессиональной лексики английского языка на материале аутентичных текстов по специальности.
5. Приобретение навыков использования терминологии и развитие умения высказаться на заданную тему по специальности.
6. Развитие и совершенствование навыков чтения текстов, содержащих общую и специальную лексику;
7. Развитие навыков эффективной устной коммуникации с использованием знаний по специальности;
8. Развитие умений и навыков письменной коммуникации.

Освоение учебной дисциплины «Иностранный язык (английский)» направлено на формирование следующих групп **компетенций**:

Академические компетенции:

АК-8. Владеть навыками устной и письменной коммуникации.

АК-9. Уметь учиться, повышать свою квалификацию в течение всей жизни.

Социально-личностные компетенции:

СЛК-1. Владеть качествами гражданственности.

СЛК-2. Быть способным к социальному взаимодействию.

Учебная программа составлена с учетом общих требований к специалисту специальности «Социальная работа (социальное проектирование)», который должен:

знать:

- основные фонетические, грамматические и лексические правила, позволяющие использовать иностранный язык как средство общения;
- особенности профессионально-ориентированной письменной и устной речи;

уметь:

- понимать тексты на темы, связанные с профессиональной деятельностью;
- находить необходимую информацию общего характера в таких материалах для каждодневного использования как письма, брошюры и короткие официальные документы;
- уверенно общаться на профессиональные темы из области личных и профессиональных интересов;
- пользоваться первичными навыками деловой переписки и оформления документации и использованием современных технологий;
- переводить аутентичные тексты по специальности с иностранного языка на родной язык с использованием словаря и справочников;

владеть:

- всеми видами чтения для работы со специализированной аутентичной литературой;
- навыками и умениями профессионально-ориентированной диалогической и монологической речи;
- навыками работы со справочниками по соответствующей отрасли науки.

Учебная дисциплина «Иностранный язык (английский)» тесно связана с изучаемой на специальности «Социальная работа (социальное проектирование)» дисциплиной «Психология маркетинга, рекламы и PR».

Данная учебная программа по дисциплине «Иностранный язык (английский)» предназначена для студентов 1 курса специальности 1-86 01 01-05 «Социальная работа (социальное проектирование)» факультета социокультурных коммуникаций БГУ и рассчитана на 1-й и 2-й семестры обучения. На изучение учебной дисциплины отводится 276 часов, в том

числе *аудиторных*: на дневной форме обучения - 150 часов, из них практических - 142 часа, УСП - 8 часов, и на заочной форме обучения – 36 практических часов. Текущая аттестация учитывает рейтинг и представлена в форме зачета в 1 семестре и экзамена – во 2 семестре.

Содержание учебного материала

ДНЕВНАЯ ФОРМА ОБУЧЕНИЯ

Модуль профессионального общения

What is social work? Social work as a career. / Что такое социальная работа? Социальная работа как профессия.

Fields of social work. / Области социальной работы.

Social work in education system. / Социальная работа в системе образования.

Domestic and youth violence. / Домашнее насилие и насилие среди молодежи.

Divorce. Children of divorced parents. / Развод. Дети разведенных родителей.

Children of alcoholics. / Дети алкоголиков.

Mental disorders. / Психические расстройства.

Gerontology. Old age and its problems. / Геронтология (наука о старости).

Проблемы пожилого возраста.

Refugees and immigrants. / Беженцы и иммигранты.

Перечень грамматических тем

The Present Simple. The Past Simple. The Future Simple. / Простое настоящее время. Простое прошедшее время. Простое будущее время.

The Present Continuous. The Past Continuous. The Future Continuous. Настоящее длительное время. Прошедшее длительное время. Будущее длительное время.

To be going to. Конструкция to be going to.

The Present Perfect. The Past Perfect. The Future Perfect. The Present and Past Perfect Continuous. Настоящее совершенное время. Прошедшее совершенное время. Будущее совершенное время. Настоящее и прошедшее совершенное длительное время.

The article. The Indefinite article. The Definite article. / Артикль. Употребление неопределённого артикля. Употребление определённого артикля.

The Adjective and the Adverb. / Имя прилагательное и наречие.
 The Noun. The category of number and case. / Имя существительное.
 Категория числа и падежа.
 The Numeral. Cardinal Numerals. Ordinal Numerals. /Имя числительное.
 Количественные числительные. Порядковые числительные.
 The Pronoun. Personal Pronouns. Possessive Pronouns. Reflexive Pronouns.
 Demonstrative Pronouns. Indefinite Pronouns. / Местоимение. Личные
 местоимения. Притяжательные местоимения. Возвратные местоимения.
 Указательные местоимения. Неопределённые местоимения.
 Reported speech. / Косвенная речь.
 Modal verbs. /Модальные глаголы.
 The Passive Voice. /Страдательный залог.
 The Gerund and the Infinitive. /Герундий и инфинитив.
 The Participle. / Причастие.
 Conditionals. / Условные предложения.
 Prepositions. / Предлоги.

Модуль социального общения

Life. What makes you happy? / Жизнь. Что делает вас счастливым?
 Time out. / Отдых.
 Travel. / Путешествие.
 Great minds. / Великие умы.
 Fitness. Seeing a doctor. / Фитнесс. Визит к врачу.
 Money. Shopping. / Деньги. Покупки.
 Society. Crime and punishment. / Общество. Преступление и наказание.
 Nature. The wonderful world of wild nature. / Природа. Прекрасный мир
 дикой природы.
 Technology. / Мир технологий.
 Fame. / Известность.

ЗАОЧНАЯ ФОРМА ОБУЧЕНИЯ

Модуль профессионального общения

What is social work? Social work as a career. / Что такое социальная работа?
 Социальная работа как профессия.
 Fields of social work. / Области социальной работы.
 Social work in education system. / Социальная работа в системе образования.
 Domestic and youth violence. / Домашнее насилие и насилие среди
 молодежи.
 Divorce. Children of divorced parents. / Развод. Дети разведенных родителей.

Children of alcoholics. / Дети алкоголиков.

Mental disorders. / Психические расстройства.

Gerontology. Old age and its problems. / Геронтология (наука о старости).
Проблемы пожилого возраста.

Refugees and immigrants. / Беженцы и иммигранты.

Перечень грамматических тем

The Present Simple. The Past Simple. The Future Simple. /Простое настоящее время. Простое прошедшее время. Простое будущее время.

The Present Continuous. The Past Continuous. The Future Continuous.
Настоящее длительное время. Прошедшее длительное время. Будущее длительное время.

To be going to. Конструкция to be going to.

The Present Perfect. The Past Perfect. The Future Perfect. The Present and Past Perfect Continuous. Настоящее совершённое время. Прошедшее совершённое время. Будущее совершённое время. Настоящее и прошедшее совершённое длительное время.

The article. The Indefinite article. The Definite article. / Артикль.
Употребление неопределённого артикля. Употребление определённого артикля.

The Adjective and the Adverb. / Имя прилагательное и наречие.

The Noun. The category of number and case. / Имя существительное.
Категория числа и падежа.

The Pronoun. Personal Pronouns. Possessive Pronouns. Reflexive Pronouns. Demonstrative Pronouns. Indefinite Pronouns. / Местоимение. Личные местоимения. Притяжательные местоимения. Возвратные местоимения. Указательные местоимения. Неопределённые местоимения.

Modal verbs. /Модальные глаголы.

The Passive Voice. /Страдательный залог.

The Gerund and the Infinitive. /Герундий и инфинитив.

The Participle. / Причастие.

Conditionals. / Условные предложения.

Prepositions. / Предлоги.

Учебно-методическая карта дисциплины

ДНЕВНАЯ ФОРМА ОБУЧЕНИЯ

Номер раздела, темы, занятия	Название раздела, темы	Количество аудиторных часов				Количество часов УСР	Формы контроля знаний	Литература
		Лекции	Практические занятия	Лабораторные занятия	Иное			
1	2	3	4	5	6	7	8	9
1 семестр								
1	Life. Are you happy? The Present Simple.		2				Устный опрос	1,2,3
2	Life. True love. The Past Simple.		2				Устный опрос	1,2,4
3	Life. Nice day, isn't it? The Present Simple vs the Past Simple.		2				Устный опрос	1,2,3
4	Life. Blackpool. Important people in my life. The Future Simple.		2				Устный опрос	1,2,4

5	Time out. London for free. The Present Continuous Tense.		2				Устный опрос	1,2,7
6	Time out. Weird or wonderful? <i>Be going to</i> for the future.		2				Устный опрос	1,2,4
7	Time out. Can I take a message? The Past Continuous Tense.		2				Устный опрос	1,2,3
8	Time out. Barcelona. Plan a perfect day out.		2				Устный опрос	1,2,3
9	Travel. Amazing journeys. The Past Simple vs Past Continuous Tense.		2				Устный опрос	1,2,4
10	Travel. Travel tips. Verb patterns.		2				Устный опрос	1,2,3
11	Travel. You can't miss it. Asking for/giving directions.		2				Устный опрос	1,3, 4
12	Travel. Full circle. Asking for/giving directions.		2				Устный опрос	1,2,3
13	Great minds. Secret talents. The Present/Past Perfect Tense.		2				Устный опрос	1,3,4,
14	Great minds. Schools of thought. Modal verbs (can, have to, must).		2				Устный опрос	1,3,4,
15	Great minds. What should I do? Giving advice.		2				Устный опрос	1,4
16	Great minds. The Intelligence Test. The Future Perfect Tense.		2				Устный опрос	1,2,

17	Fitness. A long life? The Present Perfect Continuous Tense.		2				Устный опрос	1,2
18	Fitness. The future of food. Seeing a doctor. Modal verbs (may, might, will).		2				Устный опрос	1,2,3
19	Mid-semester test		2				Тест	
20	Money. Money makers. Relative clauses. The Pronoun. Personal Pronouns. Possessive Pronouns. Reflexive Pronouns. Demonstrative Pronouns.		2				Устный опрос	1,3,7
21	Money. Pay me more! The Pronoun. Indefinite Pronouns. Too much/many, enough, very.		2				Устный опрос	1,2,3
22	Money. Shopping. Indefinite and Negative Pronouns.		2				Устный опрос	1,2,3,4
23	Money. The World according to Google.		2				Устный опрос	1,2,3,4
24	Society. Top ten cities. The Numeral. Cardinal Numerals. Ordinal Numerals.		2				Устный опрос	1,3
25	Society. Crime and punishment. The Passive Voice.		2				Устный опрос	1,3,4
26	Society. There's a problem. The Passive Voice.		2			2	Устный опрос	1,3,4
27	Society. The Zimmers. The Passive Voice.		2				Устный опрос	1,2,3,7
28	Nature. Wonderful world. The Adjective. The comparative of adjectives. The Adverb.		2				Устный опрос	1,3,4
29	Nature. Into the wild. The Article. The Indefinite Article.		2				Устный опрос	1,2,3

30	Nature. It could be a ... The Definite Article.		2				Устный опрос	1,3,7
31	Nature. The Northern Lights. The Noun.		2				Устный опрос	1,4,7
32	Revision. Final lexical-grammar test		2				Тест	
	Всего:		62			2	Устный опрос	
2 семестр								
1	Technology. Keeping in touch. Conditional sentences(1)		2				Устный опрос	1,2,3
2	Technology. It's just a game. Conditional sentences (1)		2				Устный опрос	1,2,4
3	Technology. I totally disagree. Conditional sentences (1)		2				Устный опрос	1,2,4
4	Technology. Is TV bad for my kids? Conditional sentences (1)		2				Устный опрос	1,2,3,7
5	Fame. Caught on film. Reported speech.		2				Устный опрос	1,2,7
6	Fame. Web celebs. Conditional sentences (2).		2				Устный опрос	1,2,3
7	Fame. What can I do for you? Conditional sentences (2).		2				Устный опрос	1,2,4
8	Fame. Billion dollar man. Conditional sentences (2,3).		2				Устный опрос	1,3,7
9	What is social work? Social work as a career. Conditional sentences (3).		2				Устный опрос	4,5,6
10	What is social work? Definition of social work.		4				Устный опрос	4,5,6

	Conditional sentences (3).							
11	What is social work? Origins and history of social work. Mixed conditionals.		4				Устный опрос	4,5,6
12	Fields of social work. The Verbals. The Gerund.		4				Устный опрос	4,5,6
13	Social work in education system. School social work.		2				Устный опрос	4,5,6
14	Social work in education system.		4				Устный опрос	4,5,6
15	Domestic and youth violence. The Verbals. The Infinitive.		4				Устный опрос	4,5,6
16	Divorce. The Gerund and Infinitive.		2				Устный опрос	4,6
17	Divorce. Children of divorced parents. The Gerund and Infinitive. The Participle.		2				Устный опрос	4,6
18	Children of alcoholics. The Participle.		4			2	Устный опрос	4,6
19	Mental disorders. Types of mental disorders. The Gerund and the Participle .		4				Устный опрос	3,4,6
20	Mental disorders. Therapeutic approaches. Revision of tenses.		2				Устный опрос	4,5,6
21	Mental disorders. Specialists working with mentally disabled people. Revision of tenses.		4				Устный опрос	4,5,6
22	Mental disorders. Education of mentally disabled people. Revision of conditionals and verbals.		4			2	Устный опрос	6
23	Mid-semester test		2				Тест	6,8

24	Gerontology. Old age and its problems. Prepositions.		2				Устный опрос	4,6
25	Gerontology. Prepositions.		2				Устный опрос	3,6
26	Gerontology. Age concern. Prepositions.		2				Устный опрос	4,6
27	Gerontology. The oldest people in the world.		2				Устный опрос	6,8
28	Refugees and immigrants. Differences between refugees and immigrants.		2				Устный опрос	6
29	Refugees and immigrants. Refugee children.		2				Устный опрос	6
30	Refugees and immigrants. Social work with refugees and immigrants.		4			2	Устный опрос	6
31	Revision and consolidation		4				Устный опрос	4,5,6,8
32	Final lexical-grammar test		2				Тест	4,5,8
	Всего:		80			6	Устный опрос	
	Всего аудиторных часов по дисциплине:		142			8		

ЗАОЧНАЯ ФОРМА ОБУЧЕНИЯ

Номер раздела, темы, занятия	Название раздела, темы	Количество аудиторных часов				Количество часов УСР	Формы контроля знаний	Литература
		Лекции	Практические занятия	Лабораторные занятия	Иное			
1	2	3	4	5	6	7	8	9
1 семестр (установочная сессия)								
1	What is social work? Social work as a career. The Simple Forms. The Continuous Forms.		4				Устный опрос	1,2,3
2	What is social work? Definition of social work. The Perfect and Perfect Continuous Forms.		4				Устный опрос	1,2,4
3	What is social work? Social work as a career. The article. The noun. The adjective and adverb. The Pronoun.		4				Устный опрос	1,2,3
	Всего:		12					
1 семестр								
4	Fields of social work. The Passive Voice.		4				Устный опрос	1,2,4
5	Social work in education system. School social work. The modal verbs.		4				Устный опрос	1,2
6	Domestic and youth violence. The Pronoun.		2				Устный опрос	1,2,4
	Всего:		10					

2 семестр								
9	Divorce. Children of divorced parents. The Verbals.		2				Устный опрос	1,2,3
10	Children of alcoholics. Conditionals.		2				Устный опрос	1,2,3
11	Mental disorders. Types of mental disorders. Prepositions.		4				Устный опрос	1,2,4
12	Gerontology. Old age and its problems.		2				Устный опрос	1,2,3
13	Refugees and immigrants. Social work with refugees and immigrants.		4				Устный опрос	1,3, 4
	Всего:		14					
	Всего аудиторных часов по дисциплине:		36					

Список основной и дополнительной литературы

ДНЕВНАЯ ФОРМА ОБУЧЕНИЯ

№	Список литературы	Год издания
	Основная	
1	Clare, W., Wilson, J.J. Speakout Pre-intermediate. Students' Book.	2014
2	Clare, W., Wilson, J.J. Speakout Pre-intermediate. Workbook	2014
3	Evans, V., Dooley J. New Round-Up 4. Pearson	2011
4	Ю.Б. Голицынский, Н.А. Голицынская. Грамматика. Сборник упражнений. Санкт-Петербург	2011
5	Е.В. Крылов. English for Social Workers: учеб.-метод. пособие/ Е.В. Крылов [и др.]; под ред. Е.В. Крылова.- Минск: БГУ, 2009.-279с.	2009
6	Е.В.Дикаревич. English for Social Work Students: учебно-методическое пособие / Е.В.Дикаревич, Г.Д.Бодиловская, О.О.Лукашевич. – Минск: БГУ, 2009.-96с.	2007
	Дополнительная	
7	Murphy, R. English Grammar in Use. 2 nd edition. Cambridge	2000
8	Крылов, Е. В. Английский для социальных работников: сборник тестов = English for Social Workers : Test File [Электронный ресурс] / Е. В. Крылов, Н. Ф. Шевцова. – Минск: БГУ.	2013

ЗАОЧНАЯ ФОРМА ОБУЧЕНИЯ

№ п/ п	Список литературы	Год издания
	Основная	
1	Е.В. Крылов. English for Social Workers: учеб.-метод. пособие/ Е.В. Крылов [и др.]; под ред. Е.В. Крылова.- Минск: БГУ, 2009.-279с.	2007
2	Е.В.Дикаревич. English for Social Work Students: учебно-методическое пособие / Е.В.Дикаревич, Г.Д.Бодиловская, О.О.Лукашевич. – Минск: БГУ, 2009.-96с.	2009
3	Evans, V., Dooley J. New Round-Up 4. Pearson	2011
4	Ю.Б. Голицынский, Н.А.Голицынская. Грамматика. Сборник упражнений. Санкт-Петербург	2011
	Дополнительная	
7	Murphy, R. English Grammar in Use. 2 nd edition. Cambridge	2000
8	Крылов, Е. В. Английский для социальных работников: сборник тестов = English for Social Workers : Test File [Электронный ресурс] / Е. В. Крылов, Н. Ф. Шевцова. – Минск: БГУ.	2013

3.2 ПЛАН-КОНСПЕКТ ПРАКТИЧЕСКОГО ЗАНЯТИЯ ПО ТЕМЕ «HOME, SWEET HOME»

Тема занятия: Home, sweet home.

Цель занятия: Введение и первичное усвоение лексики по теме.

Сопутствующие задачи: Развитие навыков восприятия речи на слух; развитие навыков устной неподготовленной речи; совершенствование грамматических навыков (повторение грамматической конструкции there is/there are); активизация пассивного словарного запаса.

Оснащение: учебник Enterprise 1 (Student's Book); аудиофрагмент.

Этапы занятия:

- 1) *Организационный момент.* Озвучивание темы, цели, задач занятия.
- 2) *Разминка.* Цель этапа: введение в тему, проверка имеющейся базы знаний по теме. Студентам демонстрируются картинки интерьера, предлагается записать как можно больше лексических единиц (возможные части речи – существительные, прилагательные), связанных с изображением.
- 3) *Основной этап занятия.* Цель этапа: введение новых лексических единиц по теме и их активизация.
 - 3.1. Выполнение упр. 1 с. 18 учебника. Студентам предлагается рассмотреть изображение дома и описать расположение каждого помещения.
 - 3.2. Выполнение упр. 2 с. 18 учебника. Студентам предлагается найти предметы обстановки на изображении и составить предложения об их расположении.
 - 3.3. Активизация новой лексики в устной речи. Работа в парах. Студентам предлагается задать друг другу вопросы об обстановке их жилых помещений (квартира, комната, дом) и ответить на них, используя новые лексические единицы.
 - 3.4. Чтение текста на с. 19 учебника. Работа в парах. Отработка новой лексики. Студенты делятся на две группы. Каждая группа получает задание прочесть один из двух текстов. Затем студенты в парах выясняют содержание неизвестного им текста, задавая

вопросы собеседнику. Им нужно составить краткий план неп прочитанного ими текста и пересказать его.

3.5. Прослушивание диалогов (с. 23 учебника). Цель – развитие навыков восприятия речи на слух, активизация новой лексики.

Студентам предлагается просмотреть краткую информацию об условиях аренды жилья, затем прослушать полный вариант диалогов и описать дома.

- 4) *Заключительный этап.* Подведение итогов занятия, рефлексия, озвучивание домашнего задания (составить глоссарий по теме, выполнить упр. 11-13 с. 21 учебника).

3.3 ПРЕЗЕНТАЦИЯ ПРАКТИЧЕСКОГО ЗАНЯТИЯ ПО ТЕМЕ «HOME, SWEET HOME»¹



¹ Презентация открывается двойным щелчком мыши.