

**Кочеткова Л. Г.
Шилина Н. В.**

**English for Psychologists
and Social Workers in Corrections**
(Texts and Tasks for Additional Reading)

**Английский язык для психологов
и социальных работников
исправительных учреждений**
(тексты и задания для внеаудиторного чтения)

2026

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**ENGLISH FOR PSYCHOLOGISTS
AND SOCIAL WORKERS IN CORRECTIONS
(TEXTS AND TASKS FOR ADDITIONAL READING)**

**АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ПСИХОЛОГОВ И
СОЦИАЛЬНЫХ РАБОТНИКОВ ИСПРАВИТЕЛЬНЫХ
УЧРЕЖДЕНИЙ
(ТЕКСТЫ И ЗАДАНИЯ ДЛЯ ВНЕАУДИТОРНОГО ЧТЕНИЯ)**

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ВВЕДЕНИЕ

В современном мире профессиональная деятельность всё чаще требует не только глубоких теоретических знаний, но и уверенного владения английским языком – языком международного научного общения, профессиональной литературы, межкультурного взаимодействия и сотрудничества. Будь то чтение исследований в ведущих журналах, участие в международных конференциях или доступ к современным методикам терапии и социальной поддержки – английский язык становится незаменимым инструментом для эффективного и этичного профессионального роста.

Учебное пособие создано с учётом специфики будущей профессии. Здесь вы найдёте подлинные тексты из научных статей, клинических случаев, нормативных документов и этических кодексов, адаптированные для изучения. Мы сосредоточены не просто на грамматике и лексике, а на том, как именно профессионалы в области психологии и социальной работы используют язык в реальной практике: как формулируют гипотезы, ведут беседы, составляют отчёты, обсуждают этические дилеммы и работают с мультикультурными группами.

Каждый раздел включает аутентичные материалы, практические задания, ключевые термины, упражнения на развитие навыков чтения, аудирования, письма и устной речи – всё это в контексте, близком к вашей будущей работе.

Настоящее пособие – ваш проводник в мир англоязычной профессиональной среды. Оно не просто учит язык – оно помогает вам стать более уверенным, компетентным и открытым специалистом в глобальном контексте.

UNIT 1. PSYCHOLOGY

Read and learn the following words and phrases:

psychology	психология	observation	наблюдение
scientific study	научное изучение	data	данные
mind	разум, ум	research	исследование
behaviour	поведение	introspection	интроспекция
mental processes	психические процессы	experimental	экспериментальная
mental state	психическое состояние	psychology	психология
human	функционирование человека	cognitive	когнитивные
functioning	человека	processes	процессы
science (as discipline)	наука (как дисциплина)	emotional states	эмоциональные состояния
mental life	ментальная жизнь	organisms	организмы
goals of	цели психологии	clinical	клиническая
psychology		psychology	психология
describe	описывать	developmental	психология
		psychology	развития
explain	объяснять	cognitive	когнитивная
		psychology	психология
predict	предсказывать	social psychology	социальная психология
control	управлять	educational	психология
influence	влиять	psychology	образования
abandon	отказываться	forensic	судебная
application	применение	psychology	психология
		personality	психология
		psychology	личности
		comparative	сравнительная
		psychology	психология
		impact	воздействие, влияние
behavior	поведение	introspective	метод
		method	самонаблюдения
to be applied	применяться	issue	проблема

branch	отрасль	mental	душевный
broad and diverse field	широкая и разнообразная отрасль	mind	сознание
care	забота	to observe	наблюдать
clinical psychology	клиническая психология	personality	личность
cognitive	когнитивный, познавательный	to provide	обеспечивать
comparative	сравнительный	psychology	психология
to connect (with)	связывать (с)	research method	метод исследования
to describe	описывать	to set up	установить
development	развитие	science	наука
developmental psychology	психология развития	scientific	научный
distinctive	отличительный	social	общественный
educational	образовательный	state	состояние
enhancement	улучшение, повышение	study	изучение
forensic	судебный	treatment	лечение
functioning	существование	to use	использовать
health	здоровье	human	человек

Text 1. Psychology as a science

A psychologist can often be asked «What is psychology»? A standard psychology textbook would tell you that psychology is the scientific study of the human mind, mental state and behavior.

Psychology has numerous subfields, for example, clinical psychology, developmental psychology, cognitive psychology, social psychology and many others. Psychology is connected with many sciences including sociology, anthropology, biology, and psychiatry.

Psychology as a formal science was born in 1879, when Wilhelm Wundt set up the first official psychology laboratory in Leipzig, Germany. The scientist used introspective research method, in other words he observed his own mental processes and described it. Later psychologists abandoned Wundt's method, but not his basic ideal of understanding or describing human functioning within a scientific context.

What kind of job does a psychologist do? As a rule psychologists provide mental health care in hospitals, clinics, schools. Some specialists work as consultants for companies and government agencies. Other psychologists work as managers in hospitals, mental health clinics, schools, universities, and businesses.

1. Reading

a) Answer the questions:

1. How does the textbook define psychology?
2. Name at least three subfields of psychology mentioned in the text.
3. When and where was the first psychology laboratory opened?
4. What research method did Wilhelm Wundt use?
5. Where do psychologists usually work?

b) True or false?

1. Psychology studies only human behavior.
2. Wilhelm Wundt's method is still widely used by modern psychologists.
3. Psychology is connected with biology and sociology.
4. All psychologists work in hospitals.

2. Vocabulary

a) Find in the text the English equivalents of the following words and phrases:

научное исследование; психическое состояние; лаборатория; метод самоанализа; консультант; агентство.

b) Make sentences with any 5 words from the text (clinical psychology, mental health, scientific study, subfield, psychiatrist).

3. Speaking

a) Discuss in pairs:

1. Why do you think modern psychologists have abandoned the Wundt method?

2. Why do you think psychology is related to sciences like biology and sociology? Give examples.

3. Would you like to become a psychologist? Why?

4. Summarizing

a) Read the text «The Role and Methods of a Psychologist» with dictionary. Divide it into logical parts and write out the keywords.

The Role and Methods of a Psychologist

Psychologists apply scientific methods to study human behavior and mental processes. They conduct research, develop and apply psychological tests, interviews, and observations to assess clients' mental health status and identify problems. Based on the data obtained, psychologists develop individual treatment plans that may include psychotherapy, counseling, and other methods.

Psychotherapy is one of the main areas of a psychologist's work. It involves conducting conversations with the client aimed at recognizing and changing negative thoughts, feelings, and behaviors. Psychologists use various approaches to psychotherapy, such as cognitive-behavioral therapy, psychodynamic therapy, gestalt therapy, and others, depending on the client's needs.

In addition, psychologists engage in the prevention of mental disorders. They conduct educational programs for the public aimed at raising awareness about mental health and ways to maintain it. Psychologists also work with at-risk groups, such as people who have experienced traumatic events or those suffering from chronic illnesses, to help them cope with stress and prevent the development of mental problems.

Overall, the work of a psychologist is aimed at improving people's quality of life, helping them solve personal and professional problems, and creating a healthier and more harmonious society. Psychologists play an important role in the healthcare and education systems, and their knowledge and skills are in demand in various fields of activity.

Exercise 1. Summarize the text using the following plan

1. The title of the text is ...

2. The (given) text is devoted to the problem of ...

The text deals with the problem of ...

3. The first (second/third.../next/last) paragraph (part) deals with ...

The ... paragraph contains the information ...

In the ... paragraph the author speaks about ...

In the ... paragraph the author dwells upon ...

In the ... paragraph the author explains ...

It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...).

Text 1.1. What is Psychology?

Psychology is the scientific study of the mind and behaviour. It looks at how people think, feel, and act.

Psychology is both a science (academic field) and a practical profession (applied field). Scientists do research to understand why people behave the way they do. At the same time, psychologists also help people in real life – for example, by treating mental health problems like anxiety or depression.

However, psychology is not only about mental illness. It is used in many other areas of life, such as: helping students learn better (education), improving work performance and motivation, designing comfortable and safe workplaces (ergonomics), supporting personal growth and self-help, and even in sports, advertising, and law.

Psychology has its roots in philosophy and biology. Ancient Greek thinkers like Socrates and Aristotle asked questions about the mind and soul over 2,000 years ago. The word psychology comes from the Greek word psyche, which means «soul», «mind», or «life».

Today, psychology includes many different branches. Each branch focuses on a specific area, but all of them study human thoughts and behaviour. Some major branches are:

- Behavioural psychology – studies how behaviour is learned,
- Cognitive psychology – explores thinking, memory, and problem-solving,
- Developmental psychology – looks at how people change from childhood to old age,
- Social psychology – examines how people interact in groups,
- Educational psychology – helps improve teaching and learning,
- Forensic psychology – applies psychology to legal and criminal cases,
- Personality psychology – studies individual differences in character,
- Comparative psychology – compares animal and human behaviour,
- Experimental psychology – uses experiments to understand mental processes.

Even though these areas are different, they all share the same goal: to understand what makes people think, feel, and act the way they do.

1. Reading

a) Answer the questions:

1. What does the Greek word «psyche» mean?
2. Name three areas (besides mental health) where psychology can be applied.
3. Why is psychology considered both an academic and an applied field?
4. What do all branches of psychology have in common?

b) True or false?

1. Psychology only deals with mental illness.
2. The word “psychology” comes from Latin.
3. Psychology has roots in both philosophy and biology.
4. All branches of psychology study human behaviour from the same perspective.
5. Psychology can be used to improve workplace productivity and motivation.

2. Vocabulary

a) Match the words from the text with their definitions.

- | | |
|-------------------------|---|
| 1. Applied field | a) The study of how people think, learn, and remember |
| 2. Mental health | b) Used in real-life situations to solve practical problems |
| 3. Cognitive Psychology | c) Emotional and psychological well-being |
| 4. Ergonomics | d) The science of designing tools and environments to fit human needs |
| 5. Diverse | e) Very varied; showing a lot of differences |

b) Match each branch of psychology with a brief description.

- | | |
|------------------|--|
| 1. Developmental | a) Studies how people interact in groups |
| 2. Social | b) Focuses on changes across the lifespan (e.g., childhood to old age) |
| 3. Forensic | c) Applies psychology to legal and criminal matters |
| 4. Educational | d) Examines how people learn and how teaching can be improved |

3. Speaking

a) Choose one branch and explain in 2–3 sentences how it could help solve a real-world problem.

b) Discuss in pairs

Prompt:

«Psychology is more than just therapy – it’s everywhere in daily life»

Do you agree? Give two examples from your own life or society where psychological principles are used (e.g., advertising, school, sports).

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...

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The text deals with the problem of ...

3. The first (second/third.../next/last) paragraph (part) deals with ...

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In the ... paragraph the author explains ...

It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...).

Text 2. Social Work in the Workplace

In recent years, social work in companies has been called many names: industrial social work, occupational social work, or employee assistance. There is no single “correct” term yet, but we’ll mostly use “occupational social work”.

Occupational social work is a growing area of social work. It helps employees not only with work-related issues but also with personal problems – like family conflicts, money troubles, or stress.

In the past, companies hired people called social secretaries or welfare secretaries to support workers. These staff members had little experience, so they tried different methods. One popular method was group work – for example, organizing social or recreational groups. These groups improved workers’ mood and teamwork, which also helped their job performance.

In the 1960s–70s, big companies started training programs for unemployed people, including those from minority groups. Trainers noticed that many trainees needed help with things like childcare, housing, or communication skills. Since then, more and more businesses have hired professional social workers to support employees in these areas.

A major reason for this growth is the rise of Employee Assistance Programs (EAPs). EAPs began in the 1930s–40s as programs to help workers with alcohol problems. Today, EAPs help employees with many issues – such as drug abuse, mental health, family problems, or job stress – especially when these problems affect their work. Important: EAPs are just one part of occupational social work. While

EAPs focus mainly on improving job performance, occupational social work is much broader. It includes counseling, training, policy advice, community work, and more.

Today, occupational social workers have many different job titles, such as: employee counselor, career development advisor, human resources policy adviser, corporate wellness program coordinator.

Their work may include: helping with childcare, finances, or legal issues; running stress management or health programs; advising management on workplace policies; supporting workers during strikes; representing the company in community projects; suggesting better, less boring job designs.

However, social workers in companies must be careful. They should not take sides in conflicts between workers and management. Their role is to support employees while staying neutral.

Also, other professionals – like psychologists, nurses, or HR specialists – sometimes do similar work. This can cause confusion about who does what. That's why social work needs clear models to show what it can offer.

Companies don't provide these services just to be kind. They expect social workers to prove that their help improves productivity, reduces absences, and helps keep trained employees.

Social services in companies can be funded in different ways: by the company (with or without a union); by the workers' union; jointly by both management and union; by outside social workers hired as consultants; by local community agencies that partner with the company.

Occupational social work is a promising and expanding field. It offers social workers new career opportunities in business – with the chance to help people, influence company policies, and even earn higher salaries.

1. Reading

a) Answer the questions:

1. What are three different names for social work in companies?
2. What kinds of problems do occupational social workers help employees with?
3. What was the main goal of early “social secretaries”?
4. Why did companies start hiring professional social workers in the 1960s–70s?
5. How are EAPs different from occupational social work as a whole?
6. Why do companies invest in social services for employees?
7. Name three ways social services in companies can be funded.

b) True or false?

1. Occupational social work only deals with work-related problems.
2. EAPs today help only with alcohol addiction.
3. Social workers in companies should support management in conflicts with workers.
4. Companies provide social services mainly out of kindness.
5. Occupational social work is a shrinking field with few job opportunities.

2. Vocabulary

a) Match the terms with their definitions:

- | | |
|--------------------------------------|---|
| 1) Employee Assistance Program (EAP) | a) A person who helps employees with career choices and development |
| 2) Occupational social worker | b) A program that helps workers with personal or work problems |
| 3) Career development advisor | c) A professional who supports employees in business settings |
| 4) Productivity | d) How efficiently a person or company produces work |
| 5) Neutral | e) Not supporting either side in a conflict |

b) Choose 5 professions from the list in the text and write what they are doing.

Example: Substance abuse coordinator – helps employees who have problems with drugs or alcohol.

3. Speaking

a) Discuss in pairs:

1. Would you like to work as an occupational social worker? Why or why not?
2. Which of the listed job responsibilities seems most important to you? Why?
3. Do you think it's fair that companies only support social services if they improve productivity? Shouldn't they help employees just because it's the right thing to do?

b) Divide into two groups: pros and cons. Argue the following statement

«Companies should provide free counseling and support to all employees, even if it doesn't directly increase profits».

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...

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The text deals with the problem of ...

3. The first (second/third.../next/last) paragraph (part) deals with ...

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In the ... paragraph the author explains ...

It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...).

Text 3. Offenders' «Con Games»

Since the 1930s, the criminal justice system has used both individual and group therapy to help offenders. Prison staff, probation officers, and parole officers often require offenders to take part in treatment programs.

However, forcing someone to go to therapy can make it hard to build trust. Offenders may not be honest or open if they feel forced. Despite this, mandatory treatment is very common in prisons and probation systems.

Many offenders are very good at manipulating staff. They use charm, lies, or clever tricks to get what they want – this is sometimes called a “con game.” Most convicted people don't respect correctional staff, especially when therapy is forced on them.

Why do they still take part? Because they know it helps their record. If they are in prison with an indeterminate sentence (meaning the release date isn't fixed), a good record can help them get parole earlier. If they are on probation or parole, taking part in “treatment” might convince their officer to do them favors or ignore small rule violations. Because of this, social workers should be careful. When an offender asks for help, it may not be because they truly want to change — they might just be trying to manipulate the worker to get an advantage.

1. Reading

a) Answer the questions:

1. Why do prison and probation staff require offenders to attend therapy?
2. What problem arises when treatment is forced?
3. What is a “con game” in this context?
4. Why do offenders participate in therapy even if they don't want to change?
5. What advice does the text give to social workers?

b) True or false?

1. Offenders always tell the truth in therapy sessions.
2. A good record can help someone get parole earlier.
3. Social workers should always believe offenders who ask for help.
4. «Con games» involve honesty and openness.
5. Mandatory treatment is rare in the criminal justice system.

2. Vocabulary

a) Define the following words:

mandatory treatment – ...;

indeterminate sentence – ...;

parole – ...;

probation – ...;

con game –

b). Fill in the blanks with the appropriate words: (manipulate, parole, probation, con game, mandatory, record)

1. In many countries, therapy in prison is _____.
2. He was released on _____ after serving half of his sentence.
3. She is on _____ for two years and must meet with her officer monthly.
4. His clean _____ helped him get a job after prison.
5. Some offenders use a _____ to trick staff into giving them special treatment.
6. Be careful – he might try to _____ you to avoid punishment.

3. Speaking

a) Write an essay (100-150 Words) on one of the topics

- Can trust be built in a system based on control and punishment?
- The biggest challenge for social workers in prisons is not crime – it is deception. Do you agree?
- How can social workers stay professional without becoming cynical?

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...
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The text deals with the problem of ...
3. The first (second/third.../next/last) paragraph (part) deals with ...

The ... paragraph contains the information ...

In the ... paragraph the author speaks about ...

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In the ... paragraph the author explains ...

It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...).

Text 4. From Ancient to Modern Meanings

Today, psychology is defined as the science that studies the behaviour of living beings (organisms). Three key words in this definition are important:

Science: Psychology uses careful observation and data to reach conclusions – just like biology or physics.

Behaviour: This includes thinking (cognitive processes), feelings (emotional states), actions (what people do).

Organisms: This means all living things, but modern psychology mostly focuses on humans.

In ancient times, the word had a different meaning. It comes from the Greek word «psyche», which means «soul». For philosophers like Socrates, Plato, and Aristotle (400–300 B.C.), psychology was the study of the soul. They believed only humans had souls – not animals – so psychology was only about people.

Later, the American psychologist William James (1800s) called psychology “the science of mental life”. He wanted to study thinking, memory, and perception.

Today, psychology is no longer about the “soul”, but the old idea still influences us. Modern scientific psychology has four main goals:

- Describe behavior;
- Explain why it happens;
- Predict how people will act in the future;
- Control or influence behaviour (for example, to help people make better choices).

1. Reading

a) Answer the questions:

1. What does psychology study today?
2. Name the three parts of behaviour mentioned in the text.
3. What did the ancient Greeks mean by “psyche”?
4. Why did early philosophers study only humans, not animals?
5. How did William James define psychology?
6. What are the four goals of modern psychology?

b) True or False?

1. Modern psychology is not considered a real science.
2. “Psyche” is a Latin word meaning “mind”.
3. Ancient philosophers believed animals have souls.
4. William James studied mental processes like memory and perception.
5. One goal of psychology is to predict human behaviour.
6. Today, psychology studies only human actions, not thoughts or feelings.

2. Vocabulary

a) Match the words from the text with their definitions.

- | | |
|------------------------|---|
| 1. Psychology | a) What a person thinks (e.g., memories, decisions) |
| 2. Behaviour | b) The study of the mind and behaviour |
| 3. Cognitive processes | c) The science of mental life (William James' definition) |
| 4. Emotional states | d) What a person feels (e.g., happiness, fear) |
| 5. Science | e) Knowledge based on observation and evidence |
| 6. Mental life | f) All actions, thoughts, and feelings of a person |

3. Speaking

a) Discuss in pairs

«Which is more important for understanding a person: their thoughts, feelings, or actions? Why?» Use examples from real life (e.g., school, friendships, social media).

b) Choose one goal of psychology (describe, explain, predict, or control behaviour) and explain:

What it means?

How it can help people in real life?

Give an example (e.g., a therapist predicting stress triggers).

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...

2. The (given) text is devoted to the problem of ...

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3. The first (second/third.../next/last) paragraph (part) deals with ...

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It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...).

Text 5. From Ancient Roots to Classical Schools of Psychology

It is often said that psychology has a long past but a short history. This means that while its philosophical origins stretch back over 2,400 years – to thinkers like Socrates, Plato, and Aristotle – psychology only became a scientific discipline a little more than 120 years ago. The birth of scientific psychology is traditionally dated to 1879, when Wilhelm Wundt established the first psychological laboratory at the University of Leipzig, Germany.

From that point, modern psychology developed through a series of influential schools of thought, each offering a distinct perspective on the mind and behavior.

1. Structuralism

Founded by Wilhelm Wundt, structuralism aimed to analyze the structure of consciousness by breaking it down into its simplest components – such as basic sensations. Wundt used a method called introspection, training participants to report elemental aspects of their experiences (e.g., color, brightness, and saturation in vision). He believed that all complex mental experiences are built from these basic elements – a concept sometimes called «mental chemistry».

2. Functionalism

In contrast, William James, often called the «father of American psychology», argued that psychology should focus not on the structure of the mind, but on its functions. In his 1890 book *The Principles of Psychology*, he defined psychology as «the science of mental life» and emphasized processes like thinking, memory, and attention. Functionalism sought to understand how the mind helps people adapt to their environment.

3. Gestalt Psychology

Dissatisfied with structuralism's reductionist approach, Max Wertheimer (along with Kurt Koffka and Wolfgang Köhler) founded Gestalt psychology around 1910. The German word Gestalt means «organized whole». Gestalt psychologists argued that perception is more than the sum of its parts – we see patterns and wholes, not just isolated sensations. For example, we perceive a melody, not just individual notes.

4. Behaviorism

In 1915, John B. Watson launched behaviorism, rejecting the study of consciousness altogether. He claimed that since the mind cannot be directly observed, it has no place in scientific psychology. Instead, psychology should focus

only on observable behaviour. Watson famously declared that with the right conditioning, he could shape any child into any kind of person – regardless of innate traits.

5. Psychoanalysis

Developed by Sigmund Freud in Austria, psychoanalysis stands apart as both a theory of the mind and a therapeutic method. Freud believed that much of human behaviour is driven by unconscious desires and conflicts, often rooted in childhood. Through techniques like free association and dream analysis, patients could bring these hidden forces to light and achieve emotional relief. Notably, psychoanalysis was the only classical school explicitly aimed at improving mental health.

These five schools laid the foundation for modern psychology – each challenging the previous one and expanding our understanding of what it means to be human.

1. Reading

a) Answer the questions:

1. What does the phrase “psychology has a long past but a short history” mean?
2. Why is 1879 considered a key date in the history of psychology?
3. How did Wundt’s method of introspection work, and what was its goal?
4. In what way did functionalism differ from structuralism?
5. What is the main idea behind Gestalt psychology? Give an example.
6. Why did Watson reject the study of consciousness?
7. What makes psychoanalysis unique among the five classical schools?

b) True or False?

1. Structuralism focused on how the mind helps people survive in their environment.
2. William James believed psychology should study mental processes like memory and attention.
3. Gestalt psychologists agreed with Wundt that perception is built from simple sensations.
4. Behaviorists like Watson argued that only observable behaviour should be studied scientifically.
5. All five classical schools aimed to treat mental illness.
6. Freud’s theories were based mainly on laboratory experiments.

2. Vocabulary

a) Match the words from the text with their definitions.

- | | |
|-----------------------|--|
| 1. Structuralism | a) Focuses on unconscious drives and uses therapy to relieve emotional suffering |
| 2. Functionalism | b) Studies only observable behaviour; rejects the study of the mind |
| 3. Gestalt Psychology | c) Breaks consciousness into basic elements like sensations |
| 4. Behaviorism | d) Emphasizes how mental processes help adaptation and survival |
| 5. Psychoanalysis | e) Argues that we perceive organized wholes, not just individual parts |

3. Speaking

a) Discuss in pairs

Choose two schools from the text (e.g., structuralism vs. Gestalt, or behaviorism vs. psychoanalysis) and discuss with your partner:

- 1) How they differ in their view of the mind;
- 2) Which approach seems more scientific and why;
- 3) Which one might be more useful in real life (e.g., education, therapy, advertising).

Use phrases like:

«Whereas structuralism focuses on..., Gestalt emphasizes...»,

«One limitation of behaviorism is that it ignores...»,

«In my opinion, functionalism is more relevant today because...».

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...

2. The (given) text is devoted to the problem of ...

The text deals with the problem of ...

3. The first (second/third.../next/last) paragraph (part) deals with ...

The ... paragraph contains the information ...

In the ... paragraph the author speaks about ...

In the ... paragraph the author dwells upon ...

In the ... paragraph the author explains ...

It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...)

Text 6. What is Personality?

Personality refers to the unique combination of thoughts, emotions, behaviours, and characteristics that define an individual. It is what makes each person distinct from others and influences how they interact with the world around them. Personality is shaped by a variety of factors, including genetics, upbringing, life experiences, and personal values.

These factors interact in complex ways to form an individual's personality, which can be observed through their actions, decisions, and social interactions. Personality traits such as extroversion, conscientiousness, neuroticism, and openness to experience are commonly used to describe and understand personality differences among individuals.

Your personality plays a role in almost everything that you do. If you are familiar with someone's personality, you can often predict how he or she will be likely to act in a particular situation.

Personality is the set of traits unique to the individual. Your personality is like a psychological fingerprint. Only you have your particular personality. The word trait, as used above, refers to your relatively stable behaviour.

Understanding personality can help in various fields, including psychology, sociology, and human resources, as it provides insights into how individuals may respond to different situations.

1. Reading

a) Answer the questions:

1. What does personality refer to?
2. How does personality influence an individual's interactions with the world?
3. What factors shape an individual's personality?
4. Why is personality compared to a psychological fingerprint?
5. How can understanding personality be useful in various fields?

b) True or False?

1. Personality is solely determined by genetics.
2. Life experiences do not play a significant role in shaping personality.
3. Personality traits can predict an individual's behaviour in different situations.

2. Vocabulary

a) Match the terms with their definitions:

- | | |
|----------------|--|
| 1. Trait | a) the unique combination of thoughts, emotions, behaviours, and characteristics that define an individual |
| 2. Personality | b) a relatively stable pattern of behaviour |
| 3. Genetics | c) one of the factors that shapes an individual's personality |

b). Fill in the blanks with the appropriate words: (probation, custody, rehabilitation, presentence report, halfway house, preventive)

1. _____ is influenced by a combination of genetic predispositions and environmental factors.
2. Understanding someone's _____ can help predict their behavior in various social situations.
3. Personality traits such as extraversion, agreeableness, and openness can impact _____.
4. _____ can play a significant role in shaping an individual's career choices and professional success.
5. Researchers in psychology use various models to describe and measure _____ differences among individuals.

3. Speaking

a) Discuss in pairs

Try to identify the main character traits of this person based on examples of their behavior and actions. Use concepts such as extraversion, conscientiousness, neuroticism, and openness to experience.

Discuss how these traits affect their interactions with others and decision-making.

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...
2. The (given) text is devoted to the problem of ...
The text deals with the problem of ...
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In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...)

Text 6.1. What is Personality? (2)

Personality encompasses the distinctive constellation of cognitive patterns, emotional responses, behavioral tendencies, and enduring characteristics that collectively constitute an individual's psychological identity. It is this intricate amalgamation that renders each person uniquely identifiable and fundamentally shapes their perception of, and engagement with, the external world.

The development of personality is governed by a dynamic interplay of multiple determinants – genetic predispositions, socio-cultural context, formative life experiences, and internalized value systems. These elements converge in highly nuanced ways to forge a relatively stable yet adaptable psychological framework, which manifests itself through consistent patterns in decision-making, interpersonal conduct, and situational responses.

Contemporary psychological models frequently employ trait-based constructs – such as extraversion, conscientiousness, neuroticism, openness to experience, and agreeableness (the so-called “Big Five”) – to systematically categorize and analyze individual differences in personality. These traits are not rigid categories but rather continua along which individuals can be meaningfully differentiated.

Crucially, personality exerts a pervasive influence across virtually all domains of human activity. Familiarity with an individual's characteristic dispositions often enables reasonably accurate predictions regarding their likely behaviour in specific contexts. In this sense, one's personality functions as a psychological fingerprint – singular, enduring, and deeply informative.

Given its explanatory power, the study of personality holds significant relevance across diverse disciplines, including clinical and organisational psychology, sociology, education, and human resource management. It offers valuable insights into behavioural tendencies, interpersonal dynamics, and adaptive capacities in response to environmental demands.

1. Reading

a) Answer the questions:

1. In what way does personality function as a “psychological fingerprint”?
2. Explain how genetic and environmental factors jointly shape personality.
3. Why are personality traits described as existing on a continuum rather than as fixed categories?

4. How might knowledge of personality be applied in human resource management?

5. What does the phrase “pervasive influence” imply about the role of personality in daily life?

b) True or False?

1. Personality is entirely determined by upbringing and life experiences.
2. The Big Five model includes agreeableness as one of its core traits.
3. Personality remains completely unchanged throughout a person’s life.
4. Understanding personality can improve team dynamics in workplaces.
5. The term “trait” refers to temporary emotional states.

2. Vocabulary

a) Complete the sentences with the correct word from the box.

[constellation | predispositions | continuum | amalgamation | dispositions | manifest]

1. Personality is a complex _____ of biological, social, and experiential influences.
2. Genetic _____ may incline someone toward higher levels of neuroticism.
3. Traits are best understood as points along a _____, not as binary opposites.
4. An individual’s characteristic _____ often predict how they’ll react under stress.
5. These psychological patterns _____ in consistent behavioural tendencies over time.
6. Each person possesses a unique _____ of traits that defines their identity.

b) Complete each sentence logically and grammatically, using advanced vocabulary from the text.

1. Because personality functions as a psychological fingerprint _____.
2. The interplay between genetics and environment suggests that _____.
3. Traits like extraversion exist on a continuum, which means _____.
4. In organisational settings, understanding personality can enhance _____.

5. Although relatively stable, personality may still evolve when

3. Speaking

a) Discuss in pairs

1. «Personality is fixed by adulthood». Do you agree or disagree? Support your stance with evidence or personal observation.

2. Imagine two colleagues – one highly conscientious, the other high in openness. How might they approach a creative project differently?

3. Should employers use personality assessments in hiring decisions? What are the potential benefits and risks?

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...

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It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...)

Text 7. Type-Trait Theories

Personality traits such as wisdom, aggressiveness, persistence, stinginess, and courage form the basis of type-trait theories in psychology. These theories aim to provide consistent descriptions of personality, much like mapmakers attempt to create accurate representations of geographical features. While mapmakers may not fully understand the geological processes shaping landscapes, they strive to present a precise picture of what they observe. Similarly, type-trait theorists seek to offer a clear and reliable depiction of personality traits, even if they don't fully grasp the underlying psychological mechanisms.

One of the earliest type-trait theories was proposed by Hippocrates around 400 B.C., who is often considered the father of medicine. Hippocrates identified four fundamental personality types: sanguine, choleric, melancholic, and phlegmatic. Each type is characterized by a dominant trait: sanguine individuals are optimistic,

choleric people are irritable, melancholic personalities are prone to depression, and phlegmatic individuals are sluggish.

Hippocrates believed that personality is influenced by the balance of bodily humors. In physiology, a humor refers to any vital fluid in the body. According to Hippocrates, sanguine personalities have an abundance of blood, choleric types have an excess of yellow bile, melancholic individuals have an excess of black bile, and phlegmatic people have an excess of phlegm.

Although Hippocrates' humor theory of personality is no longer taken seriously in modern psychology, he is recognized as a keen observer of human behavior. While his classifications may not be entirely accurate, they have had some enduring influence. For example, the expression "being in a good humor" can be traced back to Hippocrates' ideas.

Classical Personality Theories

One of the earliest classical theories of personality, which bears some resemblance to Hippocrates' ideas, was proposed about sixty years ago by the physiologist William H. Sheldon. Sheldon suggested that there are three fundamental body types: endomorph, mesomorph, and ectomorph. These types are determined innately during embryonic development, and an adult's body is shaped by the varying proportions of endoderm, mesoderm, and ectoderm. Endomorphs tend to have soft, flabby bodies and are often described as placid, lazy, and inclined to seek pleasure for its own sake. Mesomorphs, on the other hand, have firm, muscular bodies and are typically assertive, ambitious, and action-oriented. Ectomorphs have thin, frail bodies and are often shy, tense, and nervous.

Sheldon acknowledged that most people are not purely one of these types. Therefore, in his research, he assessed individuals on the three dimensions of body type and assigned them a somatotype, which is a profile reflecting their unique combination of body tissues. While Sheldon collected substantial data to support his approach, subsequent research has offered only weak confirmation of his theory.

The Introvert and Extrovert Personality Types

One of the most well-known type-trait theories of personality was proposed in the early 20th century by the Swiss psychiatrist Carl Jung, a prominent figure in the early years of Freud's work. Jung identified two primary personality types: the introvert and the extrovert. Introverts tend to favor activities such as thinking, reading, reflecting, meditating, creative writing, remembering, composing music, daydreaming, and spending time alone. These behaviors are associated with a general trait called introversion, which Jung described as characterized by a flow of psychological energy (libido) toward the inner world.

In contrast, extroverts prefer activities such as talking, attending movies, traveling, seeking financial success, exploring, being physically active, and spending time with a wide circle of friends. These behaviors are linked to a general trait called extraversion, which is characterized by a flow of libido toward the outer world.

Jung recognized that introverts and extroverts represent a bipolar trait, existing on a continuum with opposite poles. This trait, aptly named introversion-extraversion, is considered to be primarily inborn and part of an individual's biologically determined temperament. Jung himself was an introvert, as evidenced by the title of his autobiography, *Memories, Dreams, and Reflections*. He admitted that the inner life was more significant to him than the external world.

Sixteen Personality Factor Theory

Raymond B. Cattell's Sixteen Personality Factor (16PF) theory is a significant contribution to contemporary trait psychology. By analyzing numerous personality tests, Cattell identified sixteen primary factors, each representing a cluster of related bipolar traits that comprehensively describe human personality. For instance, one of these bipolar traits is reserved-outgoing, which aligns closely with Carl Jung's introversion-extraversion concept.

Another crucial bipolar trait is affected by feelings-emotionally stable. Individuals at one end of this spectrum tend to be highly sensitive to criticism, prone to depression, and experience emotions intensely. In contrast, those at the opposite end are less likely to experience prolonged periods of anger, anxiety, or depression, often leading a more serene and balanced life.

The third bipolar trait is humble-assertive. People exhibiting the first extreme are typically passive, easily influenced by others, and may lack confidence in social interactions. On the other hand, those at the opposite end tend to be assertive, influential, and have high self-confidence in social settings. This pattern continues, with Cattell identifying a total of sixteen bipolar traits that collectively map the complexities of human personality.

a) *Look through texts again and summarize the information about different personality theories. Fill in the table.*

<i>Types of theories</i>	<i>Scientist / Founder</i>	<i>Features of human behavior</i>

b) Answer the questions.

1. What is personality?
2. What are type-trait theories? What are they based on?
3. What personality types did Hippocrates propose?
4. What traits dominate each type of personality according to Hippocrates?
5. From Sheldon's point of view what body type tends to be thin and frail?
6. How can one define a somatotype?
7. What personality types did Jung suggest?
8. Which trait is characterized by a flow of psychological energy toward the outer world?
9. How do you refer to a person who displays a mixture of both introverted and extraverted behaviors?
10. How many factors describe the human personality according to Cattell's research?

Text 8. Freud's Structural Model of Personality

Unlike descriptive trait theories, Freud's psychoanalytic model seeks to explain the origins of personality through three interacting psychic structures: the id, ego, and superego.

The id is innate, unconscious, and driven by primal biological urges (e.g., hunger, sex). Operating on the pleasure principle, it demands immediate gratification and is present from birth. Though primitive, it persists throughout life.

The ego develops around age two or three in response to external reality. Guided by the reality principle, it mediates between the id's impulses and environmental constraints, enabling delayed gratification and problem-solving.

The superego, internalised by age seven, embodies moral standards absorbed primarily from caregivers and society. It comprises two elements:

- the conscience (which induces guilt when norms are violated), and
- the ego ideal (an aspirational self-image shaped by parental and cultural expectations).

Crucially, Freud argued that the ego employs defence mechanisms – unconscious strategies to shield itself from anxiety and internal conflict. Key mechanisms include:

- repression (banishing distressing thoughts to the unconscious),
- denial (refusing to acknowledge reality),
- projection (attributing one's own unacceptable feelings to others),
- rationalisation (justifying behaviour with plausible but false reasons),
- reaction formation (expressing the opposite of a repressed impulse),
- identification (aligning with admired figures), and

– fantasy (seeking substitute satisfaction through imagination).

These mechanisms, while protective, can distort perception if overused. Freud viewed a balanced interplay among id, ego, and superego as essential for psychological health.

1. Reading

a) Answer the questions:

1. How does the ego differ from the id in its approach to desire and reality?
2. In what way does the superego reflect societal influence rather than individual choice?
3. Why might Freud consider repression the “cornerstone” of the unconscious?
4. How does the ego ideal differ from Maslow’s concept of self-actualisation?
5. Explain why defence mechanisms, though protective, may be maladaptive.

b) True or False?

1. The id disappears as the ego develops.
2. The superego begins to form during adolescence.
3. Denial is commonly observed in young children.
4. Rationalisation always involves conscious deception.
5. Freud believed that a healthy personality requires harmony among the three structures.

2. Vocabulary

a) Complete the sentences with words from the box.

[repression | reality principle | ego ideal | projection | defence mechanisms | pleasure principle | superego | id]

1. The _____ operates on the _____, seeking instant satisfaction of urges.
2. When someone blames others for their own shortcomings, they are likely using _____.
3. The _____ develops last and internalises moral rules from caregivers.
4. _____ protect the ego from anxiety but may distort self-perception.
5. According to Freud, painful memories are kept unconscious through _____.
6. The _____ represents what one should become, not necessarily what one wants to become.

b) Complete each sentence logically and grammatically using advanced vocabulary.

1. Because the ego operates on the reality principle, it often _____.
2. Feelings of guilt typically arise when _____.
3. Although defence mechanisms reduce anxiety, they can become problematic if _____.
4. The ego ideal may conflict with personal desires when _____.
5. Repression differs from denial in that _____.

3. Speaking

a) Discuss in pairs

1. How might a person with a dominant id behave differently from someone with an overactive superego in a stressful situation?
2. Can you identify a recent example (from news, film, or personal experience) where someone used rationalisation or denial? Analyse it using Freudian terms.
3. Do you think Freud's model is still relevant today? Why or why not? Consider cultural and scientific developments since his time.

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...
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The text deals with the problem of ...
3. The first (second/third.../next/last) paragraph (part) deals with ...
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In the ... paragraph the author speaks about ...
In the ... paragraph the author dwells upon ...
In the ... paragraph the author explains ...
It is important (necessary) to add that ...
In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...)

Text 9. What Is Deviance?

Deviance refers to behaviour, traits, or beliefs that contravene the established norms of a social group or broader society. Given that cultural norms govern an extensive spectrum of human conduct – from legal statutes to aesthetic preferences

and interpersonal etiquette – the scope of deviance is inherently broad and context-dependent.

The most conspicuous form of deviance is crime, defined as the violation of formally codified laws. Criminal behaviour spans a continuum, ranging from minor infractions (e.g., traffic violations) to grave offences such as homicide or sexual assault. Closely linked is juvenile delinquency, which denotes illegal acts committed by minors.

However, deviance extends far beyond legality. It encompasses a wide array of nonconformity – both benign and stigmatized – including left-handedness, flamboyant self-expression (e.g., Mohawk hairstyles), pacifism, mental health conditions, and even body modifications like tattoos. In industrialised societies, numerous subcultures cultivate distinct identities through appearance, values, and practices. Consequently, individuals such as artists, the unhoused, ethnic minorities, or those with unconventional lifestyles may be labelled deviant by mainstream standards.

Socioeconomic status also plays a role: systemic poverty often impedes adherence to middle-class norms (e.g., dress, housing, consumption), thereby rendering the economically disadvantaged vulnerable to deviant labelling. Similarly, physical characteristics – such as race, body size, visible disabilities, or atypical appearance – can trigger social marginalisation when perceived as diverging from dominant ideals.

So, deviance is not an inherent quality but a socially constructed label applied to those whose difference is deemed significant enough to provoke disapproval, exclusion, or stigmatisation. This process transforms individuals into social "outsiders."

In response, societies deploy mechanisms of social control to enforce conformity. These range from informal processes – such as familial socialisation, peer influence, and media representation – to formal institutions like the criminal justice system (police, courts, incarceration). Importantly, social control is not solely punitive: positive reinforcement – praise, academic recognition, media acclaim, or civic honours – also functions as a powerful tool to encourage normative behaviour.

Thus, deviance and social control are two sides of the same coin: both reflect and reinforce the boundaries of what a society deems acceptable.

1. Reading

a) Answer the questions:

1. Why is deviance considered a socially constructed concept rather than an objective fact?

2. How can poverty contribute to an individual being labelled as deviant, even in the absence of illegal behaviour?

3. In what ways does social control operate beyond punishment or law enforcement?

4. Explain why a Mohawk hairstyle might be seen as deviant in one context but not in another.

5. How do subcultures challenge dominant definitions of “normal” behaviour?

b) True or False?

1. All forms of deviance are illegal.
2. Social control can include positive reinforcement like praise or awards.
3. Freud’s theory of personality is central to understanding modern deviance.
4. Physical appearance can lead to someone being perceived as deviant.
5. The criminal justice system is the only formal mechanism of social control.

2. Vocabulary

a) Complete the sentences with words from the box.

[stigmatisation | codified | continuum | socially constructed | marginalisation | subcultures | violation | reinforcement]

1. Deviance is not inherent but _____, meaning it depends on societal interpretation.

2. Laws represent _____ norms that carry legal consequences when violated.

3. Criminal behaviour exists on a _____ from minor infractions to violent acts.

4. _____ such as punk or hip-hop communities often develop alternative norms.

5. The _____ of individuals with mental illness reflects societal prejudice.

6. Positive _____, like public recognition, encourages conformity to social norms.

7. Racial discrimination can lead to systemic _____ and exclusion.

8. A _____ of a norm does not always involve breaking the law.

b) Complete each sentence logically and grammatically.

1. Because deviance is socially constructed, _____.

2. Individuals from marginalised groups are often labelled deviant not because of their actions, but because _____.

3. While the criminal justice system addresses legal violation, informal social control operates through _____.

4. Positive reinforcement functions as social control by _____.

5. In multicultural societies, what is considered deviant in one community may be _____.

3. *Speaking*

a) Discuss in pairs

1. «Deviance is necessary for social progress». Do you agree? Support your view with historical or contemporary examples.

2. Consider a person with visible tattoos in a corporate job interview. How might they be perceived? Is this fair? Discuss the role of implicit bias.

3. Can social control ever be oppressive? When does encouraging conformity cross into violating individual rights?

4. *Summarizing*

a) Summarize the text using the following plan

1. The title of the text is ...

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3. The first (second/third.../next/last) paragraph (part) deals with ...

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It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...)

Text 10. Biological Explanations of Deviance

In the 19th century, human behavior – particularly criminality – was often attributed to innate biological factors. This deterministic view reached its peak with Cesare Lombroso, an Italian criminologist who, in 1876, proposed that criminals were “born,” not made. Based on observations in prisons, Lombroso claimed that offenders exhibited atavistic features – such as low foreheads, prominent jaws, protruding ears, and unusually long arms – resembling evolutionary ancestors. He interpreted these traits as signs of biological regression, suggesting that such individuals were predisposed to primitive, antisocial conduct.

Although Lombroso later acknowledged social influences, his early theory of the “born criminal” gained widespread traction in an era enamoured with biological determinism. However, his methodology was deeply flawed: he failed to compare prisoners with non-criminal populations, ignoring that the physical traits he identified were common across society. This oversight was later corrected by Charles Goring (1913), whose large-scale study found no significant physical differences between criminals and non-criminals.

Despite this refutation, the search for biological correlates of deviance persisted. In the mid-20th century, William Sheldon introduced a typology linking body types to temperament and behaviour. He classified physiques into three categories:

Ectomorphs (slender, fragile),
Endomorphs (round, soft), and
Mesomorphs (muscular, athletic).

Sheldon reported a higher prevalence of mesomorphs among delinquents, suggesting a correlation between muscular build and criminal tendencies. Critics, however, noted his non-representative sampling and lack of control for environmental variables.

Later, Sheldon and Eleanor Glueck (1950) expanded this research with more rigorous methods. While they confirmed a statistical association between mesomorphy and delinquency, they stopped short of claiming causation. Instead, they proposed that mesomorphic individuals often display traits like low frustration tolerance and aggressiveness, which – when combined with adverse upbringing (e.g., emotional neglect) – may increase the likelihood of antisocial behaviour. Crucially, they emphasised the interaction between biology and environment, rejecting strict biological determinism.

Modern scholarship largely views these early biological theories as reductionist and ethically problematic. Any observed correlations are now interpreted through biosocial lenses: for instance, a muscular adolescent may be more likely to engage in dominance-seeking behaviour not because of innate criminality, but because society perceives and treats him as physically formidable – potentially reinforcing aggressive roles like “the bully on the block.”

Thus, while biology may influence predispositions, deviance arises from complex gene-environment interactions, not fixed anatomical destiny.

1. Reading

a) Answer the questions:

1. Why is Lombroso’s theory considered scientifically invalid by modern standards?

2. How did the Gluecks' approach differ from Sheldon's in explaining the link between body type and crime?
3. Explain the concept of "atavistic features" and why it reflects 19th-century scientific bias.
4. In what way does the phrase "bully on the block" illustrate a social, rather than biological, explanation of deviance?
5. Why is it problematic to interpret correlation as causation in studies of biological determinism?

b) True or False?

1. Lombroso believed criminals were evolutionarily advanced.
2. Goring's research supported Lombroso's conclusions.
3. The Gluecks argued that mesomorphs are inherently criminal.
4. Sheldon used a representative sample of the general population.
5. Modern criminology acknowledges that biology and environment interact in shaping behaviour.

2. Vocabulary

a) Complete the sentences with words from the box.

[atavistic | reductionist | predispositions | non-representative | biosocial | correlation | determinism | mesomorph]

1. Lombroso claimed criminals displayed _____ features reminiscent of ancestral primates.
2. Early biological theories are often criticised as _____ because they ignore social context.
3. The Gluecks found a statistical _____ between muscular build and delinquency, not causation.
4. Sheldon's sample was _____, limiting the generalisability of his findings.
5. A _____ is a person with a muscular, athletic physique.
6. Modern approaches favour a _____ perspective that integrates genetic and environmental factors.
7. Biological _____ may influence behaviour, but do not dictate it.
8. Strict biological _____ assumes human actions are controlled solely by innate traits.

b) Complete each sentence logically and grammatically.

1. Although early criminologists sought biological causes of crime, modern research shows that _____.

2. The Gluecks' contribution was significant because they

_____.

3. A correlation between body type and delinquency does not imply causation, since _____.

4. Social labelling can reinforce deviant identities when

_____.

5. Reductionist theories fail to account for the fact that

_____.

3. Speaking

a) Discuss in pairs

1. Should physical characteristics ever be used to predict criminal risk? Why or why not? Consider historical abuses (e.g., eugenics).

2. Imagine two teenagers – one mesomorphic, one ectomorphic – growing up in the same violent neighbourhood. How might society's expectations shape their behaviour differently?

3. "Biology loads the gun, but environment pulls the trigger." Do you agree with this metaphor in explaining deviance?

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...

2. The (given) text is devoted to the problem of ...

The text deals with the problem of ...

3. The first (second/third.../next/last) paragraph (part) deals with ...

The ... paragraph contains the information ...

In the ... paragraph the author speaks about ...

In the ... paragraph the author dwells upon ...

In the ... paragraph the author explains ...

It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...)

UNIT 2. SOCIAL WORK

Read and learn the following words and phrases:

sociology	социология	random sampling	случайная выборка
social life	социальная жизнь	correlation	корреляция
groups and communities	группы и сообщества	causation	причинно- следственная связь
social structures	социальные структуры	variable	переменная
theoretical traditions	теоретические традиции	descriptive statistics	описательная статистика
structural functionalism	структурный функционализм	standard deviation	стандартное отклонение
conflict approach	конфликтный подход	factor analysis	факторный анализ
interpretive sociology	интерпретативная социология	cluster analysis	кластерный анализ
norms and values	нормы и ценности	to study scientifically	изучать научно
inequality	неравенство	to collect data	собирать данные
social classes	социальные классы	to find patterns	выявлять закономерности
power	власть	to test theories	проверять теории
meanings	смыслы	to make generalizations	делать обобщения
academic field	академическая дисциплина	to use surveys/questionnaire s	использовать опросы/анкеты
sociology	социология	to ensure reliability	обеспечивать надёжность
quantitative methods	количественные методы	to show a correlation	показать корреляцию
positivism	позитивизм	to prove causation	доказать причинно- следственную связь

numerical data statistics	числовые данные статистика	to summarize data to respond to a survey	обобщать данные отвечать на опрос
social factors	социальные факторы	to be less reliable	быть менее надёжным
representative sample	репрезентативная выборка	to keep society stable	поддерживать стабильность общества
generalizations	обобщения	to focus on	сосредотачиваться на
interaction	взаимодействие	to make choices	принимать решения
relate to one another	взаимодействовать друг с другом	to interact with each other	взаимодействовать друг с другом
psychological features	психологические особенности	to be considered the founders	считаться основателями
social psychology of communication	социальная психология общения	to become a respected academic field	стать уважаемой академической дисциплиной
social psychology of personality	социальная психология личности	branch of psychology	раздел психологии
research methods	методы исследования	social psychology	социальная психология
influence methods	методы воздействия	social groups	социальные группы
theoretical methods	теоретические методы	behave, think, and feel	вести себя, думать и чувствовать
empirical methods	эмпирические методы	mental processes	ментальные процессы
critical analysis	критический анализ	attitudes	установки, отношение
constructive thinking	конструктивное мышление	content analysis	контент-анализ

review and analysis of studies	обзор и анализ исследований	surveys	опросы
observation	наблюдение	questionnaires	анкеты
logical analysis	логический анализ	mathematical methods	математические методы
advertising	реклама	statistics	статистика
group therapy	групповая терапия	modeling	моделирование
research plan	исследовательский план	statistical tools	статистические инструменты
to study human behavior	изучать человеческое поведение	correlation	корреляция
to affect individual actions	влиять на индивидуальные действия	factor analysis	факторный анализ
to spread opinions	распространять мнения	to collect and analyze data	собирать и анализировать данные
to develop relationships	развивать отношения	to explain how and why something works	объяснять, как и почему что-то работает

Text 1: What is Sociology?

Sociology (from the Latin socius meaning “companion” and the Greek logos meaning “study”) is the scientific study of how people live together in groups and communities. Sociologists look at social life in different ways. Some see society as a system of structures – like families, schools, or governments – that work together. Others focus on how individuals act, make choices, and interact with each other.

There are three main theoretical traditions in sociology:

Structural functionalism sees society as a system where different parts (like education or religion) have important roles that help keep society stable. Shared norms and values hold people together.

The conflict approach argues that society is full of tension, inequality, and struggle – especially between social classes or groups with different power.

Interpretive sociology tries to understand the meanings people give to their actions and how they interpret the world around them.

Sociology began in Europe during the big social changes of the 18th and 19th centuries. Karl Marx, Émile Durkheim, and Max Weber are considered the founders of the discipline. At first, sociology was not taught in universities, but by the second half of the 20th century, it became a respected academic field.

1. Reading

a) Answer the questions:

1. What does the word “sociology” mean?
2. How do structural functionalists see society?
3. What is the main idea of the conflict approach?
4. What do interpretive sociologists try to understand?
5. Name three founders of sociology.
6. When did sociology become an official academic subject?
7. What is the difference between studying “structures” and studying “individual actions”?

b) True or false?

1. Sociology studies only individuals, not groups.
2. Structural functionalism focuses on social stability.
3. Marx, Durkheim, and Weber lived in the 20th century.
4. The conflict approach ignores inequality.
5. Interpretive sociology is about understanding people’s meanings.
6. Sociology became academic in the 1800s.
7. All sociologists agree on how to study society.

2. Vocabulary

a) Fill in the Blanks. Use these words: conflict, functionalism, Marx, interpretive, structures, norms, academic

1. Sociology became an _____ discipline in the mid-20th century.
2. _____ sociology tries to understand why people act the way they do.
3. Structural _____ sees society as a system of working parts.
4. The _____ approach focuses on power and inequality.
5. Karl _____ was one of sociology’s founders.
6. Shared _____ and values help keep society stable.
7. Some sociologists study social _____ like family or education.

b) Match the terms with their definitions:

- | | |
|-----------------------------|--|
| 1. Structural functionalism | a) Focuses on power struggles and inequality |
| 2. Conflict approach | b) Studies how people understand their actions |
| 3. Interpretive sociology | c) Sees society as a system of stable parts |
| 4. Social structures | d) Institutions like family, religion, or school |
| 5. Norms | e) Shared rules or expectations in a society |
| 6. Founders of sociology | f) Marx, Durkheim, Weber |

3. Speaking

a) Discuss in pairs:

1. Which approach (functionalism, conflict, or interpretive) makes the most sense to you? Why?
2. Can you think of a social problem that shows inequality (conflict)?
3. How do your family or friends influence your values? (Think about norms!)

Text 2: What Do Sociologists Study Today?

Today, sociology is often seen as the study of modern society – including processes like globalization, capitalism, rationalization (making life more organized and efficient), and social differentiation (how society becomes more complex and divided). Sociologists use both quantitative (numbers, surveys) and qualitative (interviews, observations) methods to study: social institutions (family, education, religion, media); everyday interactions; social groups and movements; science and technology in society.

They also examine social inequality – differences in wealth, power, and opportunities. Key topics include: social class and status; poverty; gender, race, and ethnicity; social mobility (how people move up or down in society).

Another important area is socialization – how people learn culture, values, and roles from childhood. Sociologists also study identity and deviant behavior (when people break social rules).

There is ongoing debate about sociology's goals and methods. Most sociologists today follow social constructivism – the idea that social reality is created and shaped through human interaction, not fixed or natural. While complete value neutrality (being 100% objective) is impossible, sociologists try to describe society as accurately as possible. One key goal of sociology is to help people understand themselves as social beings and think critically about the world around them.

1. Reading

a) Answer the questions:

1. What are two research methods used in sociology?

2. What is social inequality? Give one example.
3. What is socialization?
4. What is deviant behavior?
5. What is social constructivism?
6. Why is value neutrality difficult in sociology?

b) True or false?

1. Sociologists only study numbers.
2. Globalization is a topic in sociology.
3. Social mobility means staying in the same social class.
4. Deviant behavior follows all social rules.
5. Social constructivism says reality is built through interaction.
6. All sociologists believe they can be 100% neutral.
7. Sociology helps people think critically about society.

2. Vocabulary

a) Fill in the Blanks. Use these words: globalization, inequality, socialization, constructivism, mobility, deviant, institutions

1. _____ is the process of learning culture and social roles.
2. Social _____ means moving between social classes.
3. Family and education are social _____.
_____ refers to differences in wealth and power.
4. _____ behavior breaks social norms.
5. _____ is the idea that society is created through human interaction.
6. _____ is the process of the world becoming more connected.

b) Match the terms with their definitions:

- | | |
|--------------------------|--|
| 1. Social inequality | a) Breaking social rules |
| 2. Social mobility | b) Learning culture and values |
| 3. Deviant behavior | c) Differences in power, wealth, or status |
| 4. Socialization | d) Moving up or down in social class |
| 5. Social constructivism | e) Society is created through interaction |
| 6. Institutions | f) Organized parts of society (e.g., school, church) |

3. Speaking

a) Discuss in pairs:

1. Can you think of someone who showed deviant behavior? Was it good or bad?
2. How has globalization affected your life?
3. What values did you learn from your family or school?

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...

2. The (given) text is devoted to the problem of ...

The text deals with the problem of ...

3. The first (second/third.../next/last) paragraph (part) deals with ...

The ... paragraph contains the information ...

In the ... paragraph the author speaks about ...

In the ... paragraph the author dwells upon ...

In the ... paragraph the author explains ...

It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...).

Text 3: What Is Social Psychology?

Social psychology is a branch of psychology that studies how people behave, think, and feel when they are part of social groups. It looks at how being in a group affects individual actions – and also at the psychological features of the groups themselves.

Different experts define social psychology in slightly different ways:

Some say it studies how mental processes (like attitudes or emotions) appear and change through interaction between people and groups.

Others describe it simply as the science of how people think about, influence, and relate to one another.

Social psychology has three main areas:

- Group social psychology – how groups form, work, and affect members;
- Social psychology of communication – how people interact and understand each other;

Social psychology of personality – how social life shapes who we are.

In short, social psychology helps us understand why people act differently alone versus in a crowd, how opinions spread, and how relationships develop.

1. Reading

a) Answer the questions:

1. What is social psychology?

2. How does being in a group affect a person's behavior?

3. Name two ways experts define social psychology.

4. What are the three main areas of social psychology?

5. Why is social psychology useful in everyday life?

6. Can a person's thoughts change because of a group? Give an example.
7. What is the difference between individual psychology and social psychology?

b) True or false?

1. Social psychology only studies individuals, not groups.
2. It looks at how people influence each other.
3. Social psychology has four main areas.
4. Group behavior is part of social psychology.
5. Social psychology ignores emotions and attitudes.
6. Communication between people is studied in this field.
7. Personality is never affected by society.

2. Vocabulary

a) Fill in the Blanks. Use these words: groups, influence, communication, personality, behavior, psychology, attitudes

1. Social psychology studies how people think, feel, and act in _____.
2. One definition says it studies how people _____ each other.
3. The three areas are: groups, _____, and personality.
4. Being in a crowd can change your _____.
5. Social _____ helps explain why people follow trends.
6. Our _____ can change based on friends or family.
7. Social psychology studies both actions and _____.

b) Match the terms with their definitions:

- | | |
|----------------------|--|
| 1. Social psychology | a) How people exchange ideas and understand each other |
| 2. Group psychology | b) How society shapes who we are |
| 3. Communication | c) Study of behavior in social situations |
| 4. Personality | d) How people act together in teams or crowds |

3. Speaking

a) Discuss in pairs:

1. Have you ever changed your opinion because of a group?
2. Why do people act differently at school, at home, and with friends?
3. Can advertising change how you think? How?

Text 4: The Sociological Imagination

Sociologists see the world differently from most people. They have what C. Wright Mills called sociological imagination – the ability to connect personal

experiences with larger social forces. For example, divorce or unemployment may feel like personal problems, but they often reflect wider social trends.

Peter Berger described this as “seeing the general in the particular” or “finding the strange in the familiar.” Sociologists look beyond individual choices and ask: *How do society, history, and culture shape our lives?* They understand that while every person is unique, people often follow similar patterns of behavior.

Sociological imagination helps us:

- question common beliefs (e.g., “People are poor because they’re lazy”);
- understand how social structures affect life chances;
- recognize cultural differences;
- become more socially and politically aware;
- see connections between personal biography, society, and history.

As Mills said, no life is lived in isolation – our stories are shaped by the time and place we live in.

1. Reading

a) Answer the questions:

1. What is sociological imagination?
2. Who introduced the term “sociological imagination”?
3. Give an example of a personal problem that is also a social issue.
4. What did Peter Berger mean by “seeing the strange in the familiar”?
5. How does sociological imagination help us understand poverty?
6. Why is it important to connect biography, society, and history?
7. Can individual choices be completely separated from society? Why or why not?

b) True or false?

1. Sociological imagination only focuses on personal feelings.
2. C. Wright Mills created the concept of sociological imagination.
3. Divorce is always just a private matter.
4. Sociologists believe all people behave exactly the same.
5. Sociological imagination helps us think critically about society.
6. Peter Berger said we should ignore everyday life.
7. Our lives are influenced by history and society.

2. Vocabulary

a) Fill in the Blanks. Use these words: sociological imagination, social, biography, patterns, unemployment, familiar, trends

1. _____ helps us see how personal problems connect to bigger issues.

2. _____ is not just a personal failure—it can reflect economic problems.

3. Sociologists look for common _____ in human behavior.

4. Mills said we must link personal _____ with history and society.

5. Social _____ like inequality affect everyone's life chances.

6. Berger said we should find the strange in the _____.

7. Divorce rates show social _____, not just individual choices.

b) Match the terms with their definitions:

- | | |
|-----------------------------|---|
| 1. Sociological imagination | a) The life story of a person |
| 2. Biography | b) Common ways people behave in society |
| 3. Social trends | c) Seeing links between personal life and society |
| 4. Patterns | d) Large-scale changes in society over time |
| 5. Social issue | e) A problem that affects many people, not just one |

3. Speaking

a) Discuss in pairs:

1. Can you think of a personal problem that might also be a social issue?
2. How has society shaped your education or career choices?
3. Why do people often blame individuals for problems like poverty?
4. Is it possible to fully understand your life without thinking about history?
5. How can sociological imagination make you a better citizen?

Text 5: The Role of the Sociologist

What is the role of a sociologist? In the past, some believed sociologists should be neutral observers, like scientists in a lab. Max Weber argued that researchers should be value-free – they should not let their personal opinions affect their work.

But today, most sociologists agree: complete neutrality is impossible. Karl Marx believed that all research is influenced by values and power. Many modern sociologists accept that their work may support social change – like reducing inequality or improving education.

Sociologists study important questions:

- How do new technologies change society?
- Why does hunger still exist in rich countries?
- Is the family changing?
- Why are religious beliefs shifting?
- Why are mental health patients now treated at home?

To study these issues, sociologists use tools like the **ideal type** (a concept created by Weber). An ideal type is not real – it’s a clear, simplified model (e.g., “the perfect bureaucracy”) that helps compare real cases. It’s a starting point for analysis, not a fact to be proven.

Another key idea is discourse (from Michel Foucault). A discourse is a shared way of talking and thinking about a topic (e.g., “mental illness” or “crime”). Discourses shape what we can say, think, and do – and they are connected to power.

Ultimately, sociology aims to help people understand themselves as social beings and think critically about the world. Some sociologists advise governments; others support social movements. All try to make society more just and understandable.

1. Reading

a) Answer the questions:

1. What did Max Weber mean by “value-free” research?
2. Why do most sociologists today think neutrality is impossible?
3. What is an “ideal type”? Give an example.
4. How does discourse shape our understanding of topics like crime or health?
5. What did Foucault say about discourse and power?
6. Name two questions sociologists try to answer.
7. What is one goal of sociology today?

b) True or false?

1. Weber believed sociologists should never have opinions.
2. Marx thought facts and values could be separated.
3. An ideal type is a real person or institution.
4. Discourse is just random talking.
5. Foucault linked discourse with power.
6. Sociologists never get involved in politics.
7. Sociology can help improve society.

2. Vocabulary

a) Fill in the Blanks. Use these words: ideal type, discourse, power, value-free, Marx, Weber, social change

1. Max _____ believed in _____ research.
2. Karl _____ said all research is political.
3. An _____ is a simplified model, not a real thing.
4. _____ shapes how we talk about topics like health or crime.
5. Foucault said discourse is connected to _____.
6. Many sociologists support _____, like reducing inequality.

b) Match the terms with their definitions:

- | | |
|------------------|--|
| 1. Ideal type | a) A shared way of thinking and speaking about a topic |
| 2. Discourse | b) A simplified model used for comparison |
| 3. Value-free | c) Not influenced by personal opinions |
| 4. Power | d) The ability to influence what people think or do |
| 5. Social change | e) Improvements in society, like equality or justice |

3. Speaking

a) Discuss in pairs:

1. Should sociologists stay neutral, or should they fight for justice? Why?
2. How could an “ideal type” help study schools or families?
3. What social problem would you like sociologists to study? Why?

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...

2. The (given) text is devoted to the problem of ...

The text deals with the problem of ...

3. The first (second/third.../next/last) paragraph (part) deals with ...

The ... paragraph contains the information ...

In the ... paragraph the author speaks about ...

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In the ... paragraph the author explains ...

It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...)

Text 6: Quantitative Methods in Sociology

Quantitative methods in sociology are based on the idea that social life can be studied scientifically, using numbers and statistics. These methods come from positivism – a belief that the social world can be measured just like the natural world. Researchers collect large amounts of numerical data to find patterns, test theories, and make generalizations about groups of people.

For example, Émile Durkheim used official statistics in the 19th century to study suicide rates. He wanted to show that social factors – not just personal problems – could explain why people took their own lives.

In quantitative research, scientists often use surveys (questionnaires) with closed-ended questions like “Yes/No” or multiple-choice answers. These surveys

are sent to a representative sample – a small group that reflects the larger population. Random sampling helps ensure that results can be generalized.

Researchers also look for correlations – relationships between two variables (e.g., education level and income). If one variable changes and the other changes too, they may be connected. But correlation does not always mean causation. To prove that one thing causes another, researchers must show:

a correlation, that the cause comes before the effect, and that no other factor explains the link.

Quantitative studies often use descriptive statistics, like averages (mean, median, mode) and standard deviation, to summarize data. More advanced methods include factor analysis and cluster analysis. However, critics say surveys can be artificial, and people may not answer honestly. Also, only about 30% of people respond to online or mail surveys, which can make results less reliable.

1. Reading

a) Answer the questions:

1. What is positivism in sociology?
2. Why did Durkheim study suicide using statistics?
3. What is a representative sample?
4. What is the difference between correlation and causation?
5. Name three types of averages used in statistics.
6. Why might survey results be unreliable?
7. What are closed-ended questions?

b) True or false?

1. Quantitative methods focus on personal stories and meanings.
2. Durkheim used official data to study suicide.
3. A random sample guarantees 100% accuracy.
4. Correlation always means one thing causes another.
5. Surveys often use closed-ended questions.
6. Most people respond to online surveys.
7. Mean, median, and mode are types of averages.

2. Vocabulary

a) Fill in the Blanks. Use these words: causation, sample, correlation, positivism, survey, variable, statistics

1. _____ is the belief that society can be studied scientifically using numbers.
2. A _____ is a small group selected to represent a larger population.

3. When two things change together, we call it a _____.
4. To prove _____, researchers must show time order and rule out other causes.
5. A _____ is something that can change, like age or income.
6. Durkheim used official _____ to study suicide.
7. A _____ is a common tool in quantitative research.

b) Match the terms with their definitions:

- | | |
|----------------|--|
| 1. Variable | a) A method of collecting data by asking questions |
| 2. Correlation | b) A group that represents the whole population |
| 3. Survey | c) A relationship where two things change together |
| 4. Sample | d) Something that can take different values (e.g., age, income) |
| 5. Causation | e) When one thing directly causes another |
| 6. Positivism | f) The idea that social life can be studied like natural science |

3. Speaking

a) Discuss in pairs:

1. Have you ever filled out a survey? What was it about? Do you think numbers can really explain human behavior? Why or why not? Why might someone lie in a survey?

Text 7. What is Social Work?

Social work is a legally regulated, values-driven profession dedicated to safeguarding and enhancing the wellbeing of individuals, families, and communities – particularly children and vulnerable adults. Operating within a robust legislative and policy framework (such as Putting People First and the Children's Plan), it not only delivers frontline support but also actively shapes social policy, service design, and interdisciplinary practice.

Central to social work is a holistic, person-centred approach. Practitioners engage with service users as partners, co-creating tailored interventions that respect autonomy, promote self-determination, and uphold civil and human rights. Rather than imposing solutions, social workers empower individuals to make informed choices, take control of their lives, and access the support they need on their own terms.

The profession is grounded in a clearly defined ethical foundation: it champions the rights of the child, affirms the inherent dignity and worth of every person, and actively opposes discrimination in all its forms. Its knowledge base integrates academic theory, empirical research, and – critically – the lived experience of those who use services.

Social work is especially vital in contexts marked by high complexity, ambiguity, ethical tension, and risk. Whether navigating child protection concerns, adult safeguarding, or systemic inequality, social workers apply advanced analytical judgment to assess situations, balance competing interests, and determine ethically sound, evidence-informed courses of action.

Through collaboration with health, education, housing, and justice sectors, social work ensures that support is coordinated, responsive, and centered on human dignity.

1. Reading

a) Answer the questions:

1. How does social work differ from other helping professions in its approach to service users?
2. Why is the integration of “lived experience” essential to the knowledge base of social work?
3. In what kinds of situations does social work play a particularly critical role?
4. Explain how social work contributes to both policy development and frontline practice.
5. What does it mean for social work to be “person-centred” and “empowerment-focused”?

b) True or False?

1. Social work operates independently of government policy.
2. Social workers make decisions without consulting service users.
3. The profession is guided by a commitment to human rights and anti-discrimination.
4. Social work only supports children, not adults.
5. Collaboration with other sectors is a key feature of social work practice.

2. Vocabulary

a) Complete the sentences with words from the box.

[*safeguarding* | *autonomy* | *ethical* | *person-centred* | *interdisciplinary* | *vulnerability* | *empowerment* | *ambiguity*]

1. Social work prioritises _____ by supporting individuals to make their own choices.
2. In situations of high _____ and risk, social workers must exercise sound judgment.

3. The _____ approach ensures that care plans reflect the unique needs of each individual.

4. Social workers actively engage in _____ collaboration with health and education services.

5. A core aim of the profession is _____—helping people gain control over their lives.

6. The profession is especially crucial in cases involving child protection and adult _____.

7. All interventions must be grounded in _____ principles and respect for human dignity.

8. Social work addresses both immediate needs and systemic issues related to _____.

b) Fill in the correct prepositions (e.g., in, on, with, for, to, of, by, etc.).

1. Social work is committed ____ upholding human rights.

2. It works closely ____ other professionals in health and education.

3. Interventions are tailored ____ the individual's specific circumstances.

4. The profession is regulated ____ law.

5. Social workers are trained to respond ____ situations of high complexity.

6. Empowerment is achieved ____ involving service users in decision-making.

7. Policy frameworks such as Putting People First set out guidelines ____ practice.

8. Discrimination is challenged ____ promoting equality and inclusion.

c) Complete each sentence logically and grammatically.

1. Social work is distinct from other professions because it _____.

2. In high-risk situations, social workers must weigh competing interests while _____.

3. Person-centered practice means that interventions are _____.

4. The integration of lived experience ensures that policies and services _____.

Ethical dilemmas in social work often arise when _____.

3. Speaking

a) Discuss in pairs

1. "Social work should focus more on individual support than on changing social policy." Do you agree? Justify your position.

2. A homeless teenager refuses shelter due to past trauma. How can a social worker apply person-centered and empowerment-based principles in this case?

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...

2. The text is devoted to the problem of ...

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3. The first (second/third.../next/last) paragraph (part) deals with ...

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It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...)

Text 8. The Essence of Social Work

At its core, social work is a values-driven profession dedicated to alleviating human suffering, advancing well-being, and challenging the structural roots of social injustice – locally and globally. This mission compels practitioners to cultivate versatile skills that foster change across multiple levels: from individual counseling to systemic advocacy.

Social workers are specially trained to deliver direct support to individuals, families, groups, and entire communities – whether assisting someone experiencing homelessness, recovering from domestic violence, or coping with chronic illness. Their role extends beyond immediate aid; they actively confront the underlying causes of inequality, discrimination, and oppression that perpetuate vulnerability.

The main to the profession is the profound human connection forged between practitioner and client. Social workers often perceive not only surface-level needs but also the deeper identity, resilience, and dignity of those they serve. This empathetic engagement is both a professional strength and a personal challenge.

Indeed, one of the most demanding aspects of the role is maintaining emotional boundaries. Despite their commitment to “leave work at work,” practitioners frequently carry the emotional weight of traumatic cases into their personal lives. The imprint of these encounters – especially those involving abuse, loss, or systemic failure – can shape a social worker’s worldview and professional trajectory. Because meaningful relationships are intrinsic to effective practice,

detachment is rarely complete. Yet, sustaining personal well-being while remaining compassionately engaged remains a critical, ongoing balancing act.

1. Reading

a) Answer the questions:

1. How does social work address both individual needs and systemic injustices?

2. Why is the relationship between social worker and client described as both a “strength and a challenge”?

3. What does the phrase “perceive not only surface-level needs but also the deeper identity” suggest about social work practice?

4. In what ways might traumatic cases affect a social worker’s personal and professional life?

5. Why is emotional boundary management essential in social work, yet so difficult to achieve?

b) True or False?

1. Social workers only provide short-term crisis intervention.

2. The profession aims to tackle the root causes of social inequality.

3. Social workers are trained to remain emotionally detached at all times.

4. Building trust with clients is central to effective practice.

5. The text suggests that all social workers experience burnout.

2. Vocabulary

a) Complete the sentences with words from the box.

[alleviating | systemic | resilience | empathetic | vulnerability | advocacy | detachment | well-being]

1. Social work seeks to reduce suffering by _____ human distress and promoting dignity.

2. Practitioners engage in both direct support and policy-level _____ to create lasting change.

3. Many clients demonstrate remarkable _____ despite experiencing trauma or _____.

4. An _____ connection allows social workers to understand clients beyond their immediate circumstances.

5. Maintaining professional _____ is necessary for self-care but often emotionally taxing.

6. Addressing _____ injustice requires more than individual interventions – it demands structural reform.

7. Sustaining personal _____ is crucial for long-term effectiveness in the profession.

b) Fill in the correct prepositions (e.g., in, on, with, for, to, of, by, etc.).

1. Social workers are committed ____ reducing inequality.
2. They provide support ____ individuals, families, and communities.
3. The profession is rooted ____ ethical principles and human rights.
4. Emotional boundaries help protect practitioners ____ compassion fatigue.
5. Change occurs ____ multiple levels – from personal to societal.
6. Social workers often reflect ____ their experiences to improve practice.
7. Clients are seen not just ____ their problems, but ____ their potential.
8. The impact of traumatic cases stays ____ the practitioner long after the case closes.

3. Speaking

a) Discuss in pairs

1. “Is it possible – or even desirable – to fully separate professional empathy from personal emotion?” Debate the risks of over-identification vs. emotional detachment.
2. “How can organisations better support social workers’ mental health without compromising their capacity for empathy?” Propose two evidence-based strategies.

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...
2. The (given) text is devoted to the problem of ...
The text deals with the problem of ...
3. The first (second/third.../next/last) paragraph (part) deals with ...
The ... paragraph contains the information ...
In the ... paragraph the author speaks about ...
In the ... paragraph the author dwells upon ...
In the ... paragraph the author explains ...
It is important (necessary) to add that ...
In conclusion I’d like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...)

Text 9: The Social Work Profession

Professional social workers empower individuals, families, and communities to strengthen their capacity for social functioning while simultaneously advocating for societal conditions that support human dignity and equity. Their practice integrates deep knowledge of human development, behavioural dynamics, and the interplay between individuals and socio-economic, cultural, and institutional systems.

Only those who hold accredited degrees (bachelor's, master's, or doctoral) in social work and have completed supervised field placements qualify as professional social workers. They address a vast spectrum of human challenges – including poverty, systemic discrimination, trauma, addiction, mental and physical illness, family breakdown, disability, and educational disadvantage – by preventing crises, offering therapeutic support, and enhancing resilience.

Social workers operate across virtually every sector: schools, hospitals, mental health services, correctional facilities, military settings, corporate employee assistance programmes, government agencies, and non-profits. Many specialise in areas such as child welfare, gerontology, homelessness, domestic violence, international aid, or veterans' services. Professional associations further strengthen the field's credibility, ethical standards, and influence on policy.

1. Reading

a) Answer the questions:

1. How does social work combine individual support with systemic change?
2. Why is supervised fieldwork considered essential to professional qualification?
3. In what ways do specialisations reflect the diversity of human need?

b) True or False?

1. Social workers only work in public-sector roles.
2. A social work degree alone is sufficient for professional practice.
3. The profession addresses both psychological and structural challenges.

2. Vocabulary

a) Complete the sentences with words from the box.

[resilience | systemic | accredited | advocacy | trauma | equity]

1. Social workers build _____ in clients facing adversity.
2. Their _____ helps reshape unjust policies.
3. Degrees must be _____ by national regulatory bodies.

b) Fill in the correct prepositions

1. Social workers intervene ____ behalf ____ vulnerable populations.
2. They work ____ collaboration ____ healthcare professionals.
3. Specialisations range ____ child welfare ____ international development.

3. Speaking

a) Discuss in pairs

“Social work should focus more on policy change than individual counseling.”

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...
2. The (given) text is devoted to the problem of ...
The text deals with the problem of ...
3. The first (second/third.../next/last) paragraph (part) deals with ...
The ... paragraph contains the information ...
In the ... paragraph the author speaks about ...
In the ... paragraph the author dwells upon ...
In the ... paragraph the author explains ...
It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...)

Text 10: Social Work Methods and Approaches

Contemporary social work practice is grounded in enduring ethical principles yet continuously adapts to evolving legal frameworks, societal expectations, and power dynamics between professionals and service users. Core methodological features include:

- cultivating authentic, trusting relationships characterized by empathy and mutual respect;
- employing social (rather than purely medical) models to understand barriers to participation and autonomy;
- positioning service users as agents of change, with practitioners acting as facilitators rather than directors;
- balancing interventions across individual, familial, and community levels;
- navigating risk with nuance – safeguarding the vulnerable while supporting informed, everyday risk-taking;

-applying personalised, integrated casework that addresses practical, emotional, and social wellbeing;

-collaborating effectively across disciplines, including with volunteers, foster carers, and peer advocates.

This approach reflects a shift from paternalistic models toward co-production, where solutions emerge through partnership.

1. Reading

a) Answer the questions:

1. How does the “social model” differ from a medical model in social work?
2. Why is it important to support “everyday risk-taking” in vulnerable clients?
3. What does “co-production” mean in this context?

b) True or False?

1. Social workers make decisions on behalf of clients to ensure safety.
2. Collaboration with non-professionals (e.g., volunteers) is encouraged.
3. Risk management always prioritises protection over autonomy.

2. Vocabulary

a) Complete the sentences with words from the box.

[co-production | autonomy | nuance | facilitator | paternalistic | integrated]

1. The social worker acts as a _____, not an authority figure.
2. Modern practice rejects _____ approaches in favour of _____.

b) Fill in the correct prepositions

1. Work is carried out ____ partnership ____ service users.
2. Risk is managed ____ a spirit ____ balance and _____.
3. Methods are adapted ____ response ____ changing policies.

3. Speaking

a) Discuss in pairs

“Can true empowerment exist within state-funded systems?” Why/why not?

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...
2. The (given) text is devoted to the problem of ...
The text deals with the problem of ...
3. The first (second/third.../next/last) paragraph (part) deals with ...

The ... paragraph contains the information ...

In the ... paragraph the author speaks about ...

In the ... paragraph the author dwells upon ...

In the ... paragraph the author explains ...

It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...)

Text 11: Tasks of Social Work

Social workers perform a wide array of tasks designed to enable individuals and families to achieve self-determined outcomes. While some tasks overlap with other professions, their execution is informed by social work's distinctive values and holistic perspective. Practitioners must be adept at working across the lifespan – supporting both children and adults within the same family system.

Key responsibilities include: establishing trusting relationships; co-assessing needs and strengths; supporting self-directed care planning; providing advocacy for marginalised voices; enhancing parental capacity; promoting child development; facilitating independent living for people with disabilities; and assisting those in poverty to access entitlements, employment, and financial resources. These tasks are context-sensitive and often require simultaneous attention to emotional, practical, and systemic dimensions.

1. Reading

a) Answer the questions:

1. Why must social workers be competent in both child and adult practice?
2. How does “co-assessing” reflect social work values?
3. In what ways do tasks address both immediate and long-term needs?

b) True or False?

1. All social work tasks are exclusive to the profession.
2. Advocacy is only needed for children, not adults.
3. Social workers help clients access financial and employment support.

2. Vocabulary

a) Complete the sentences with words: self-determined | marginalised | holistic | co-assessing | entitlements

1. Outcomes should be _____, not imposed.
2. _____ individuals often lack a voice in systems.
3. Practitioners use a _____ lens to understand complex needs.

b) Fill in the correct prepositions

1. Support is tailored ____ the individual's circumstances.
2. Workers assist clients ____ accessing benefits and ____.
3. Tasks are carried out ____ collaboration ____ families.

3. Speaking

a) Discuss in pairs

A teenager refuses support but is at risk. How do you balance autonomy and duty of care?

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...
2. The (given) text is devoted to the problem of ...
The text deals with the problem of ...
3. The first (second/third.../next/last) paragraph (part) deals with ...
The ... paragraph contains the information ...
In the ... paragraph the author speaks about ...
In the ... paragraph the author dwells upon ...
In the ... paragraph the author explains ...
It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...)

Text 12: Knowledge, Values and Skills

Effective social work practice demands an integrated foundation of knowledge, ethical commitment, and technical skill. Core values include unwavering respect for human rights, dignity, diversity, and the rights of the child. Practitioners must actively challenge discrimination and dismantle systemic barriers.

Essential competencies encompass:

- conducting collaborative assessments of needs, strengths, and desired outcomes;
- understanding interpersonal and community dynamics;
- managing hostility or aggression while ensuring personal safety;
- navigating complex legal and policy frameworks;
- assessing and mitigating risk to vulnerable individuals;
- enabling informed choice and participation, especially for those with communication difficulties;

-coordinating multi-agency support networks with precision and empathy.

This triad – knowledge, values, skills – enables practitioners to act with both compassion and professional rigour.

1. Reading

a) Answer the questions:

1. Why is “collaborative assessment” ethically significant?
2. How do social workers balance safety and empowerment when managing risk?
3. What makes communication skills especially critical in this profession?

b) True or False?

Social workers may ignore policy if it conflicts with client wishes.

Challenging discrimination is a core professional duty.

Risk assessment is solely the responsibility of the police.

2. Vocabulary

a) Complete the sentences with words: rigour | dismantle | mitigate | collaborative | empathy

1. Ethical practice requires both compassion and professional _____.
2. Workers must _____ systemic barriers to inclusion.
3. _____ assessments ensure client agency.

b) Fill in the correct prepositions

1. Values are applied ____ practice ____ consistency.
2. Risk is assessed ____ consultation ____ families.
3. Skills are developed ____ engagement ____ real-world cases.

3. Speaking

a) Discuss in pairs

“Legal compliance sometimes undermines ethical practice.” Discuss.

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...
2. The (given) text is devoted to the problem of ...
The text deals with the problem of ...
3. The first (second/third.../next/last) paragraph (part) deals with ...
The ... paragraph contains the information ...

In the ... paragraph the author speaks about ...

In the ... paragraph the author dwells upon ...

In the ... paragraph the author explains ...

It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...)

Text 13. The Social Work Roles

Globally, social work is defined as a profession that advances social justice, resolves interpersonal and systemic problems, and empowers individuals toward liberation and wellbeing. It operates at the intersection of people and their environments, guided by human rights and equity.

Modern social work distinguishes between roles (broad purposes unique to the profession) and tasks (activities that may be shared with other professionals). While roles – such as mediating between individuals and the state or co-producing personalised solutions – are distinctively social work, tasks are often delegated or performed collaboratively.

The profession's elasticity stems from its holistic mandate: it addresses whole-person needs rather than isolated symptoms, adapts to evolving client circumstances, and navigates the tension between individual autonomy and state intervention. This flexibility, while sometimes blurring professional boundaries, ensures responsive, person-centered support in complex systems.

1. Reading

a) Answer the questions:

1. How does the global definition of social work reflect its ethical foundations?
2. Why is the distinction between “roles” and “tasks” important?
3. What does “mediating between the individual and the state” entail in practice?

b) True or False?

1. Social work roles are rigidly defined and unchanging.
2. Tasks can be shared with other care professionals.
3. The profession avoids involvement in state interventions.

2. Vocabulary

a) Complete the sentences with words: elasticity | co-producing | mediation | holistic | autonomy

1. The profession's _____ allows it to adapt to diverse needs.

2. _____ solutions ensures relevance and dignity.
3. _____ between citizen and state is a core role.

b) Fill in the correct prepositions

1. Social work operates ____ the intersection ____ person and environment.
2. Roles are performed ____ multidisciplinary teams.
3. Flexibility responds ____ changing client circumstances.

3. Speaking

a) Discuss in pairs

“Should only qualified social workers perform child protection assessments?”

Why/why not?

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...
2. The (given) text is devoted to the problem of ...
The text deals with the problem of ...
3. The first (second/third.../next/last) paragraph (part) deals with ...
The ... paragraph contains the information ...
In the ... paragraph the author speaks about ...
In the ... paragraph the author dwells upon ...
In the ... paragraph the author explains ...
It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...)

Text 14. A Case Study in Forensic Psychology

Ray, a 32-year-old incarcerated individual at Huntsville State Prison, is currently serving a 20-year sentence for armed robbery. This is not his first encounter with the criminal justice system, yet he expresses a strong determination that it will be his last.

Ray's trajectory into delinquency began at age 14, following his arrest for auto theft. The third of six children, he was raised by his mother in a severely disadvantaged neighbourhood in a major eastern U.S. city. His childhood was marked by physical abuse and emotional neglect; his mother, working long hours to support the family, offered little positive reinforcement or consistent supervision.

Academically, Ray struggled from an early age. Characterised by a markedly short attention span, frequent classroom disruptions, and chronic failure to complete

assignments, he was retained in seventh grade. At the time of his first arrest, he was repeating that grade for the second time. Placed on juvenile probation, he and his family were referred to counseling services – though his mother’s work commitments prevented her from attending sessions.

Over time, Ray’s behavioural issues intensified. He began truanting, experimenting with substances, and engaging in a string of burglaries. His mother proved unable to manage his volatile outbursts or enforce boundaries effectively. At 16, he spent three months in a juvenile detention center, where he responded positively to the structured environment. Upon release, he was assigned a probation officer and returned home under strict conditions: regular school attendance, a rigid curfew, and monthly check-ins.

Initially compliant, Ray soon disengaged from school and dropped out four months later. He cycled through low-wage jobs at fast-food establishments but struggled with reliability and grew disillusioned by his limited earnings. Increasingly drawn to older peers who projected an image of autonomy and financial ease, Ray found in them a sense of belonging and acceptance he had long craved.

This social shift precipitated deeper criminal involvement: he began selling drugs and participating in burglaries alongside his new associates. A cascade of arrests – for drug distribution, burglary, and assault – followed, resulting in repeated stints in various detention facilities.

Shortly before his most recent incarceration, Ray married a 19-year-old woman, with whom he now has an infant son. He is deeply motivated to rebuild his life upon release, eager to bond with his child and provide stable support for his young family. Frustrated by the scarcity of educational and therapeutic resources in prison, he has enrolled in a programme to obtain his high school equivalency diploma. His post-release plan includes transitioning to a community halfway house and enrolling in vocational training. He recognises that acquiring employable skills and learning to manage his anger are essential to sustaining his marriage, maintaining employment, and avoiding reoffending.

1. Reading

a) Answer the questions:

1. How do Ray’s early childhood experiences illustrate the link between adverse upbringing and later delinquency?
2. Why might structured environments (e.g., juvenile detention) have a temporarily positive effect on individuals like Ray?
3. In what ways does Ray’s social environment influence his criminal trajectory?

4. What protective factors is Ray now trying to cultivate to support desistance from crime?

5. How does this case reflect the limitations of punitive approaches without rehabilitative support?

b) True or False?

1. Ray's father was actively involved in his upbringing.
2. Ray responded well to the structure provided in juvenile detention.
3. His probation officer provided regular home visits.
4. Ray is currently pursuing educational qualifications in prison.
5. Ray has no interest in maintaining a relationship with his son.

2. Vocabulary

a) Complete the sentences with words: desistance | adverse | volatility | rehabilitative | trajectory | disillusioned | truanting | autonomy

1. Ray's early _____ childhood experiences contributed to his behavioural challenges.

2. His academic struggles led to chronic _____ and eventual dropout.

3. He became _____ with low-wage work and sought alternative sources of income.

4. The desire for _____ and social acceptance drew him toward delinquent peers.

5. His criminal _____ escalated after forming bonds with older offenders.

6. Emotional _____ made it difficult for his mother to set consistent boundaries.

7. Ray now seeks _____ pathways through education and anger management.

8. Effective interventions require both accountability and _____ support.

b) Fill in the correct prepositions (e.g., in, on, with, for, to, of, by, etc.).

1. Ray was arrested ____ auto theft at age 14.

2. He grew up ____ a poverty-stricken urban neighbourhood.

3. His mother was unable to attend counselling sessions due ____ her work schedule.

4. He responded well ____ the structured environment of detention.

5. Probation conditions required him to report ____ his officer monthly.

6. He dropped out ____ school four months after returning home.

7. Ray is now enrolled ____ a high school equivalency programme.

8. He hopes to transition ____ a halfway house upon release.

3. Speaking

a) Discuss in pairs

“Should individuals with histories of violent crime be given second chances?”

Consider developmental trauma, capacity for change, and public safety.

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...

2. The (given) text is devoted to the problem of ...

The text deals with the problem of ...

3. The first (second/third.../next/last) paragraph (part) deals with ...

The ... paragraph contains the information ...

In the ... paragraph the author speaks about ...

In the ... paragraph the author dwells upon ...

In the ... paragraph the author explains ...

It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...)

Text 15. Social Work in the Criminal Justice System

Social work in the criminal justice system mainly focuses on corrections – that is, working with people who have already broken the law. Social workers are often employed as probation officers, parole officers, or as staff in prisons and halfway houses (special centers that help people return to normal life after prison).

Only a small number of police departments hire social workers. In those cases, social workers help individuals and families that the police meet during their work – for example, victims of domestic violence or people in crisis.

Social workers are also involved in preventive programs, although this is less common than correctional work. These programs try to stop crime before it happens, especially among young people. For example:

Detached worker programs: Social workers join youth gangs to build trust and help members change their behaviour – from antisocial to positive and law-abiding.

Drug treatment programs for gang members with addiction problems.

Family support programs, especially for single-parent families in cities.

School-based programs to prevent students from dropping out, often using mentors (older students or volunteers who guide them).

Family preservation programs that help keep families together and avoid placing children in foster care.

Many probation and parole officers have a background in social work. One of their key duties is to write a presentence report – a detailed summary of the offender’s life, family, education, and past behaviour. Judges use this report to decide on a fair sentence.

However, working in corrections is challenging. Two major problems affect treatment programs:

The custody-treatment conflict: Prisons focus mostly on security, not rehabilitation. Over 90% of prison budgets go to custody – things like guards, fences, and surveillance. When security rules clash with therapy or education programs, security always wins. Prison staff worries most about escapes, riots, and fights – not about helping people change.

Offenders’ “con games”: Many offenders pretend to cooperate just to get benefits (like early release). They may lie or act friendly to manipulate staff.

Because of this, new social workers in prisons quickly learn that rehabilitation is not the main goal of the system.

What’s more, offenders often see social workers – even those trying to help – as part of the same system that arrested and punished them. As a result, many offenders distrust social workers and believe they are just another form of control, like police or guards.

1. Reading

a) Answer the questions:

1. What are the main areas where social workers are employed in the criminal justice system?
2. Name three types of preventive programs mentioned in the text.
3. What is a presentence report, and who prepares it?
4. What is the “custody-treatment conflict” in prisons?
5. Why do many offenders distrust social workers?

b) True or false?

1. Most police departments employ social workers.
2. Over 90% of prison budgets are spent on treatment programs.
3. Probation officers often have social work training.
4. Rehabilitation is the top priority in most prisons.
5. Social workers in prisons are seen by offenders as independent helpers.

2. Vocabulary

a) Match the terms with their definitions:

- | | |
|-------------------------------|--|
| 1. Probation officer | a) A report about an offender's background to help a judge decide the sentence |
| 2. Presentence report | b) A staff member who supervises people released under court supervision |
| 3. Custody-treatment conflict | c) Tension between security needs and rehabilitation goals in prison |
| 4. Halfway house | d) A transitional residence for people leaving prison |
| 5. Preventive programs | e) Initiatives aimed at stopping crime before it happens |

b). Fill in the blanks with the appropriate words: (probation, custody, rehabilitation, presentence report, halfway house, preventive)

1. The judge read the _____ before deciding the sentence.
2. In prison, _____ always comes before treatment.
3. Social workers help run _____ programs to keep youth out of gangs.
4. After release, he stayed in a _____ to adjust to life outside prison.
5. Her job as a _____ officer includes checking if clients follow court rules.

3. Speaking

a) Discuss in pairs:

1. System priorities: Why do you think prisons spend 90% of the budget on policing rather than rehabilitation?
2. Trust and social worker role: How can a social worker be both a "helper" and a "part of the system"?
3. Ethical choice: Should the social worker tell the court if the convict is lying in the presentation report?

b) Compare texts: «Social Work in the Workplace» and «Social Work in the Criminal Justice System» and answer the questions:

1. In which area is it easier for social workers to gain the trust of customers? Why?
2. In which area is the role of the social worker more "dual" (both assistant and controller)?
3. What are the common challenges in both areas?

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...

2. The (given) text is devoted to the problem of ...

The text deals with the problem of ...

3. The first (second/third.../next/last) paragraph (part) deals with ...

The ... paragraph contains the information ...

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In the ... paragraph the author explains ...

It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...).

Text 16. Fields of Practice and Populations Served by Social Workers

When someone is convicted of a crime, they are sentenced and move into the corrections system – the part of the criminal justice system that supervises people after conviction. The word “corrections” comes from the idea that the state can reform or “correct” criminal behaviour. Most convicted people are not in prison. Instead, they serve their sentence in the community under supervision – either on probation or parole.

Probation means the person does not go to prison at all. Instead, they live in the community but must follow strict rules. Parole happens after prison – it's early release under supervision.

Another difference:

Probation is usually managed by county authorities. Parole is managed by state authorities.

People on probation must obey all laws, work, go to school, or get job training, pay child support (if required), avoid drugs and alcohol, get permission from their probation officer to move, change jobs, or travel, report any contact with police or new legal problems.

For serious crimes (felonies), probation rules are even stricter. Offenders may also need to take regular drug tests, attend addiction or mental health treatment, do community service, live in a special facility or under house arrest, working with Young Offenders (Juvenile Justice System).

Many organizations deal with youth crime: police, courts, lawyers, treatment centers, social services, and correctional facilities. Laws decide how these groups work and when older teens can be tried as adults (this is called certification).

Juvenile courts have several goals:

- Help children in need;
- Treat or punish young offenders;
- Protect society from youth crime.

The court process usually has three stages:

– Intake – after police refer a case, officials decide whether to detain the teen, file formal charges, or drop the case.

– Adjudication – like a trial, to decide if the teen committed the offence.

– Disposition – the court decides on consequences or treatment.

Social workers help young people in many different settings:

– Foster homes: used at any stage of the process; provide family-like care.

– Shelters: short-term, non-secure places for teens who can't go home right after arrest or while waiting for a permanent placement.

– Group homes: community-based homes for teens found guilty of offences.

Less like a family than foster care, but more independent. Residents go to school or work and get support to return to normal life.

– Halfway houses: larger centers that offer housing and services like job help, school support, family counseling, and community activities.

– Ranches and camps: usually in rural areas; focus on outdoor activities, self-discipline, and learning job and social skills. Used instead of stricter facilities.

– Detention centers: secure, short-term facilities for teens before or after court decisions.

– Training schools: for the most serious cases – teens who are dangerous, have long criminal records, or have failed other programs.

Every place has two separate systems: one for adults and one for juveniles. They follow different laws and procedures. Social workers play a key role in all these settings – supporting young people, advising courts, helping families, and guiding reintegration into society.

1. Reading

a) Answer the questions:

1. What is the difference between probation and parole?
2. Which level of government typically manages probation? Which manages parole?
3. Name three requirements a person on probation must follow.
4. What are the three main goals of the juvenile justice system?
5. How is a shelter different from a group home for youth offenders?

b) True or false?

1. Most people convicted of crimes serve their sentences in prison.
2. Parole occurs before a person goes to prison, while probation happens after release.
3. Probation is usually managed by state authorities, and parole by county authorities.
4. People on probation must get permission from their probation officer to move or change jobs.
5. Juvenile courts aim only to punish young offenders.
6. The juvenile court process includes three stages: intake, adjudication, and disposition.
7. Shelters are secure, long-term facilities for youth offenders.
8. Group homes provide more family-like care than foster homes.
9. Training schools are used for teens with serious offenses or those who failed other programs.
10. Social workers help advise courts, support families, and assist with youth reintegration into society.

2. Vocabulary

a) Find and define the following terms as used in the text:

Probation – ...;

Parole – ...;

Adjudication – ...;

Disposition – ...;

Certification (in juvenile justice) –

b) Fill in the table contrasting the adult criminal justice system and the juvenile justice system using these categories:

	<i>Primary goals</i>	<i>Legal procedures and stages</i>	<i>Types of facilities used</i>	<i>Role of social workers</i>
Adult criminal justice system				
Juvenile justice system				

c) Choose one setting mentioned in the text (e.g., detention center, halfway house, ranch, foster home). Write a short paragraph (5–7 sentences) explaining:

- What a social worker does in that setting;

- What skills or qualities are essential for this role;
- How the social worker supports the young person's rehabilitation and reintegration into society.

3. Speaking

a) Pair Discussion. Work with a partner. Compare probation and parole using the following prompts:

- What is the main difference between them?
- Which one do you think is more effective for rehabilitation? Why?
- Should people on probation or parole have the same rights as other citizens?

Why or why not?

b) Divide into two groups:

Group A: Argue for trying older teens (e.g., 16–17 years old) as adults in serious cases.

Group B: Argue against it, supporting the juvenile justice system for all under 18.

Use ideas from the text (e.g., goals of juvenile courts, rehabilitation vs. punishment, certification).

Each group prepares 2–3 arguments and presents them. Then, open the floor for respectful discussion.

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...

2. The (given) text is devoted to the problem of ...

The text deals with the problem of ...

3. The first (second/third.../next/last) paragraph (part) deals with ...

The ... paragraph contains the information ...

In the ... paragraph the author speaks about ...

In the ... paragraph the author dwells upon ...

In the ... paragraph the author explains ...

It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...).

Text 17. The Role of a Social Worker in a Correctional Facility

Social workers play an important and often challenging role in correctional facilities (prisons and jails). Their main goal is to support the rehabilitation and

reintegration of inmates into society. While security and discipline are priorities in prisons, social workers focus on the human side – helping individuals address the root causes of their behavior and prepare for life after release.

One key responsibility of a social worker in a correctional setting is assessment. They evaluate inmates' backgrounds, mental health, substance use history, education level, and family situation. This helps identify risks and needs, and allows staff to create individualized rehabilitation plans.

Social workers also provide counselling and emotional support. Many inmates have experienced trauma, abuse, or poverty. Talking with a trained professional can help them process these experiences, manage anger or anxiety, and develop healthier ways of thinking and behaving.

Another important task is connecting inmates with resources. Social workers help arrange access to education programs, vocational training, addiction treatment, and mental health services – both inside the facility and for after release. They may also help inmates rebuild relationships with their families or find housing and employment opportunities.

Before an inmate is released, the social worker often prepares a reintegration plan. This includes coordinating with community services, probation officers, and support groups to ensure a smoother transition and reduce the risk of reoffending (recidivism).

Finally, social workers in prisons advocate for human rights and dignity. They ensure that inmates are treated fairly, have access to necessary services, and are not discriminated against. They also work to create a more humane and rehabilitative environment within the correctional system.

In summary, social workers in correctional facilities are not just helpers – they are agents of change. By supporting personal growth, offering guidance, and building bridges to the outside world, they contribute to safer communities and second chances for those who have made mistakes.

1. Reading

a) Answer the questions:

1. What is the main goal of a social worker in a prison?
2. Why is assessment important in correctional social work?
3. What kinds of problems do inmates often face, according to the text?
4. How do social workers help inmates prepare for life after release?
5. Name two types of programs or services that social workers may connect inmates with.
6. What is “recidivism,” and how do social workers try to reduce it?
7. In what way do social workers act as advocates in prisons?

b) True or False?

1. Social workers in prisons focus only on punishment.
2. They assess inmates' mental health and family background.
3. Social workers never talk to inmates about their emotions.
4. They help inmates find jobs and housing after release.
5. Reintegration plans are made only by prison guards.
6. Social workers support human rights inside prisons.
7. Their work has no impact on the community outside.

2. Vocabulary

a) Fill in the Blanks. Use these words: rehabilitation, assessment, counselling, reintegration, recidivism, advocate, resources

1. The main goal of a social worker in prison is to support the _____ of inmates.
2. During the _____, the social worker learns about the inmate's background and needs.
3. Social workers provide _____ to help inmates deal with trauma or anxiety.
4. They connect inmates with useful _____ like job training or therapy.
5. A good _____ plan helps former inmates return to society successfully.
6. Social workers try to reduce _____—the risk that someone will commit another crime.
7. They also _____ for fair treatment and dignity for all inmates.

b) Match the terms with their definitions:

- | | |
|-------------------|---|
| 1. Rehabilitation | a) The process of helping someone return to normal life after prison |
| 2. Recidivism | b) Professional help to deal with emotional or psychological problems |
| 3. Counselling | c) The act of returning to criminal behavior after release |
| 4. Reintegration | d) Support to help a person recover and become a law-abiding citizen |
| 5. Advocate | e) Someone who speaks up for others' rights |

3. Speaking

a) Discuss in pairs:

1. Do you think prisons should focus more on punishment or rehabilitation? Why?

2. What personal qualities should a social worker in a prison have?
3. How might helping inmates reduce crime in society?
4. Would you like to work as a social worker in a correctional facility? Why or why not?

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...
2. The (given) text is devoted to the problem of ...
The text deals with the problem of ...
3. The first (second/third.../next/last) paragraph (part) deals with ...
The ... paragraph contains the information ...
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It is important (necessary) to add that ...

In conclusion I'd like to say (to add/ to note) that the problem of ... is very (rather) urgent (acute/ important/up-to-date...).

Text 18. Social Work in Corrections and Juvenile Justice

Upon conviction, individuals enter the corrections component of the criminal justice system – a term rooted in the rehabilitative ideal that the state can “correct” criminal behaviour. Most offenders are not incarcerated; instead, they serve their sentences under community supervision, primarily through probation or parole. Though often conflated, these are distinct: probation substitutes incarceration as a sentencing option, whereas parole constitutes conditional early release following a period of imprisonment. Administratively, probation is typically managed at the county level, while parole falls under state jurisdiction.

Individuals on probation remain under state custody and must comply with stringent conditions: abiding by the law, maintaining employment or education, fulfilling financial obligations (e.g., child support), abstaining from substance use, and obtaining prior approval from their probation officer for changes in residence, employment, or travel. Felony probationers face additional mandates, such as regular drug testing, participation in treatment programmes, community service, mental health counselling, or residence in supervised facilities (e.g., halfway houses or under house arrest).

Social workers are deeply embedded in both adult and juvenile justice systems. Juvenile delinquency is addressed through a multi-agency network – including lawmakers, law enforcement, courts, correctional institutions, treatment

centres, and social services. Legislatures define legal boundaries and determine when older adolescents may be certified (transferred) to the adult system.

Juvenile courts balance three often-competing mandates: child welfare, rehabilitation, and public protection. The process typically unfolds in three stages:

intake – following police referral, involving case screening, temporary detention, or dismissal;

adjudication – a fact-finding hearing (analogous to a trial);

disposition – the sentencing phase, where interventions are tailored to the youth's needs and risk level.

A continuum of residential placements supports this process:

Foster homes offer family-based care at all stages.

Shelters provide short-term, non-secure accommodation post-arrest or during case review.

Group homes serve adjudicated youth in semi-independent, community-integrated settings, promoting education, employment, and social reintegration.

Halfway houses deliver structured support alongside life-skills development and community engagement.

Camps and ranches, often in rural settings, emphasize outdoor activity, self-discipline, and vocational training as alternatives to secure confinement.

Detention centers are secure, short-term facilities for pre- or post-adjudication custody.

Training schools house high-risk youth with extensive offence histories or those for whom less restrictive options have failed.

Critically, juvenile and adult systems operate under separate legal frameworks, reflecting distinct philosophies: rehabilitation versus punishment. Social workers navigate this complex landscape, advocating for trauma-informed, developmentally appropriate interventions that prioritise both accountability and human dignity.

1. Reading

a) Answer the questions:

1. How does the philosophical foundation of “corrections” differ from purely punitive approaches?
2. Why is the distinction between probation and parole significant in terms of administration and purpose?
3. In what ways do juvenile justice placements reflect a rehabilitative rather than punitive orientation?
4. How might social workers contribute to the intake or disposition phases of juvenile court proceedings?
5. Why are separate legal systems maintained for juveniles and adults?

b) True or False?

1. All convicted offenders serve time in prison.
2. Parole is administered by county governments.
3. Group homes are more restrictive than detention centres.
4. Juvenile courts aim to balance welfare, rehabilitation, and public safety.
5. Social workers are not involved in adult corrections.

2. Vocabulary

a) Complete the sentences with words: rehabilitative | certification | adjudication | disposition | trauma-informed | continuum | stringent | jurisdiction

1. Probation conditions are often _____, especially for felony offenders.
2. The transfer of a juvenile to adult court is known as _____.
3. _____ refers to the legal authority of a government body to administer justice.
4. The juvenile process includes intake, _____, and _____.
5. Residential options form a _____ of care, from shelters to training schools.
6. Modern social work in justice settings emphasises _____, developmentally appropriate practice.
7. The _____ phase determines the sentence or intervention plan.
8. The system's underlying philosophy is _____, not solely punitive.

b) Fill in the correct prepositions (e.g., in, on, with, for, to, of, by, etc.).

1. Offenders are placed ____ probation ____ lieu ____ incarceration.
2. Parole is administered ____ the state level.
3. Juveniles may be certified ____ adult court ____ serious offences.
4. Group homes facilitate reintegration ____ the community.
5. Social workers collaborate ____ multiple agencies ____ the justice system.
6. Conditions must be adhered ____ all probationers.
7. Training schools are reserved ____ high-risk youth.
8. Detention centres are used both before and after adjudication ____ juveniles.

3. Speaking

a) Discuss in pairs

“Should older teens (e.g., 16–17) ever be tried as adults?” Consider developmental science, victim impact, and recidivism data.

4. Summarizing

a) Summarize the text using the following plan

1. The title of the text is ...
2. The (given) text is devoted to the problem of ...

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3. The first (second/third.../next/last) paragraph (part) deals with ...

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(rather) urgent (acute/ important/up-to-date...)

Список использованной литературы

1. Social work [Электронный ресурс] – Режим доступа: <https://opensocialwork.org/textbooks/>
2. Psychology as a science [электронный ресурс] – режим доступа: <https://www.simplypsychology.org/science-psychology.html>
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