

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

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**СОЦИАЛЬНАЯ РАБОТА:
ТЕКСТЫ И ЗАДАНИЯ ПО АНГЛИЙСКОМУ ЯЗЫКУ**
для студентов, обучающихся по направлению подготовки
39.03.02 «Социальная работа»

Практикум

Рекомендовано методической комиссией филологического факультета
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обучающихся по направлению подготовки
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Цель данного практикума – совершенствование навыков просмотрового и поискового чтения, навыков работы с научными текстами по специальности. Задания направлены на расширение терминологического словарного запаса, использование специальной лексики в устной и письменной речи, развитие профессиональных компетенций. Ряд заданий носит творческий характер.

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UNIT 1 Social Work Profession

Exercise 1. Answer the questions.

- What did you know about social work when you were at school?
- What do social workers do?



Exercise 2. Read the statements below.

Discuss which statement(s) describe(s) the aims of social work best. Explain your answer.

- Social workers help people.
- Social work is any of various services designed to help the poor and aged and to increase the welfare of children.
- Social work is a professional activity aimed at enriching and enhancing individual and group development.

Exercise 3. Work in pairs to complete the chart. Look up any new word.

Table 1

What are the differences between social work and charity?		
Consider the following:	Social work	Charity
Person (knowledge, education, skills, values, personality requirements)	<i>You need special training and education to become a social worker.</i>	<i>Anyone can work for a charitable organization.</i>
Aims (to help, to adjust, to adapt, to enhance people's well-being, to improve, social change, liberation of people)		
Means (campaigning, intervention, counseling, therapy, raising money)		
Target (individuals, groups, communities, the economically underprivileged and socially maladjusted)		

Exercise 4. Work in small groups.

Choose one of the aspects from the chart above to discuss the similarities and differences between social work and charity.

Exercise 5. Read Text 1 and give your definition of social work.

Text 1

WHO ARE SOCIAL WORKERS?

Social workers help people overcome social and health problems, such as poverty, mental illness, child abuse and neglect, emotional instability, illness, economic uncertainty, domestic violence, homelessness, and drug abuse. They work directly with individuals, couples, families, and groups to identify and reduce these problems. Some social workers also work with communities, organizations, and/or systems to improve services or administrate social and health programs.

Social workers are found in many *settings*, including private practice, health, schools, community agencies, public welfare, agency administration, and policy and planning. Social work's *approach* is unique among the helping professions because it focuses on people's problems in the context of their social environment. Social workers believe that people are influenced by the strengths and weaknesses of those around them – in their families, communities, workplaces, and organizations.

Social workers apply their professional knowledge and skills to help people make the most effective use of their own abilities. When adequate services do not exist in a community, social workers promote the development of new services and programs.

The social work profession requires university-college training. It has its own body of knowledge, code of ethics, practice standards, credentials and state licensing. The theoretical basis of social work is formed by the integrated knowledge of different disciplines supplemented by a systematized and targeted description of social work practice.

Exercise 6. Compare your definition with the one below.

Social work is defined as the system of organized activities carried on by a person with particular knowledge, competence and values, designed to help individuals, groups or communities toward a mutual adjustment between themselves and their social environment. (*NASW Standards for social work practice in child protection, Washington, DC, 1981. NASW Press, p.1*)

Exercise 7. Answer the questions.

1. What problems do social workers help to reduce?
2. Who do they work with?
3. What makes the social work's approach unique?
4. Why do social workers have to promote new programs and services?
5. What education is a social worker expected to have?
6. What does the theoretical basis of social work involve?

Exercise 8. Use the context to decide what the words in *italics* mean in the text.

setting –

1. where sb./ sth. is
2. time/ place in story
3. position of controls
4. dishes etc. for one person
5. metal part of jewelry
6. music added to words

approach –

1. a particular way of thinking about or dealing with sth.
2. the fact of coming closer in time or in distance
3. a path or road that leads to a place
4. the action of starting to speak or write to someone when you are asking for sth or making an offer

Exercise 9. Read Text 2 and match the fields of specialization (A-G) with the paragraphs in the text.

- A. Social Casework (case management)
- B. Social Policy and Research
- C. Administration and Management
- D. School Social Workers
- E. Medical Social Workers
- F. Clinical Social Workers
- G. Community Organization Social Workers

Text 2

EXAMPLES OF SOCIAL WORK JOBS

Social work is a broad professional field that encompasses several major areas of work and specialization:

- (1__) is basic social work: assessing needs and applying agency services and resources to address social, health or economic problems. Social workers help clients who become eligible for a variety of services designed to improve their economic, social or health functioning. They administer established social, health or public welfare services through public, private or community agencies and organizations.



- (2__) work with the special needs of patients and families in hospitals, long term care facilities, hospice programs, rehabilitation programs and other health

settings. They help patients and their families cope with many problems that accompany illness or inhibit recovery and rehabilitation. They also collect and analyze patient information to help other health professionals understand the social and environmental factors underlying a patient's condition, or affecting their optimal recovery.

- (3__) help students and families overcome the social, behavioral, emotional, or economic problems that prevent learning. They interview students to determine problems, use professional judgment to assess conditions, refer for appropriate professional or community services, and follow up to assure that services are provided and that conditions improve.

- (4__) provide a full range of mental health services, including assessment, diagnosis and treatment. They draw on a variety of psychotherapeutic theories and tools to help individuals, couples, families and groups deal with emotional problems, mental disorders, and substance abuse or chemical dependency. They are found in private practice or in psychiatric and mental health care settings.

- In (5__), social workers oversee the provision of public and private social and health service programs. They administer the resources and money necessary to make the program operate and evaluate its effectiveness. They employ social workers and other professionals to provide direct services.

- (6__) work in cooperation with the community to identify needs and to improve services and systems to meet those needs. They develop new resources so that more people in the community will have access to the services they need. They work for or with governmental, private, or community groups and organizations.

- In (7__) social workers analyze social problems, design and conduct research and develop ways for social programs and systems to overcome those problems. Social workers may also specialize in treating specific problems, such as mental health disorders, marriage problems, domestic violence, substance abuse, or living with long term illnesses such as cancer and HIV/AIDS. You will find social workers working with special populations of people, such as in aging or gerontology, developmental disabilities, juvenile services and probation, child welfare, or public welfare, to name a few. A social worker may also develop specialized skills in conflict resolution and mediation, violence and victim services, emergency preparedness and disaster relief.

Exercise 10. Read the situations A-D below and answer the questions.

- Who do you think the words belong to?
- What problem is the speaker describing?
- What are the areas of specialization of the social workers the clients should apply to?

A. *“I’m struggling to bring up four children, aged between two and six on my own. Although we are close and happy together it’s not the best situation.”*

B. *“Last weekend Dave’s school fellows left him out of a fishing excursion because he had no father to take him.”*

C. *“I’m afraid he’s feeling on edge because of his financial and family responsibilities. He has begun drinking.”*

D. *“What I saw as I entered the room was utter, stark disorganization. The room was a combination kitchen-dining room. At the other end of the room two owl-eyed, frightened children – a girl of about four and a boy of three – stared silently at me. Except for thin cotton undershirts, they were stark naked. They were indescribably dirty, hair matted, body and hands stained and covered with spilled food particles.*

There were flies everywhere. The air was saturated with urine odor.”

Exercise 11. Discuss the following with your partner or in small groups.

- What areas of specialization attract you?

Why?

- What career opportunities are there for social workers in Russia?



Exercise 12. Translate the following words and phrases from English into Russian and find them in Texts 1 and 2.

To work with communities, to prevent, to encompass, hospice programs, juvenile services, to design research, developmental disabilities, violence and victim services, emergency preparedness, disaster relief;

Exercise 13. Find the English equivalents of the words and phrases below in Texts 1 and 2.

Психиатрический, надлежащий, направлять (для получения помощи), условное освобождение, опираться на теорию, оценивать, посредничество, разрешение спора.

Exercise 14. Make up sentences with some of the words and phrases from Exercises 12 and 13.

Exercise 15. Find synonyms in the lists of the words below.

drug abuse	to use
to overcome problems	to do research
to identify	to recognize / to determine
to influence	to focus on
to emphasize	drug addiction
environment	efficiency
to apply	to assess / to estimate
to evaluate	to oversee
to conduct research	to affect
techniques	setting
to supervise	to solve problems
effectiveness	tools / instruments

Exercise 16. Match the words from columns A and B to make up phrases.

A	B
mental	instability
child	illness
emotional	knowledge and skills
rehabilitation	violence
community	abuse and neglect
professional	programs
domestic	agencies

Exercise 17. Fill in the gaps with the words from the box.

problems	to achieve	abilities	to administrate	recovery
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1. ___ competence and professionalism
2. to reduce ___
3. to make use of one's own ___
4. ___ social and health programs
5. to inhibit ___

Exercise 18. Work in small groups.

Make up a short story using as many phrases from Exercises 15, 16 and 17 as possible.

Exercise 19. Complete the sentences.

1. Community organization social workers are expected to develop...
2. The task of clinical social workers is to...
3. Social policy experts' work is aimed at...
4. The aim of social casework is...

Read Texts 1 and 2 carefully and list social workers' tasks and responsibilities.

Exercise 20. Social workers often address numerous social problems in their papers. Study the adjectives and verbs that can go with the word "problem". Consult your dictionary to learn how they are used.

Table 2

<i>Adjectives</i>	
vital / acute / pressing / burning / urgent crucial / key / major typical / common involved / complicated / complex / knotty delicate high priority / top priority low priority / minor (yet) unsettled / unresolved unexpected social / health / behavioral / emotional / economic etc.	PROBLEM

Table 3

<i>Verbs</i>		
to face / confront / encounter [be faced / confronted with] to pose / present / raise / lead to / cause / create to determine to analyze to identify to consider / to tackle / to touch upon to solve / to resolve / to settle to deal with / to cope with to reduce/ to alleviate to prevent to be fraught with.../ to be full of...(problems)	P R O B L E M	arise(s) stem(s) from originate(s)

Exercise 21. Use the words from Exercise 21 to describe such social problems as

- poverty;

- homelessness;
- domestic violence;
- substance abuse.

Select more social problems mentioned in Texts 1 and 2 and describe them using the adjectives and verbs from the lists.

Exercise 22. Read the article and render it into English.

БЕГУНКИ

5-ЛЕТНИЙ Игорь страдал энурезом. Папа пытался "лечить" его: всякий раз, обнаруживая поутру, что сынишка сходил ночью в постель, сажал его на горячую сковородку...

Ваня попросил маму купить ему коньки. Купила, а Ваня вдруг обиделся: "Я не такие хотел, вон те лучше. Ты плохая мама..."

Что общего между двумя этими пацанами? Оба они убежали из дому.



СКОЛЬКО у нас в стране бегунков (так называют этих детей специалисты), не знает, пожалуй, никто. По каждому ведомству проходит своя статистика. МВД ведет учет тех, кто совершил правонарушение или кого разыскивают родители. Министерство труда и социального развития – тех, кто проходит через его приюты и центры. В прошлом году, например, в этих спецучреждениях побывали 112 тысяч ребятишек. Но реально у нас около миллиона безнадзорных детей.

Что толкает их на бегство из дому? Первая причина – недостаток родительского внимания. Далее идут жестокое обращение и сложная семейная ситуация. Многих привлекает то, что за порогом дома им легко доступны наркотики и алкоголь. Возросло число случаев сексуального насилия в семьях, мириться с которым девочки не хотят.

Психолог Елена ВЕРЧЕНКО так интерпретирует проблему: ребенок бежит не от родителей, а от себя. Точнее – в поисках себя. Если говорить о

подростках, то у 13-14-летних еще не сформирована понятийная система, у них нет той частицы своего "я", на которую они могли бы опереться. Родители в этом смысле – важное для них подспорье, от них ждут поддержки. А что на деле? "Мама, почему взрослые обманывают друг друга, а я должна говорить правду?" – «Не болтай. Ты уроки сделала?»

– Для ребенка основной вид деятельности – общение, – считает Верченко. – Благодаря ему он самоутверждается, реализует себя. Подросток не самодостаточен, он не хочет и не может быть один. Если общение с родителями не избавляет его от одиночества, остается улица.

Между прочим, дети из обеспеченных семей часто звонят на телефоны доверия – жалуются на чрезмерную родительскую опеку. От этой гиперопеки они бегут, от постоянных ожиданий и требований. Бегство в поисках свободы? Они говорят: "Вырваться". Вырваться – характерное слово. Вырываются из тюрьмы, из оков... В общем, из неволи, а никак не из родного дома.

Вырваться – главная задача. Но что взамен? За порогом дома проблемы не исчезают. Как правило, из одной неволи человек попадает в другую. Это может быть зависимость от группы, наркотиков, религиозной секты. А сколько бегунков вращается в криминальной среде, где взрослые эксплуатируют их по полной программе? Попрошайничество, проституция, торговля наркотиками – вот лидеры этого печального "хит-парада".

Есть бегунки, которым нравится сам процесс – постоянно двигаться, путешествовать. Существует даже термин, определяющий это увлечение, – дромомания. А бывают случаи, когда ребенок с помощью побега пытается решить не столько свою, сколько семейную проблему.

<...> Сережина мама – инвалид. Папа время от времени зарабатывает, а потом неделями пьет. Дело дошло до развода, и тогда Сергей решил убежать. "Я хотел, чтобы они помирились, пока будут искать меня" – так он объяснил свой поступок. Мальчика нашли, вернули. Своей цели он добился – родители не развелись. Живут вместе, но ссоры стали обычным явлением. Как реагирует на них Сергей? Каждый раз убегает из дому – на неделю, на две. Другого способа выразить свой протест "неправильному миру" взрослых он просто не знает.

(Дмитрий Писаренко, АИФ)

Exercise 23. Discuss the following.

- What can social workers do to reduce the problems mentioned in the article?
- Have you ever worked with runaways?
- Have you ever worked with disturbed children and their parents?
- In your opinion, who is it more challenging to work with – an adult or a child? Explain your answer.

Exercise 24. Read the poem below. Why is it divided into 11 parts?

Text 3

YOU'LL NEED A SOCIAL WORKER...

When you come into the world too soon
When you can't find anyone to play with
When you are left home alone
When you hate the new baby



When you don't think your teacher likes you
When you are bullied
When you don't want mommy and daddy to divorce
When you miss your big brother
When you don't like how the neighbor touches you
When you get into fights at school
When you don't make the team
When your best friend moves away
When you get poor grades
When you always fight with your siblings

When your friends pressure you to get high
When you can't adjust to the move
When you can't talk to your parents
When you want to quit school
When your friends don't like you anymore

When you didn't want this baby
When you feel like running away
When your friend swallows an overdose
When you are the only one that thinks you're fat
When you can't find someone who speaks your language

When you can't forget the assault
When you can't decide on a career
When your family pressures you to marry
When your boss is hilling on you
When you can't stick to a budget
When you want to adopt
When you wonder if you are drinking too much
When you can't find good day care

When you think you are neglecting your kids
When you are hated because of who you are
When you lose your baby

When your community has gang problems
When your kids want to live with your ex
When your partner is unfaithful
When you want to meet your birthparent
When your disabled child needs friends
When your step-kids hate you

When your mother won't speak to you
When you just can't face moving again
When your spouse wants a divorce
When you want to be a foster parent
When your city officials don't respond

When your best friend has panic attacks
When you find drugs in your son's room
When your job is eliminated
When your mother-in-law wants to move in
When your neighborhood needs a community center

When you find there is no joy in your life
When your car accident destroys your career
When you sponsor a refugee family
When your legislature passes a bad law
When your brother won't help care for dad
When your partner has a mid life crisis
When you are stressed by menopause
When your mom gets Alzheimer's
When you are caring for parents and children
When you want to change careers
When you lose your home in a fire
When you are angry all the time

When your nest really empties
When your partner insists you retire
When you can't afford respite care
When you can't find a job and you're sixty

When your kids demand you move in with them
When your laughter suddenly dies
When you are scared about living alone
When you can't drive any more
When your children ignore your medical decisions
When your retirement check won't pay the bills
When you learn you have a terminal illness
When you need a nursing home

**Life's Challenges –
Social Workers Are There For You!**

(by D. Lynch and R. Vernon)

Exercise 25. Match the problems mentioned in the poem with the areas of specialization in social work below (see <http://www.oakwood.edu/zPublic/social-work/publications/You-Need-a-Social-Worker.pdf> for more information).

1. Social Policy and Research
2. Administration and Management
3. Community Organization Social Workers
4. School Social Workers
5. Medical Social Workers
6. Clinical Social Workers
7. Social Casework (case management)

Exercise 26. Choose one of the activities below.

- Sum up the information from the texts.
- Prepare a report comparing the fields of specialization in social work in Russia and the USA.
- Speak about the target groups and clients of social work.

UNIT 2 Early Days of Social Work: Jane Addams and Mary Richmond

Exercise 1. Answer the questions.

- What do you know about Jane Adams?
- What groups of population were her efforts aimed at?
- Do you know what a settlement house is?

Exercise 2. Look up the meaning and pronunciation of the words.

Equalize, inequality, unique, variety, entertainment, appreciate, bureau, nurturing, legislature, ardent, suffrage.

Exercise 3. Explain in English what the following phrases mean. Use a dictionary, if necessary. Translate them into Russian.

Worldwide recognition, poverty-stricken immigrants, employment bureau, nurturing parent, women's suffrage.

Exercise 4. With your partner, think of three questions you would like to ask about Jane Addams. Compare your questions with those of your fellow students.

Exercise 5. Read the text about a pioneer social reformer Jane Addams and see whether you can answer your questions.

Text 1

JANE ADDAMS

1 Jane Addams won worldwide recognition as a pioneer social worker in America, as a feminist, and as an internationalist. Born in Cedarville, Illinois on September 6, 1860 Jane Addams graduated from Rockford College and was granted a Bachelor of Arts degree in June 1882. She founded the world famous social settlement Hull-House on Chicago's Near West Side in 1889.



2 The organizations that she started tried to equalize the inequality between people and educate them on things they had in common as well as the qualities that made them unique. Around Hull-House immigrants to Chicago crowded into a residential and industrial neighborhood. Jane Addams and the other residents of the settlement provided services for the area. There were kindergarten classes in the morning, club meetings for older children in the afternoon and for adults in the evening. The first facility added to Hull-House was an art gallery. A music school was introduced along with a successful theater, which

performed a variety of plays. Some plays plots underlined the importance of women in history. Art was an entertainment escape for poverty-stricken immigrants who were stuck in factories all day. It was also a way to introduce and educate individuals on cultures other than their own. Jane wanted the children of immigrants to learn from their parents and to appreciate their culture and heritage. Other additions to the settlement house included a public kitchen, a coffee house, a gymnasium, a swimming pool, an art studio, a circulating library, an employment bureau, a labor museum.

3 With the publication of *Newer Ideals of Peace* in 1907, Jane Addams became known as a pacifist. World War I having broken out, she was involved in the Woman's Peace Party and elected national chairman. She participated in the International Congress of Women at the Hague in 1915. Addams maintained her pacifist stance after the United States entered the war in 1917, working through the Women's Peace Party. As a result of her work, she was awarded the Nobel Peace Prize in 1931.

4 As her reputation grew, Miss Addams was drawn into larger fields of civic responsibility. Jane not only helped those stricken by poverty; she tried to get at the source. She believed that by changing the laws, the poor would benefit. She mandated schooling for children and stood up for labor unions. In her own area of Chicago she led investigations on midwifery, narcotics consumption, and sanitary conditions, even going so far as to accept the official post of garbage inspector. Because she felt it was unfair to try¹ adolescents as adults, she began to form the juvenile court system in which the juvenile court would act as a nurturing parent. Through the efforts of the Hull-House residents and their supporters, the Illinois legislature enacted protective legislation for women and children and in 1903 passed a strong child labor law and an accompanying compulsory education law.

5 Jane Addams was an ardent feminist. In those days before women's suffrage she believed that women should make their voices heard in legislation and therefore should have the right to vote. Jane Addams died of cancer on May 21, 1935 and was buried in Cedarville, Illinois.

Exercise 6. Quote the text to prove that

- Hull-House was a "center for a higher civic and social life," the best educational and social service organization of its time;
- Jane Addams made a great contribution to the cause of peace;
- She was particularly charged with the future of children,;
- She actively supported the campaign for women's suffrage.

¹ to try – рассматривать/ разбирать дело в суде

Exercise 7. Find the words in Text 1 which mean the same.

1. person who lives in a place (not a visitor) (*par 2*)
2. give, supply (*par 2*)
3. act before an audience; do smth. (*par 2*)
4. emphasize, stress (*par 2*)
5. place where legal cases are held (*par 4*)
6. assembly which makes laws (*par 4*)
7. very enthusiastic (*par 5*)

Exercise 8. With your partner, choose a word from the text and explain its meaning in English.

Let other students guess this word.

Exercise 9. Match the words in the columns to make collocations as they are used in the text.

A

industrial
civic
ardent
sanitary
juvenile
the right

B

neighborhood
responsibility
feminist
court
to vote
conditions

A

to lead
to appreciate
to mandate
to equalize
to enact

B

protective legislation
the inequality
heritage
schooling
investigation

Exercise 10. Read the text and use the words in the box to fill in the gaps.

conducted research, national organizations, established, provide services, causes of poverty, social insurance, prohibiting

The first US settlement, the Neighborhood Guild in New York City, was (1)___ in 1886. Unlike the individually oriented Charity Organization Societies, settlements focused on the environmental (2)___ and expanding the working opportunities of the poor. They (3)___, helped establish the juvenile court system, promoted legislation (4)___ child labor, and introduced public health reforms and the concept of (5)___. By 1910, there were more than 400 settlements, including those founded by African Americans to (6)___ denied by segregated agencies. Settlement activities soon

expanded beyond specific neighborhoods and led to the creation of (7)___ like the Women's Trade Union League, the National Consumers' League, and the National Association for the Advancement of Colored People (NAACP).

Exercise 11. Choose the correct preposition: *of, from, for, on, in*
to graduate, to participate, to educate, to stand up, to die
Make up sentences using the expressions.

Exercise 12. Put the verbs in brackets into the correct form using Participles.

1. "Twenty Years at Hull House" (to publish) in 1910 became Jane Addams's autobiography and brought her wealth.
2. (to care) a great deal about children, Jane Addams wanted to create a United States Children's Bureau to protect and take care of battered wives and children.
3. The development of social work in the U.S. reflects an ongoing synthesis of ideas (to derive) from many different cultures.
4. (to visit) a settlement house in London's East End, Jane Addams committed herself to the idea of starting a similar house in an underprivileged area of Chicago.
5. (to be elected) the first president of the Women's International League for Peace and Freedom, Jane Addams held this position until her death.
6. Before the American Revolution formal systems of poor relief and child welfare had been established in North America (to serve) a dual role of compassion and protection.

Exercise 13. Change the following sentences using one of the phrasal verbs in place of the words in italics.

work out	set up	cut down	get over	carry out	date back
----------	--------	----------	----------	-----------	-----------

1. In 1877 the first American Charity Organization Society *was founded* in Buffalo, New York.
2. Social workers often see clients who try to *overcome* a life-threatening disease or a social problem.
3. Although some *conduct* research, most social workers prefer an area of practice in which they interact with clients.
4. The growth of casework stimulated the development of a formal social work training program in 1898 *created* by the New York COS in partnership with Columbia University.
5. As government funding of social welfare was *reduced* in the 1980s, social workers confronted new and more complex problems such as the spread of HIV/AIDS, homelessness, and domestic violence.

6. US social work *originates* with the efforts of upper-class women and men in secular charitable organizations to address the consequences of poverty, urbanization, and immigration.

Exercise 14. Sum up the information about Jane Addams using the following key words.

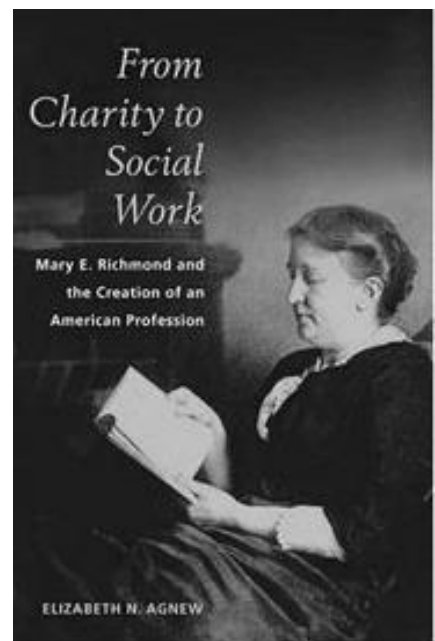
To win worldwide recognition, to graduate from, to found, to equalize the inequality, residents, to provide services, facility, the importance of women in history, heritage, a pacifist, to be awarded the Nobel Peace Prize, to enact protective legislation, to pass a law, ardent, women's suffrage.

Exercise 15. Look through the text about Mary Ellen Richmond, one of the early founders of social work education. Divide the text into 4 paragraphs.

Text 2

MARY ELLEN RICHMOND (1861 – 1928)

Mary Ellen Richmond was a contemporary of Jane Addams. She was an influential leader of the American charity organization movement. Richmond played a vital role in transforming philanthropy – previously seen as a voluntary expression of individual altruism – into a valid, organized profession. She successfully created a model for social casework. In 1888 she began working for the Baltimore Charity Organization society. The Charity Organization Societies in several cities were the first organizations to develop a structured social work profession and provide social services. Richmond was responsible for increasing the public's awareness of the COS and fundraising. In 1909 Richmond became the director of the Charity Organization Department of the Russell Sage Foundation in New York. She published such works as *Social Diagnosis* and *What is Social Casework*. This led to the promotion of schools of social work at universities around the country, including Columbia University. At the Foundation, Richmond conducted research which looked at families, their work situations, the financial resources of widows and how widows were treated by social welfare systems. Richmond's success in developing social work encouraged many philanthropic organizations to continue financial support to develop social work practice. A century later her legacy continues to echo in social work and welfare reforms.



Exercise 16. Say if these sentences are true/ false/ they don't contain the information from the text.

1. Mary Richmond and Jane Addams worked together for the Baltimore Charity Organization society.
2. It was Mary Richmond who developed a structured social work profession.
3. M. Richmond did research into social policy, social services provision and welfare systems.
4. The development of social work practice depended on the financial support provided by philanthropic organizations.
5. It was in the late 1890s that social work emerged as a profession.
6. She remains an influential theorist of social work.

Exercise 17. Use the key words below to sum up the information about Mary Richmond.

An influential leader, to play a vital role, to create a model, to develop a structured social work profession, to be responsible for, promotion, to conduct research, to be treated, to encourage, legacy, to echo.

Exercise 18. Prepare a short report about the development of social work in Russia. Choose one of the topics below.

- Earlier social work practice.
- The emergence of social work as a profession and its institutionalization.
- A prominent figure in the social work in Russia.

UNIT 3 Looking for a Job: the Right Person

Exercise 1. Answer the questions.

- What makes a social work profession demanding? rewarding? frustrating?
- What kind of person are you?
- Why do you think that you will make a good social worker?

Exercise 2. Look through Text 1 and say which paragraph A-D focuses on the following:

- personality requirements;
- career opportunities;
- nature of the work;
- working conditions.

Text 1

A. 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. Through direct counseling, social workers help clients identify their concerns, consider effective solutions, and find reliable resources. Social workers typically consult and counsel clients and arrange for services that can help them. Often, they refer clients to specialists in services such as childcare or eldercare, public assistance, or alcohol or drug rehabilitation. Social workers then follow through with the client to assure that services are helpful and that clients make proper use of the services offered. Social workers may review eligibility requirements, help fill out forms and applications, visit clients on a regular basis, and provide support during crises.



B. Full-time social workers usually work a standard 40-hour week. However, some occasionally work evenings and weekends to meet with clients, attend community meetings, and handle emergencies. Some, particularly in voluntary nonprofit agencies, work part time. Social workers usually spend most of their time in an office, but also may travel locally to visit clients, meet with service providers, or attend meetings. The work, while satisfying, can be emotionally draining.

C. Social workers should be emotionally mature, objective, and sensitive to people and their problems. They must be able to handle responsibility, work independently, and maintain good working relationships with clients and coworkers.

D. Advancement to supervisor, program manager, assistant director, or executive director of a social service agency or department usually requires an advanced degree and related work experience. Other career options for social workers

include teaching, research, and consulting. Some also help formulate government policies by analyzing and advocating policy positions in government agencies, in research institutions, and on legislators' staffs.

Exercise 3. Answer the questions.

1. What are social workers' responsibilities?
2. Why do they have to work unsociable hours?
3. What personality features, according to the text, is a social worker expected to have?
4. What qualifications does a social worker need to go up the career ladder?
5. What career options are available to social workers?

Exercise 4. Use the context to explain the meaning of the underlined words and phrases from Text 1.

Exercise 5. With your partner, discuss the following:

- What other personal and professional qualities a social worker should have?
- Are there any differences between personal and professional qualities?

Exercise 6. Study the information below. Use your dictionary, if necessary.

Put the words and phrases from the list into category A or B. Some might go in either category.

<i>A: personal qualities</i>	<i>B: professional qualities</i>

To become a high job performer a social worker should develop a number of basic personality features:

- empathy;
- ability to care;
- confidence;
- exactness and orderliness;
- conscious ability to communicate and cooperate;
- the ability to rank important and unimportant issues;
- ability to put the necessary steps into reasonable sequences;
- tolerance;
- the absence of biases;
- self-assessment;
- the capability to stand frustration;
- self-protection.

Exercise 7. Complete the chart.

	<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
1.	empathy	XXXX	
2.		XXXX	confident
3.	tolerance		
4.		XXXX	biased/ unbiased
5.		assess	XXXX
6.			frustrated
7.	protection		

Exercise 8. Form the opposites using the prefixes: un-, ir-, in-, dis-, im-.

Responsible, mature, sociable, polite, reliable, concerned, sensitive, patient, respectful, efficient, competent, accurate, reserved, considerate.

Exercise 9. Match the words with their meaning.

- | | |
|----------------|---|
| 1. dependable | A. to be relied on |
| 2. dependent | B. ready to try to understand people's problem and to help them |
| 3. conceited | C. relying on another for what is necessary or desirable |
| 4. sympathetic | D. too confident about one's own abilities and achievements |
| 5. efficient | E. not good at making decisions quickly |
| 6. indecisive | F. organized and able to perform duties well |

Exercise 10. Answer the questions.

- Which of the qualities mentioned in exercises 6-9 do you possess?
- Which do you have to develop?
- Why should a social worker be empathic? unbiased? able to assess his/her actions?

Exercise 11. Do the quiz to learn more about yourself and social work.

Social Work Quiz

“Is this career for me?”

1. Do your friends and/or family consider you to be a good listener who provides helpful advice?
2. Have you ever volunteered in your school, community or elsewhere to serve those who are less fortunate?
3. Have you found it rewarding to help someone through a volunteer position or a personal connection?
4. Do you consider yourself to be a “people person” and enjoy interacting with different types of individuals?
5. Do you jump into projects with both feet to see it through to the end?

6. Do you value diversity and enjoy meeting new people from different cultures and backgrounds?

7. Are you interested in learning about human behavior and why people do the things they do?

8. Can you naturally see yourself in the role of “helper”?

9. Are you able to keep what people tell you between the two of you when asked?

10. Is social justice and advocating for individual rights important to you?

11. Do any of these social issues particularly strike your attention: children with special needs, troubled adolescents, mental health, substance abuse, developmental disabilities, health care, school violence?

12. Do you want an exciting career that allows you to be flexible, creative, and socially active?

Key: If you answer “yes” to five or more of these questions, you may be a natural fit with the values, ethics and skills of the social worker.

Exercise 12. Complete the sentences using the ideas from Exercises 6-11.

1. A social worker should ___ in order to ___.
2. A social worker needs to ___ so as (not) to ___.
3. A social worker has to ___ so that he can/will ___.
4. A social worker must ___ in case ___.
5. A social worker is expected to ___ because ___.
6. A social worker is supposed to ___ as ___.

Exercise 13. Think about someone you know.

Does the person have ...an inquiring mind?

a good educational background?

a genuine interest in people?

all the makings of a good social worker?

Is your friend ...

an open-minded person?

a well-balanced person?

able to get on easily with people?

Exercise 14. Describe a perfect a) colleague; b) boss.

Exercise 15. In pairs, speak about your experience of volunteering.

Exercise 16. Read the advertisement for volunteers to work in the USA. Work in pairs to discuss the questions below.

Text 2

Save the Children VOLUNTEERS– DETROIT

An exciting opportunity has arisen for volunteers contributing to the development of Save the Children social protection program.

Educated in a relevant area, you will be comfortable in demonstrating strong advocacy and communication skills.

For this position, you will need a good understanding of working in a conflict environment.

You will gain experience of implementing community based initiatives including child development, child protection and child rights.

To help reduce our costs please apply online at: www.savethechildren.org.us/volunteers. Closing date: 20 March 20...

Recruitment and selection procedures and checks reflect our commitment to the protection of children from abuse.

(From The Guardian Weekly)

1. What kind of organization might it be (profit/ charitable etc.)?
2. Who might run it? How is it funded?
3. What is(are) its target group(s)?
4. What are its goals?
5. What experience might a social work student gain if they volunteer?
6. What are their requirements to volunteers?

Exercise 17. When you apply for some position you are expected to submit your curriculum vitae (CV) with essential relevant information about yourself.

Look through the example below with the focus on the following:

- the personal data you have to give;
- organizing the information about your education and professional experience;
- skills relevant to the position;
- structures used in the CV.

Exercise 18. Write your CV considering the position advertised in Text 2.

EXAMPLE

Svetlana Kovalenko-Gargitter

Personal information:

Telephone: 8(8312)9876543, +79991234567

e-mail: svetagargitter@hotmail.com

Address: Nizhniy Novgorod, Krasnikh Zor str. 47 – 154, 603047

Objective: Project Administrator position in IT company

EDUCATION

2007-2011 – University of Nizhniy Novgorod, the Faculty of Social Sciences.

Major: Sociology

- 16-26 June, 2015 – Summer School “Qualitative methods in Sociology: Theory and Practice”, Moscow and St. Petersburg.
- November, 2010 – research project “Alcoholism in Nizhniy Novgorod”, Applied Sociology Dept., University of Nizhniy Novgorod. Responsibilities: designing questionnaires, interviewing, analyzing data.
- February, 2009 – CEP course “Urban Sociology”. Certificate.
- December-May, 2008 – research project “Citizens about Nizhniy Novgorod”, Applied Sociology Dept., University of Nizhniy Novgorod. Responsibilities: designing questionnaires, interviewing.

PROFESSIONAL EXPERIENCE

2011 - present – Media Navigator Company, Nizhniy Novgorod

Position: sociologist

Responsibilities: content-analysis of newspapers in Nizhniy Novgorod

May-September, 2009 – Social Statistics and Analysis Research Center

Position: interviewer

2007-2008 – Family Support Center “Vesta”, Nizhniy Novgorod

Position: non-salaried member of the staff

Languages: Russian (native), English (FCE, 2010), German (reading)

Computer skills: MS Office, Internet, Excel

Exercise 19. Look through the advertisement in Text 2 and answer the questions.

- Are you interested in the position advertised? Explain your answer.
- Which of their requirements do you meet?
- What professional skills relevant for this position do you have?
- Would you like to apply for this job? Why (not)?

Exercise 20. Read the role-cards below.

With your partner, act out the dialogue between you and the human resources manager of ‘Save the Children’.

Role-card A

You are a human resources manager of the non-profit public organization “Save the Children” Detroit, USA. Your current project is aimed at informing children about their rights and child abuse prevention.

You want someone to volunteer as trainee social worker in an inner city school. This work is to be performed under the supervision of an experienced social worker.

You are interviewing a student who would like to take this position.

Learn about his/her education, work experience, expectations, personality etc.

Prepare to answer questions about your organization, his/her responsibilities, working hours, job opportunities, etc.

Role-card B

You are a student of social work. You are looking for a position that could provide you with relevant experience in the field and enable you to dedicate enough time to your study.

Prepare to answer questions about your education, work experience, expectations, personality, interests etc.

Learn about your responsibilities, working hours, opportunities for promotion, etc.

Exercise 21. Answer these questions (A or B respectively).

Student A: Would you give the job to the person you’ve just interviewed? Why?

Student B: Would you like to work for this organization? Why? How long would you stay with it?

Supplementary Reading

Exercise 1. Look through the text and answer the questions.

- What periods of social work development are described?
- Which approach was employed during each period mentioned in the text?

Text 1

SOCIAL WORK WITH FAMILIES: MAJOR HISTORICAL DEVELOPMENTS

During the history of social work practice, several approaches to casework were developed and used with families. These approaches, although differing significantly in theoretical assumptions and practice techniques, tended to be unified in their focus on problems, deficits, and pathologies.

From Charity Organization Societies to Social Casework

During the mass immigration and upheaval of the Industrial Revolution of the late 19th century, charity organization societies operated in the large cities to respond to families in need. Volunteers called "friendly visitors" went into homes to investigate the circumstances of those who applied for assistance. The purpose was to make "almsgiving scientific, efficient, and preventive". Social workers perceived their role as that of calling



attention to the problem, rousing the public conscience, speaking for the people involved and stimulating their participation and advocating appropriate preventive or corrective measures. The drive for careful documentation of problems was furthered by Mary Richmond in *Social Diagnosis*, in which she called for exhaustive collection and weighing of facts as the vehicle for uncovering the cause of problems and their cure. The focus of this approach was on discovering deficiency, defects, and inadequacy. Thus, casework was a problem-solving process.

Diagnostic Social Work

The adoption of Freudian ideas in social casework, psychoanalytic techniques, and such movements as mental hygiene and child guidance define the era of diagnostic social casework. The emphasis of the diagnostic approach was on solving problems within the psyche that were presumed to have manifestations in behavior and relationships. Early on in child guidance clinics, for example, work with parents focused on change through education; later, mothers' personality difficulties became targets for change. The diagnostic approach, through its emphasis on diagnosis and

uncovering of complex psychological phenomena, reified the role of expert in social work practice.

Psychosocial Approach

This approach, begun in the 1930s, continued a Freudian emphasis on individual functioning and on the necessity of diagnostically oriented assessment of deficits in the individual and in the environment. The concern of this approach shifted from individual neurosis to character disorders, and more recently, to "multiproblem" families. What has remained consistent in this approach is an intervention based on understanding of the personal and social systems involved in the client's trouble.

Problem Solving

The problem-solving approach viewed problems as part of the human condition. The major thesis of "living is a problem-solving process" had the effect of normalizing problems. The goal of this approach was not psychological change but rather to enhance problem-solving capacities. The historical trend of focusing on deficits continued in this approach, with its basic assumption that inability to cope with problems was due to one or more of three deficits: "the motivation to work on the problem in appropriate ways; the capacity to work on the problem in appropriate ways; the opportunity, whether of ways or means, to meet or mitigate the problem".

Exercise 2. Read the text carefully and speak about the periods of social work development mentioned in the text. Focus on the following:

- its features/ characteristics;
- its imitations;
- if the approach is employed now.

Exercise 3. Work in small groups. Prepare a short report on contemporary approaches to casework.

Exercise 4. Look through these words to understand Text 2 better.

1. to attain – достигать
2. height and weight – рост и вес
3. to acquire – приобретать
4. virtually – фактически
5. reason – причина
6. reasoning abilities – способность рассуждать
7. fascinating creature – очаровательное существо
8. invisible – невидимый
9. inherent – присущий, неотъемлемый
10. to remain a mystery – оставаться загадкой

Text 2

CHILDHOOD AS THE PERIOD OF RAPID DEVELOPMENT

In humans physical growth is greater in the first year than in any other single year. In fact, at the age of two most children have already attained one-half of their adult height and weight. Similarly, changes involving social interactions, the acquisition and use of language, memory and reasoning abilities and virtually all other areas of human functioning are the greatest in childhood.

An equally important reason for studying children is that the events and experiences of the early years have been shown to strongly affect the individual's later development. In fact, almost all psychological theories suggest that what we are today depends very much on our development and experiences as children.

The final and very important reason why so many developmentalists have directed their efforts toward understanding children is that the human child is a fascinating creature. When we consider that the child has attracted attention of artists, poets, and scholars in many other fields of study, it is perhaps not surprising that psychologists, too, have found this subject matter to have great appeal. The ease with which the naïve two-year-old acquires her or his native language (while the adult often struggles in foreign language classes) and the creativity of a youngster playing with invisible friends are just two of the inherent and intriguing characteristics that all growing children display. Childhood is a period of rapid development and early experiences have a long-term effect. Complex processes are easier to understand when they are being formed. Besides, the knowledge of basic processes can help to solve some of the problems of childhood. Yet much of the child's development remains a mystery, and at this point science has more questions than it has answers.

Exercise 5. Answer the questions based on Text 2.

1. Why is childhood believed to be a period of rapid development?
2. At what age does a child acquire language, memory and reasoning abilities?
3. What is one of the most important reasons to study children?
4. Who acquires a foreign and native language with great ease? Why?
5. How do children develop their creative abilities?
6. What can help to solve some problems of childhood?
7. Do early experiences have a long-term effect?
8. Do you remember what Freud used to say about adults' problems?

Exercise 6. Give English equivalents:

Физический рост, единственный год, социальные контакты, язык и память, важная причина, дальнейшее развитие, психологические теории, их усилия, удивительное создание, привлекать внимание, большое притяжение,

двухлетний ребенок, родной язык, невидимые друзья, растущие дети, оставаться тайной, способность рассуждать.

Exercise 7. Read the text and translate it using a dictionary.

Text 3

NATURE VERSUS NURTURE

The most basic and frequently encountered issue in child psychology is whether behavior and development primarily result from inborn, biological, nature factors, or environmental, experiential, nurture factors.

All child researchers today subscribe some form of integrationist position, in which both nature and nurture are assumed to contribute to human development. But two types of debate on this issue continue. First, some theorists, despite their overall interactionist philosophy, may contend that a specific aspect of behavior has a biological basis, whereas others believe that it is the result of environmental causes. The second source of debate is that even if a behavior is assumed to result from a combination of nature and nurture, many questions remain regarding the role that each plays in the process and the kinds of mechanisms that are involved.

The issue is well illustrated by the current controversy in the area of sex-role development. Once a sex difference in behavior has been established, explanations for the difference can take at least three different forms. The difference can be attributed to nature, as in the contention that the brains of males and females are structured differently. It can be attributed to environmental factors, as in the argument that boys receive more encouragement from parents and teachers to engage in activities that promote spatial skills. Or it can involve an interactionist explanation, such as the possibility that boys innately prefer activities involving spatial relations and, as a result, spend more time improving these skills.

Exercise 8. Look through the text. What is the message?

Text 4

EFFECTS AND SIDE EFFECTS OF PUNISHMENT BY PARENTS OR TEACHER

Punishment is a consequence that decreases the likelihood of the behavior that it follows. We typically think of punishment as the discipline dispensed by parents, such as spanking, taking away television or other privileges, or confining the child to his or her room. Most parents use these techniques in the hope that punished behavior will not occur again. Indeed, moderate to strong punishment, if delivered clearly and consistently, is effective in reducing undesirable behavior. Mild punishment, in contrast, can actually increase the behavior, if the attention that comes with it is the only attention the child normally receives.

At the same time, punishment can produce a number of side effects that parents do not anticipate. First of all, strong punishers can elicit aggression and other emotional behavior in children, including crying, tantrums, and head banging. Second, the individual who delivers the punishment sometimes becomes so closely associated with punishment in general that the child may begin to avoid interaction with that person. Third, punishment can reduce an entire class of responses – something including behavior that is not a problem. For example, the child who is punished by the teacher for speaking out of turn may react by decreasing the rate of all verbal participation in class.

Fourth, parents who use punishment may be serving as models for behavior that they do not want to see their children imitate. The fact that many delinquent children were exposed to physical punishment in childhood and that abused children frequently grow up to be abusing parents may reflect, in part, the children's imitation of aggression by the parents.

Fifth, punishment is not a good teaching device because it only tells children what they did wrong, not what they should be doing instead. Finally, punishment has an addictive quality. Because it often is successful in temporarily ending the child's aversive behavior, it negatively reinforces parents who use it and makes them more likely to use it again in similar situations.

Punishment should always be used in combination with reinforcement for the appropriate behaviors we wish the child to display. Even then, it should be used sparingly, and preferably as a negative consequence, such as removing something desirable, rather than as a positive consequence, such as slapping or spanking.

Exercise 9. Agree or disagree with the idea “Punished behavior will not occur again”. Give your reasons.

Exercise 10. Read the texts. Translate them using a dictionary.

Text 5

ECOLOGICAL SYSTEM THEORY

Ecological systems theory is based on the notion that to completely understand development we must consider how the unique characteristics of a child interact with that child's surroundings. The child possesses a variety of personal characteristics, the most important of which are those that Bronfenbrenner describes as developmentally instigative – that is, capable of influencing other people in ways that are important to the child. Examples include a child's physical appearance, social skills, intellectual abilities, and personality. The environment is viewed as a series of interrelated layers, with those closest to the child having the most direct impact and those farther out influencing the child more indirectly.

Bronfenbrenner contends that the child and the environment continually influence one another in a bi-directional, or transaction, manner. For example, suppose a child has the developmentally instigative characteristics of being bright and articulate. These may affect the environment to which she is exposed by causing her parents to send her to a better school, which in turn may influence her by improving her academic skills, which again affects her environment by attracting friends who have high career aspirations, and forth in an ongoing cycle of interaction and development.

Text 6

ADDICTED BABIES

Nicotine. About one-fourth of child-bearing age population in North America smoke. The effects of nicotine and smoke on the fetus have been well investigated. Smoking impairs the functioning of the placenta, especially, oxygen exchange. Smokers, on average, have smaller babies. Mothers who smoke a pack a day or more face a greater risk that their babies will die at birth or soon after. The likelihood of premature delivery increases with the number of cigarettes smoked per day, as does the number of complications. Longitudinal studies have also found detrimental effects of smoking on the child's height and reading ability that last at least into early adolescence.

Alcohol. Alcohol is the most widely used drug in the United States that is known to harm the fetus. Among the causes of birth defects in the US, alcohol ranks third, just behind Down's syndrome and spina bifida. It is thought to be the prime biological cause of mental retardation in the Western world.

A clear picture of the consequences of chronic maternal alcoholism on the fetus did not emerge until 1973, when investigators described the fetal alcohol syndrome, a unique set of features in the fetus caused by the mother's alcohol consumption. Limb and facial malformations, congenital heart disease, deformed ears, failure to thrive, anomalies of the external genitalia, growth retardation, mental retardation, and learning disabilities are associated with fetal alcohol syndrome. Babies are irritable, sleep less well, are difficult to feed, and frequently regurgitate.

Text 7

ABUSIVE PARENTS

Although the family is typically a source of security and protection for the young child, sometimes it can be just the opposite. Child abuse is a tragic reality of some households, and it is a problem that may be growing.

Abuse and neglect lead to major developmental consequences for growing children. By one year of age, maltreated infants tend to lag in both social and cognitive development, and these problems typically continue into childhood and

adolescence. Many developmental researchers have come to believe that these deficits result from the lack of a secure attachment relationship with the mother. As a result, a great deal of recent research has focused on the attachment process in infants who have been abused or are at risk for abuse.

Sensitive and responsive caregiving growing out of mutual infant-caregiver regulation is thought to provide the basis for secure attachment. But many abusive mothers fail to develop a smooth and effective communication system with their infants.

Although babies will become attached even to mothers whose quality of caregiving is poor, the low quality of attachment occurs more frequently among maltreated infants.

Some mothers maltreat their infants in ways that involve physical punishment, active hostility, and intrusiveness into the baby's world. Rather than synchronizing their behavior with that of the child, they often insensitively forge ahead with whatever they are doing (e.g., feeding a baby before he is hungry), focusing more on their own needs than those of the infant. This caregiving style has been referred to as overstimulating and has been linked to physical abuse, such as beating and battering, and to the anxious-avoidant pattern of attachment. In contrast, the insensitive care of other mothers takes the form of withdrawal and underinvolvement. This style, termed understimulation, has been associated with physical and emotional neglect and appears to be a cause of the anxious-ambivalent pattern of attachment.

Text 8

PERSONALITY TYPES

The ideas about personality types were developed by a Swiss psychiatrist Carl Jung (1875-1961). His ideas still interest and influence people today. He identified two personality types which he called introverts and extroverts. According to Jung, extroverts find meaning outside themselves, in the surrounding world. However, introverts are introspective. They look into themselves and find meaning in themselves.

Extroverts seem to like other people. It is easy for them to form close relationships. They enjoy the excitement of crowds. They tend to be assertive, self-confident, and are often leaders in groups. They are energetic and lead busy lives. In general, they are talkative, adventurous and sociable. Introverts, on the other hand, feel comfortable alone. They avoid large crowds. They are relaxed, thoughtful and reflect before they act. They are often quiet, cautious and have good powers of concentration. They often have creative ideas.

Jung's influence on our society and culture has been enormous. Two well-known tests (Myers-Briggs and David Keisley) are based on his theory of personality

types. His ideas have influenced writers as well as film-makers like Fellini and Kubrick.

Exercise 11. Read the texts and express your opinion on the issues under consideration.

Text 9

ONCE AGAIN ON PC

Dear Social Work Professor,

Thank you for your letters of recommendation. I did get the job and by now I have been a professional social worker for one full month.

I don't want to sound critical but I must take this opportunity to say that my social work education did not prepare me for what I am facing in my new job. I have become very confused. Not only that, I am always afraid of saying the wrong thing.

I have discovered that the social workers in my office get really uptight about language and words. They are striving to be "politically correct." That means, I believe, that they are careful to select just the right word so they won't offend anyone. But that is very difficult, since we spend so much time talking about other people – who they are, what they believe, and how they behave.

Personally, I like political correctness because I don't like conflict, so I avoid offending anyone. But it is getting harder and harder to keep from accidentally using the wrong word. My relationships are becoming like mine fields and it's so easy to say the wrong word. For example, rather than upset the family of a man who has died and highlight the issue, it is usually best to refer to him as "metaphysically challenged."

We cannot be too careful about the words we use because words do strange things to people. Take, for example, the word "welfare." This is a really great word. It represents a wonderful idea. According to my dictionary, "welfare" is defined as "health, happiness and general well-being." Yet, when I read the newspaper, I find that nearly everyone wants to do away with welfare. No one wants welfare and no one wants to pay for it. How can such a nice word upset so many people? People are really strange – I mean interesting.

I am also told I should avoid using the word "problem." I am told I should use a word that is more positive, less negative. My dictionary defines a "problem" as "a question or situation that presents uncertainty, perplexity or difficulty." Actually that doesn't sound bad to me. I certainly have had a lot of perplexity and I don't think I have been terribly damaged so far.

Some in the helping professions manage to avoid the word "problem" by substituting the word "dysfunctional." Seemingly, it is better to refer to a person or family that has a problem as a dysfunctional person or a dysfunctional family. My

dictionary defines "dysfunction" as "disordered or impaired." I don't know about you, but I would rather have a problem.

I am told to be very careful around children, especially children who have problems – I mean issues. It can be harmful to label a child with the wrong word. For example, instead of saying that a boy has a "problem" or a "serious problem", it is preferable to describe the child as being "at risk" or perhaps "seriously at risk." Such words have a nice ring but they are a bit confusing to me; I am never sure what "risk" we are talking about. And what about the word "at" in "at risk"? Does that mean the boy is approaching a risk, is about to meet the risk, or has now engaged the risk? Or does it mean he has a problem?

As I said, I am a bit confused about professional words and language. You might want to mention this to the students in your classes.

Sincerely yours,
Ben Goode, M.S.W.
(Class of 00)

Text 10

SOCIAL WORK JOKES

1. What is the difference between God and a social worker? - *God doesn't pretend to be a social worker.*

2. A social worker asks a colleague: *"What time is it?"* The other one answers: *"Sorry, don't know, I have no watch."* The first one: *"Never mind! The main thing is that we talked about it."*

3. A social worker is facing a mugger with a gun. *"Your money or your life!"* says the mugger. *"I'm sorry,"* the social worker answers, *"I am a social worker, so I have no money and no life."*

4. Man: *"I get the feeling that people don't want anything to do with me."*
Social Worker: *"Next!"*

5. How many social workers does it take to change a light bulb?
"The light bulb doesn't need changing, it's the system that needs to change."
None. They empower it to change itself!
None. They set up a team to write a paper on coping with darkness.
None. It's not in our budget.
One. Can't really tell you why, it just feels right.

Three. One to do the work, one to share the experience, and one to supervise and make sure that professional work is done.

6. How come they bury Social Workers 300 feet in the ground? – *Deep down they are really good people.*

Text 11

IS SMS GOOD FOR YOUNG PEOPLE?

Does SMS seriously affect young people's ability to write good English?

Recently, a Scottish teenager wrote her entire English exam in text language. Should she be allowed to do that?

SMS is on the increase but is it sending the right message to young people and teachers? Some teachers believe that SMS is having a negative effect on young people's literacy skills.

They say that texting is preventing young people from writing properly. Because texting is fast and users have to be brief, good grammar, spelling and sentence structure is forgotten. As a result, young SMS users are not able to write correct English.

Other teachers, however, say that young people should be permitted to express themselves and that texting is just a modern means of communication. Teachers who want to ban it are 'old-fashioned'. One educational expert commented: 'Children need to learn to communicate in a range of ways'.

A lot of teachers and lecturers refer to the story of the teenager who wrote an entire English essay in text language. Her essay started: 'My summer hols wr CWOT. B4, we used 2go2 NY 2C my bro. ILNY, it's a gr8 plc.' The translation of this is: 'My summer holidays were a complete waste of time. Before, we used to go to New York to see my brother. I love New York, it's a great place.'

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Images

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СОЦИАЛЬНАЯ РАБОТА: ТЕКСТЫ И ЗАДАНИЯ ПО АНГЛИЙСКОМУ ЯЗЫКУ

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