

ELZA ASHUROVA



ENGLISH

**FOR THE STUDENTS OF
SOCIAL WORK SCHOOL**

BAKI - 2024

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**ENGLISH FOR THE STUDENTS OF
SOCIAL WORK SCHOOL**

**(SOSIAL ELMƏR VƏ PSIXOLOGİYA
FAKÜLTƏSİNİN TƏLƏBƏLƏRİ ÜÇÜN
İNGİLİS DİLİ)**

BAKI - 2024

**MINISTRY OF RESEARCH AND EDUCATION OF
AZERBAIJAN REPUBLIC
BAKU STATE UNIVERSITY**

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SOCIAL WORK SCHOOL**

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FAKÜLTƏSİNİN TƏLƏBƏLƏRİ ÜÇÜN
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English for the students of Social Work School is intended for the first year students of higher educational institutions in the Republic of Azerbaijan and for everyone who is interested to acquire the basics of Legal English.

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“Təhsil sisteminin nə qədər dəyərli olduğunu ondan görmək olar ki, Azərbaycanda yüksək savada, biliyə, ixtisasa, yüksək elmə malik insanlar var və onlar cəmiyyətin çox hissəsini təşkil edir. Əgər bunlar olmasaydı, Azərbaycanın sosial həyatı belə güclü inkişaf edə bilməzdi.Təhsili qiymətləndirmək lazımdır və on illərlə əldə etdiyimiz nailiyyəti heç vaxt unutmamalıyıq.”

Heydər Əliyev
Azərbaycan xalqının Ümumilli Lideri

Təhsil hər bir dövlətin gələcəyidir. Hər bir ali məktəb müəllimi çalışmalıdır ki, təhsilin səviyyəsi yüksək olsun. Azərbaycanda gənc nəslin bilikli, savadlı olması ölkəmizi gücləndirir. Kadr hazırlığı, mütəxəssislər, peşəkarlar bu dinamikaya güc verəcək. Ona görə təhsilin keyfiyyəti ilə bağlı çox önəmli addımlar atılır, islahatlar aparılır. Biz inkişaf etmiş ölkələrin təcrübəsini yaxşı bilirik və görürük ki, o ölkələr, sözün əsl mənasında, inkişaf edir ki, orada təhsilin səviyyəsi yüksəkdir. Biz çalışırıq ki, Azərbaycanın iqtisadiyyatına daim diqqət göstərsin, praktiki tədbirlər görülsün, həm təhsil sisteminin maddi-texniki bazası güclənsin, ən önəmlisi iqtisadiyyatın keyfiyyəti artsın.”

İlham Əliyev
Azərbaycan Respublikasının Prezidenti

ÖN SÖZ

Müasir dövrdə ingilis dili dünyanın ən aparıcı dillərindən birinə çevrilmiş , bu dil dövlətlər arası ünsiyyət vasitəsi kimi böyük şöhrət tapmış , eləcə də Azərbaycanın ictimai-siyasi və mədəni həyatına dərindən nüfuz etmişdir. Ona görə də ingilis dilini öyrənmək üçün sanballı əsərlər yazılmış, bir çox dərslik, dərs vəsaitləri, lüğətlər, danışmaq kitabçaları hazırlanmış və bu sahəyə dair metodik vəsaitlər çap olunmuşdur.

Elmi və mədəni əlaqələrin qloballaşdığı bir dövrdə müxtəlif xarici dillərin öyrənilməsi və öyrədilməsi artıq zərurətə çevrilmişdir. Çünki elmin heç bir sahəsi təcrid olunmuş şəkildə inkişaf edə bilməz. Xarici ölkələrlə gündən-günə artan ictimai, siyasi, iqtisadi, elmi və mədəni əlaqələr xarici dilin bütün sahələrdə ixtisasından asılı olmayaraq əməli şəkildə öyrədilməsini tələb edir. Təhsil ölkəmizdə prioritet sahədir və onun inkişafına xüsusi diqqət ayrılır, peşəkar kadrların hazırlanması bu gün təhsil siyasətinin ən başlıca məsələlərindən biridir.

Günümüz hər bir insanın ən azı bir xarici dil bilməsini şərtləndirir. Zaman bizdən ingilis dilini öyrənməyi və onun imkanlarından istifadə etməyi tələb edir. İlk beynəlxalq dil statusu alması, insanlar arasında əsas ünsiyyət vasitəsi olması, elmi biliklərin öyrənilməsində əvəzəlməz funksiyaya malik olması ingilis dilini öyrənməyi vacib edir. Bir sözlə, əgər dünya ilə danışmaq, dünyanı anlamaq, dünyanı anlatmaq istəyiriksə, ingilis dilinin tədrisinə fikir verməliyik. Volterin sözü ilə desək çox dil bilmək qalanın bir neçə qapısının açarına sahib olmaqdır.

Bu səbəblərdən ingilis dilininin gənclərə əhəmiyyətini anlatmaq və tədris edilməsində biz müəllimlərin öhdəsinə böyük məsuliyyət düşür. Təcrübəli müəllim biliyin, həqiqətin

yollarını tapmağı öyrətməlidir. Müəllim bir zəkani tamamilə hazır məlumatlarla dolduran təlimçi deyil, tələbələrə öz fikirlərini inkişaf etdirmələri üçün yardım edən bir insan olmalıdır. Prezidentimizin sözü ilə desək cəmiyyətin gələcək tərəqqisi bir çox cəhətdən bu gün gənclərimizə nəyi və necə öyrətməyimizdən asılı olacaqdır. Müasir təlim metodlarından və İKT vasitələrindən istifadə, cəmiyyətin dəyərli vətəndaşları olmağa hazırlaşan, fəal və hər şeylə maraqlanan tələbələrin təhsil aldığı auditoriyaların yaradılmasında müəllimlərə yol göstəricisidir. Dərsin əhəmiyyəti təkcə onun məzmunu ilə deyil, forması ilə də şərtlənir. Dərs o zaman fayda verir ki, tələbələrdə maraq doğursun, onları diskussiyaya girməyə, materiala uyğun hərəkət etməyə sövq etsin. Dərs interaktiv təlim üsulları ilə keçirilsə, tələbələrin ingilis dili səviyyəsi nəzərə alınaraq proqram tərtib edilərsə, daha da effektiv olar. İstər orta məktəblərdə istərsə də, ali məktəblərdə olsun ingilis dilinin tədrisinə geniş yer verilir. Universitetlərdə ixtisasından asılı olmayaraq bakalavr pilləsində bütün ixtisaslarda, iqtisadiyyat üzrə ingilis dili, hüquq üzrə ingilis dili, ədəbiyyat üzrə ingilis dili, bələdiyyə üçün ingilis dili və s. tədris olunur. Müəllim-tələbə münasibətləri xarici dilin tədrisi prosesində əsas amillərdən biridir. Dövlət işlərində çalışan məmurlar üçün ingilis dili bilmək vacibdir, dövlət qulluğuna hazırlaşan insanların ingilis dilindən imtahana cəlb edilməsi bunu deməyə əsas verir. Nəzərə almalıyıq ki, bu ixtisası qurtaran tələbə xaricdə də, gələcəkdə ölkəmizi təmsil edərək işləyə bilər, həmçinin xarici ölkələrin hər sahədə təcrübəsini öyrənərək, ölkəmizdə bu sahənin daha da təkmilləşdirilməsi prosesinə can ata bilər. Bu səbəbdən sosial iş ixtisasında oxuyan tələbələrə bu dili öyrənmək və öyrətməyin vacibliyi bir daha ön plana çıxır. Yaxşı bir sosial işçi kimi əlavə olaraq ingilis dili bilmək, daha yaxşı bir kadr olmaq, dünya təcrübəsini öyrənmək və bunu işlədiyi sahədə tətbiq etmək başqalarından üstün olmaq deməkdir. Güclü bir dövlətlə möhkəm siyasi və iqtisadi

əlaqələr qurmaq üçün onun dilini, dilinə hopmuş təfəkkürünü, düşüncəsini, meyarlarını eyni zamanda zəif nöqtələrini bilmək lazımdır. Beynəlxalq təşkilatlarda Azərbaycan həqiqətlərini səsləndirmək, xarici ölkələrdə diasporların fəaliyyətini daha da gücləndirmək, diplomatik gedişatda rəqibi məğlub etmək, özünü doğrultmuş xarici təcrübəni sosial sahədə də tətbiq etmək, dövlət maraqlarını daha güclü şəkildə diktə etmək, ingilis dilini mənimsəmiş, savadlı və vətənpərvər vətəndaşlar yetişdirməkdən asılıdır.

Azərbaycanın Avropaya inteqrasiyasından sonra respublikamızda da xarici dillərin, xüsusilə də ingilis dilinin öyrənilməsinə tələbat daim artır. Bu gün ali məktəblərin üzərinə bu tələbatı layiqincə ödəməyə qadir olan, yüksək qabiliyyətli, savadlı dil mütəxəssisləri yetişdirmək kimi çox məsuliyyətli bir vəzifə düşür. Bu vəzifəni yerinə yetirmək üçün müasir təlim standartlarına uyğun proqramlara, dərslər və tədris vəsaitlərinə böyük ehtiyac vardır.

Bu dərslər vəsaiti sosial işin ingilis dilində tədrisini nəzərdə tutur. Dərslər müddətində tələbələrə Azərbaycanda, dünyada sosial iş sahəsində baş verən hadisələr haqqında fikir mübadiləsi aparmaq üçün müəyyən müzakirələr təşkil etmək və sosial iş, sosial müdafiədə cərəyan edən hadisələri düzgün və dərinlən analiz etmək üçün sosial işə aid mövzuları dərinlən mənimsəmək vəsaitin əsasını təşkil edir. Dünyada cərəyan edən hadisələri sosial xidmət nöqtəyi nəzərdən düzgün və dərinlən analiz etmək üçün Azərbaycan sosial sahəyə diqqəti artırdı. Dərslərdə tapşırıqları yerinə yetirməklə tələbələr ingilis dilinə yiyələnəcək və onları gələcək işlərində istifadə edə biləcəklər.

Dərslər vəsaitinin əsas məqsədi xarici ölkələrdə artan siyasi, iqtisadi, mədəni əlaqələr, respublikamıza artan maraq, dünyada böyük dövlətlərin firma və şirkətləri tərəfindən xarici ölkələrdə müstəqil respublikamızın təmsil olunması kimi faktlar, xarici dilin bütün sahələrdə ixtisasından asılı olmayaraq əməli şəkildə

öyrədilməsini tələb edir. Tələbələrini sosial sahəni əhatə edən terminlərlə tanış etmək, eləcə də, ingilis dilində frazalar, sözlər və ifadələri onlara öyrətmək beynəlxalq aləmdə gənclərin Azərbaycanı təmsil etmək dərəcəsinin əsas məqsədidir.

Dərstdə tapşırıqları yerinə yetirməklə tələbələr ingilis dilinə yiyələnəcək və onları gələcək karyeralarında istifadə edə biləcəklər. Bu fənn iqtisadiyyat və sosiologiya ilə sıx əlaqəlidir. Əsas məqsəd tələbələrini sosial iş anlayışı haqqında məlumatlandırmaq və sosial yardımın nə olduğunu başa salmaqdır.

Azərbaycanının sosial sənayesi genişləndikcə bu sahədə çalışan kadrlara ehtiyac sürətlə artır. Bu da kadr hazırlığının günün aktual problemlərindən birinə çevirir. Əsas şərtlərdən biri peşəkar ingilis dilini bilən kadr hazırlamaq, biz müəllimləri düşündürür. Sosial xidmətin bütün dünyada əhəmiyyətli və aparıcı sahələrindən biri olduğunu nəzərə alaraq, biz də Azərbaycanın inkişafında bu sektorun rolunu artırmaqdan ötrü lazımi kadrların (dil bilən) hazırlanması üçün əlimizdən gələni etməliyik. Biz müəllimlərin missiyası Azərbaycanı bir xeyriyəçi ölkə kimi dünyada təmsil edəcək, xarici dili yaxşı bilən, bakalavr səviyyəsində tələbə hazırlamaqdır. Əslində müasir təhsili innovasiya texnologiyasız, müstəqil Azərbaycan Respublikasının dünyaya inteqrasiyasını həyata keçirən gənc kadrların ingilis dilini bilməməsi mümkün deyil.

Dərs vəsaitinin tərtibində tələbələrin beynəlxalq standartlara cavab verən peşəkarlıq fəaliyyətləri üçün nəzəri baza yaratmaq, onların müasir təlim üsulları, təlim texnologiyalarına yiyələnmələri məqsədi ilə lazımi bilik, bacarıq və vərdislər aşılamaq məsələlərinə xüsusi diqqət yetirilmişdir. Eyni zamanda tələbələrə milli və ümumbəşəri dəyərlər, demokratiklik, dünyəvilik, sistemlilik, biliyi təcrübəyə tətbiq etmək, tədqiqat aparmaq, cəmiyyətin aparıcı üzvünə çevrilə bilmək kimi keyfiyyətlər aşılamaq və onların

hərtərəfli inkişafını təmin etmək, tələbələri yenilənmiş dərs vəsaitləri ilə tanış etmək qarşıya məqsəd qoyulmuşdur.

Bu dərslik sosial işin ingilis dilində tədrisini nəzərdə tutur. Kurs müddətində tələbələrə Azərbaycanda, dünyada sosial iş sahəsində baş verən hadisələr haqqında fikir mübadiləsi aparmaq üçün müəyyən müzakirələr təşkil etmək və sosial iş, sosial müdafiədə cərəyan edən hadisələri düzgün və dərinlən analiz etmək üçün sosial işə aid mövzuları dərinlən mənimsəmək kursun əsasını təşkil edir və tələbələrə sosial xidmət sahəsinin nə qədər vacib bir sahə olduğunu, dünyada baş verən hadisələr haqqında qanuni fikir mübadiləsi aparmaq üçün müəyyən müzakirələr təşkil etməkdir. Dünyada cərəyan edən hadisələri sosial xidmət nöqtəyi nəzərdən düzgün və dərinlən analiz etmək üçün Azərbaycan sosial sahəyə diqqəti artırdı. Dərsdə tapşırıqları yerinə yetirməklə tələbələr ingilis dilinə yiyələnəcək və onları gələcək işlərində istifadə edə biləcəklər. Azərbaycanın sosial imkanlarını araşdırmaq, sosial yardım haqqında məlumatları öyrənmək üçün tələbələr istifadə edəcəkləri ingilis dilində dərs vəsaiti olmadığına görə internet materiallarından çox istifadə edirlər. Universitetdə hər cür şərait (İKT) tələbələrin ingilis dilində, müstəqil respublikamızın zəngin sosialogiyası ilə yaxından tanış olmasına, onlar haqqında bukletlər, ingilis dilində müxtəlif tanıtıcı materiallar hazırlanmasına

imkan yaradacaq. Ancaq buna baxmayaraq sosial sahəyə aid Azərbaycan dilində ali məktəblərdə keçirilən ingilis dili dərslikləri, dərs vəsaiti az olduğuna görə, biz müəllimlər əziyyət çəkirik. Son günlər gözəlləşən Azərbaycan Respublikasının ictimai-siyasi həyatları, aparılan tikinti-quruculuq işləri, universitetdə yeni olan bu ixtisasla bağlı söz, ifadə və cümlələrin tədris edilməsi biz müəllimlərin məsuliyyətini birə-beş artırır

INTRODUCTION THE AZERBAIJAN REPUBLIC

Azerbaijan is an old, rich and beautiful country. It borders on Turkey and Iran in the South. Georgia in the west and Armenia in the North-West. On the East Azerbaijan is bounded by the Caspian Sea. Its territory is over 85.000 square kilometers, the population is over 8 million. Azerbaijan is a large country.



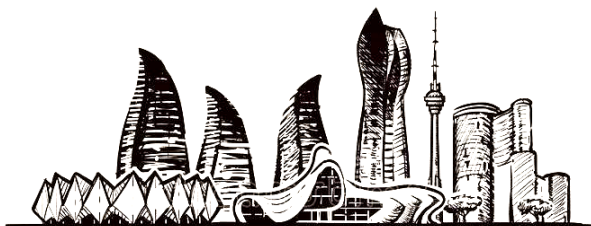
As a result of wars between Russia and Iran Azerbaijan was divided into two parts according to the Turkmanchay Treaty in 1828, South Azerbaijan and North Azerbaijan. The South is Iranian Azerbaijan. North Azerbaijan has become an independent Azerbaijan Republic. It has its own three colour flag and national emblem, state anthem, currency and army. The Azerbaijan Republic is a multinational state. More than seven million people of different nationalities live in the Azerbaijan Republic.

There are a lot of rivers in Azerbaijan. The longest of them is the Kur. It rises in the Turkey and flows into the Caspian Sea. There are two electric power stations in the river Kur.

There are thick and large forests in Azerbaijan where different wild animals live; bears, mountain goats, leopards, wolves, foxes and other wild animals. Azerbaijan is famous for its principle one being oil. The oil production occupies the major place in the economy of the republic. Other national riches of Azerbaijan are cobalt, copper, rock-salt, marble and many others. Azerbaijan cotton and silk are known all over the world from the ancient times.

Azerbaijan has an ancient and rich culture. The famous Giz Galasi (the Maiden Tower) in Baku, the Nakhchivan and Garabagh mausoleums, the Place of Shirvanshah and others. The art and literature also occupies a prominent place in the world literature. Azerbaijan folk music has rich traditions, too.

As these facts show that Azerbaijan people are one of the ancient and cultured people in the world. We have a rich and beautiful country and we are very proud of Azerbaijan.



BAKU

A Z E R B A I J A N

Baku is the capital of independent Azerbaijan Republic. Its population is more than 2 million. It is the largest industrial and cultural center of our Republic. We are all proud of our native town for its history, traditions, culture and great economic achievements. Baku is an old port on the Caspian Sea. Baku is rich with petrol. Many foreign companies have their representatives in Baku, Embassies from all over the world are situated here. They have economic, cultural and political ties with our country. The highest part of the city is Martyr's Alley (Shahidlar Khiyabani) where the brave Azerbaijan sons were buried (they were killed in the war against Armenian occupant during the Garabagh war).

Baku is famous for its ancient Maiden Tower (Giz Galasi) in Ichari shahar (Castle), seaside boulevard, Subway, Shirvanshah Palace many other places of interest. Baku is the center of culture, education, industry, science and history. Many outstanding scholars worked and work at present here. There are many state and Private Universities in Baku.

Thousands of students study at these universities. If you are interested in art you will have a chance to go to the theatre, to a museum or a picture gallery and music halls.

NATIONAL SYMBOLS OF THE REPUBLIC OF AZERBAIJAN



The three-colour national flag of Azerbaijan was accepted by the government of the Democratic Republic of Azerbaijan on November 9, 1918. After the collapse of the Democratic Republic in April 28, 1920 and the establishment of the Soviet regime this flag was relinquished in Azerbaijan. Yet the flag was restored by the order of the Supreme Majlis of the Nakhchivan Autonomous Republic and was declared the national flag of the Autonomous Republic on November 17, 1990. At the same time the Supreme Majlis of Nakhchivan Autonomous Republic petitioned to the Supreme Council of the Azerbaijan SSR for recognition of the three-colour flag the national flag of Azerbaijan.

The Supreme Council of the Azerbaijan Republic considered the petition of the Supreme Majlis of Nakhchivan Autonomous Republic and approved the three-colour flag the national flag of the Azerbaijan Republic on February 5, 1991. By the Constitutional Law of the Supreme Council of the Azerbaijan Republic, approved on January 19, 1993, one of the projects, developed in 1919-1920 with certain alterations was confirmed the national emblem of the Azerbaijan Republic. All courts, buildings of military tribunals, halls of judicial assembly; private offices of the chairs of the Supreme Court and Constitutional Court of the Azerbaijan Republic

THE NATIONAL ANTHEM

Composer: Uzeyir Hajibeyov

Text: Ahmad Javad

Azerbaijan, Azerbaijan!
The heroic patriotic glorious land!
To die for you we are glad and we are ready!
If there is need to shed blood
We are too ready!
With three color banner live happily!
Sacrifices too many done,
Every soldier to front has gone!
When your chest was field of battle!
Come back as a heroic son!
Let me see you flourish,
Let your enemies perish!
I love you, my dear land
Be mightier we do wish!
To safeguard your sacred land,
To hold high your honored flag,
All the youngsters are too glad!
Glorious land, glorious land!
Azerbaijan, Azerbaijan!

The Council of Ministers of the Azerbaijan Democratic Republic carried out a decision on the development of the national anthem of the Republic on January 30, 1920 and for this purpose the Ministry of National Education declared a competition. Yet the collapse of the Azerbaijan Democratic Republic on April 28, 1920 prevented this process.

The Parliament approved a law "On the national anthem of the Azerbaijan Republic" on May 27, 1992. The law approves the "March of Azerbaijan", created by prominent composer Uzeyir Hajibeyov and poet Ahmad Javad in 1919, the national anthem of the Azerbaijan Republic.

GREAT BRITAIN

The British isles consist of England, Wales, Scotland, Ireland and many small islands. The mountains in Great Britain are not high. The highest peak in Scotland is Ben Nevis, 1343m.

In Wales the highest peak is Snowdon. Wales has the most beautiful range of mountains with charming lakes.

The South England plain is the most populated in the country. Here one can find some of the most beautiful scenery in England.

The climate of Britain is mild and changeable. Winter is warmer than the winter in Paris or Milan. Rain falls every month of the year. The wettest seasons are autumn and winter. Snow never lies on the ground. It melts quickly. The western part is wetter than the Eastern. The wettest and coldest are the island round Scotland. Spring is the best and driest season. It begins earlier than in other countries. Summer is ever hot. The best weather is usually in June and September. Autumn is the worst season. Britain is famous for its fogs. Sometimes fog lasts for several days.

The most important cities of Great Britain are London, Birmingham, Manchester, Liverpool and Glasgow.

London is the largest city in Europe, its population is over than 8 million with its suburbs. Londoners say that the most famous sights of London are Westminster Abbey, The Tower of London and St. Paul's Cathedral. Glasgow is the second largest town in the British Isles. It is the centre of the British shipbuilding industry. Manchester is the center of cotton industry. There are more than 50 parks there.

THE NATIONAL SYMBOLS OF THE UNITED KINGDOM

Symbols of The United Kingdom



Flag



Coat of arms

National Anthem is played whenever the Queen makes a public appearance and is played by the British Broadcasting Corporation every night before closedown, at the end of all Remembrance Day services, medal ceremonies for Team GB, England and Northern Ireland football matches.

Symbols of England



Flag



Coat of arms



Symbol

Symbols of Northern Ireland



Flag



Coat of arms



Symbol

The Union Jack (or Union Flag) is Northern Ireland's official flag. Larger Northern Ireland flag - The Red Hand Flag or Ulster banner.

Flower: The shamrock (a three-leaved clover) is a popular way to represent Saint Patrick's Day. Motto: None

Symbols of Scotland



Flag



Coat of arms



Symbol

First hoisted in 1512, the flag is the historic Cross of St. Andrew. When combined with the flags of England and the Patron Saint of Ireland, they collectively form the UK flag.

Symbols of Wales



Flag

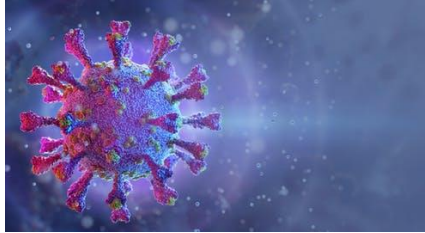


Coat of arms



Symbol

ATTENTION!
**PROTECT YOURSELF AND OTHERS FROM THE
SPREAD VIRUSES**



You can reduce your chances of being infected or spreading viruses by taking some simple precautions:

- Regularly and thoroughly clean your hands with an alcohol-based hand rub or wash them with soap and water. Why? Washing your hands with soap and water or using alcohol-based hand rub kills viruses that may be on your hands.
- Maintain at least 1 metre (3 feet) distance between yourself and others. Why? When someone coughs, sneezes, or speaks they spray small liquid droplets from their nose or mouth which may contain virus. If you are too close, you can breathe in the droplets, including the virus if the person has the disease.
- Avoid going to crowded places. Why? Where people come together in crowds, you are more likely to come into close contact with someone that has virus and it is more difficult to maintain physical distance of 1 metre (3 feet).
- Avoid touching eyes, nose and mouth. Why? Hands touch many surfaces and can pick up viruses. Once contaminated,

hands can transfer the virus to your eyes, nose or mouth. From there, the virus can enter your body and infect you.

- Make sure you, and the people around you, follow good respiratory hygiene. This means covering your mouth and nose with your bent elbow or tissue when you cough or sneeze. Then dispose of the used tissue immediately and wash your hands. Why? Droplets spread virus. By following good respiratory hygiene, you protect the people around you from viruses such as cold and flu.
- Stay home and self-isolate even with minor symptoms such as cough, headache, mild fever, until you recover. Have someone bring you supplies. If you need to leave your house, wear a mask to avoid infecting others. Why? Avoiding contact with others will protect them from possible viruses.
- If you have a fever, cough and difficulty breathing, seek medical attention, but call by telephone in advance if possible and follow the directions of your local health authority. Why? National and local authorities will have the most up to date information on the situation in your area. Calling in advance will allow your health care provider to quickly direct you to the right health facility. This will also protect you and help prevent spread of viruses and other infections.
- Keep up to date on the latest information from trusted sources, such as WHO (World Health Organization) or your local and national health authorities. Why? Local and national authorities are best placed to advise on what people in your area should be doing to protect themselves.

I SEMESTER

UNIT 1

WHAT IS SOCIAL WORK



Social work is a helping profession; the main goal of social service is to raise the welfare level of a community, especially for the most vulnerable populations. "Why social services instead of other help professions?" The distinctive features of social service are the emphasis on the person in the environment and the emphasis on social justice. Social workers do not limit their work to

individuals; They work with individuals, families, groups, couples neighborhoods, communities and organizations Social service is unbelievably wide and diverse; It offers almost unlimited career options. They work in a variety of settings, including social workers, hospitals, nonprofit organizations, mental health centers, schools, advocacy agencies, community organizations and government agencies. Many social workers work directly with customers who are individuals, families or small groups. These social workers help clients cope with

problems such as poverty, abuse, addiction and mental illness by providing counseling to clients, associating clients with service providers, and strengthening their ability to meet their needs. According to the Bureau of Labor Statistics, social service employment opportunities are expected to grow by 25% between now and 2020, which is faster than the average. It's a great time to be a social worker. Demand for social workers working in the fields of health, substance abuse and social services will be particularly high.

This week, the two international bodies representing social work will vote on a new global definition of the profession. These are the International Federation of Social Workers and the International Association of Schools of Social Work. With this in mind, it was fascinating to discover, by chance, a forgotten 1957 global definition in the federation archives: "Social work is a systematic way of helping individuals and groups towards better adaptation to society. The social worker will work together with clients to develop their inner resources and he will mobilise, if necessary, outside facilities for assistance to bring about changes in the environment. Thus, social work tries to contribute towards greater harmony in society. As in other professions social work is based on specialised knowledge, certain principles and skills." Take away the gender references and you can see some of the DNA of the profession, alongside the evolution. These days the emphasis is not so much on "helping people towards better adaptation to society", but rather on the personal and social issues that cause problems and what is needed to sustain solutions in people's lives. One of the contemporary features that makes social work unique is that research shows broader social services can just offer a rotating door: someone comes in stressed, they learn to de-stress, they then return to the same social environment that stressed them in the first place, so they get stressed again. In contrast, good social work looks to assist

the person to change themselves, and their environment, to construct a better life for themselves immersed in strong and positive relationships. The 1957 definition also talks about "specialised knowledge" which could be interpreted as an expert-professional and non-expert-client duality. This is not reflective of today's social work practice, which respects people and co-constructs knowledge and understanding. We learnt many years ago that our answers for someone's problems frequently don't help. Our role is to support others to find their own resources, strengths and answers. This approach takes considerably more skill from a social worker than trying to impose "answers" on others.

| VOCABULARY | | |
|--------------------|------------------|----------------|
| represent | [rɛprɪ'zɛnt] | təqdim etmək |
| Vote | [vəʊt] | səs |
| Client | ['klɪənt] | müştəri |
| fascinating | ['fəsmɛɪtɪŋ] | füsunkar |
| discover | [dɪ'skʌvə] | kəşf etmək |
| global | [gləʊb(ə)l] | qlobal |
| federation | [fɛdə'reɪʃ(ə)n] | federasiya |
| individual | [ɪndɪ'vɪdʒʊ(ə)l] | fərdi |
| adaptation | [ədəp'teɪʃ(ə)n] | uyğunlaşma |
| Inner | ['ɪnə] | daxili |
| outside | [aʊt'saɪd] | kənardə |
| assistance | [ə'sɪst(ə)ns] | kömək |
| try | [trʌɪ] | cəhd |
| contribute | [kən'trɪbjʊ:t] | töhfə vermək |
| specialize | ['spɛʃ(ə)laɪz] | ixtisaslaşmaq |
| reference | ['rɛf(ə)r(ə)ns] | arayış |
| alongside | [ə'lɒŋ'saɪd] | bununla yanaşı |
| evolution | [,ɪ:və'lu:ʃ(ə)n] | təkamül |

| | | |
|---------------------|-------------------|-------------|
| rotate | [rə(ʊ)'teɪt] | dönmək |
| return | [rɪ'tə:n] | qayıtmaq |
| contrast | ['kɒntrɑ:st] | ziddiyyət |
| construct | [kən'strʌkt] | qurmaq |
| immerse | [ɪ'mə:s] | batırmaq |
| positive | ['pɒzɪtɪv] | müsbət |
| interpret | [ɪn'tə:prɪt] | başə salmaq |
| Expert | ['ekspə:t] | mütəxəssis |
| Duality | [dju:'ɑlti] | ikiqatlıq |
| Reflective | [rɪ'fleksɪv] | yansıtıcı |
| Frequently | ['fri:kwəntli] | tez-tez |
| Strength | [streŋθ] | güc |
| Considerably | [kən'sɪd(ə)rəbli] | əhəmiyyətli |

EXERCISES

1. Answer the questions.

- 1) What can you say about social work?
- 2) How do social workers help people?
- 3) Where do social workers work?
- 4) With whom do social workers work directly?

2. Translate into English.

- 1) Azərbaycan sosial işlə məşğul olmaq üçün maraqlı yerdir, 70 il Sovet İttifaqının tərkibində olduğu üçün rəsmi olaraq heç bir sosial problemi olmayan bir ölkədir.
- 2) Sosial İş peşəsinin əsas vəzifəsi insanın rifah halının yaxşılaşdırılması və bütün insanların təməl insan ehtiyaclarını ödəməyə kömək etməkdir.
- 3) Sosial iş peşəsinin məqsədi insan və cəmiyyət rifahını təbliğ etməkdir.
- 4) Hal-hazırda sosial iş sosial problemlərin anlaşılmasına və müdaxiləsinə tənqidi və vahid yanaşması ilə məşhurdur.

3. Find the tests.

- 1) Complete the sentences:

- Social work ... organized and systematic efforts to secure the highest personal and social satisfaction for individuals, groups and communities.
- a) consists of b) major c) student d) function e) inform
- 2) Put preposition into gaps: Numerous social work skills, human behavior theories and evidence-based practices are taught ... inform student learning.
- a) in b) out of c) to d) of e) from
- 3) Choose the correct continuation of the thought. Were you given the book yesterday ...
- a) About which I have told you many times?
b) Which I am going to get?
c) Which I'll buy tomorrow?
d) Which is larger than my flat?
e) Which I shall get soon?
- 4) Choose the correct continuation of the thought. He came home very late at night and ...
- a) went to bed at once b) did his morning exercise c) woke up and dressed
d) went to the garden to enjoy the sunshine e) began having his dinner

PROVERB

**Two heads are better than one.
Ağıl ağıldan üstündür.**

PROVERB

**First think, then speak.
Əvvəl düşün, sonra danış.**

UNIT 2

DEFINITION OF SOCIAL WORK

Social Work Functions

- Consultancy
 - Resolving personal and interpersonal problems
- Resource Management
 - Coordinating social service delivery
 - Linking clients with formal and informal resources
- Education
 - Information sharing through teaching, training, or community education

Defining social work entails describing the roles and functions of social workers. Although many attempts have been made to define social work, there have been some disagreements in trying to come up with a universal definition of social work. Thus, without a general agreement on what constitutes social work, it is difficult to definitively delineate what the roles and functions of social work are or should be. The apparent failure to reach an agreement on what social work is partly accounts for the gap between what social workers say they want to achieve and what they are practically able to achieve. According to Cree, “it is almost impossible to find a simple definition of social work with which everyone is likely to agree”. Be that as it may, various scholars have attempted to develop definitions of social work, ranging from the seemingly simple and straightforward ones to the relatively complex and

comprehensive, including the following.

According to Farley and Smith, “social work is an art, a science, a profession that helps people to solve personal, group (especially family), and community problems and to attain satisfying personal, group, and community relationships through social work practice”. Probably the most comprehensive, authoritative and most widely used definitions of the concept is the one that states that social work is “a profession which promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work”.

From the above definitions, it follows that social work consists of organized and systematic efforts to secure the highest personal and social satisfaction for individuals, groups and communities. Its auspices may be voluntary, governmental or combination of both. Social work in its various forms addresses the multiple, complex transactions between people and their environments, and aims at enabling all people to develop their full potential, enrich their lives, and prevent. Conventionally, social work tends to fall under three major methodological categories.

| VOCABULARY | | |
|-------------------|----------------|------------------|
| definition | [defɪ'niʃ(ə)n] | tərif |
| attempt | [ə'tɛm(p)t] | cəhd |
| constitute | ['kɒnstɪtju:t] | təʃkil etmək |
| delineate | [dɪ'lnɪeɪt] | müəyyənləşdirmək |
| apparent | [ə'pær(ə)nt] | aydın |
| failure | ['feɪljə] | uğursuzluq |

| | | |
|-----------------|-------------------|-------------------|
| Scholar | [ˈskɒlə] | alim |
| Seemingly | [siːmɪŋli] | boşluq |
| various | [ˈvɪəriəs] | Zahirən |
| Straightforward | [streɪt ˈfɔːwəd] | müxtəlif |
| Relatively | [rɪlətɪvli] | Düz |
| Comprehensive | [kəmprɪˈhensɪv] | nisbətən |
| Profession | [prəˈfeʃ(ə)n] | hərtərəfli |
| Solve | [sɒlv] | peşə |
| Especially | [ɪˈspeʃ(ə)li] | həll etmək |
| Attain | [əˈteɪn] | xüsusilə |
| Satisfying | [satsɪfʌɪɪŋ] | qazanmaq |
| Authoritative | [ɔːˈθɔːrɪtətɪv] | məmnun |
| Promote | [prəˈməʊt] | Nüfuzlu |
| Empowerment | [emˈpaʊəmənt] | təşviq etmək |
| Enhance | [ɪnˈhɑːns] | səlahiyyət vermək |
| Theory | [θiəri] | artırmaq |
| Interact | [ɪntərˈækt] | nəzəriyyə |
| Fundamental | [fʌndəˈment(ə)l] | qarşılıqlı əlaqə |
| Association | [əsəʊʃiˈeɪʃ(ə)n] | əsas |
| Satisfaction | [satsɪˈfækʃ(ə)n] | dərnək |
| auspice | [ˈɔːspɪs] | məmnuniyyət |
| voluntary | [ˈvɒlənt(ə)ri] | Xeyir |
| combination | [kəmbrɪˈneɪʃ(ə)n] | Könüllü |
| | | birləşmə |

EXERCISES

1) Answer the questions.

- 1) How can you describe the Farley and Smith's opinion?
- 2) What are the fundamental of social work?
- 3) Which definition of Social work considered the most widely used?
- 4) From what social work consists of?

2) Translate into English.

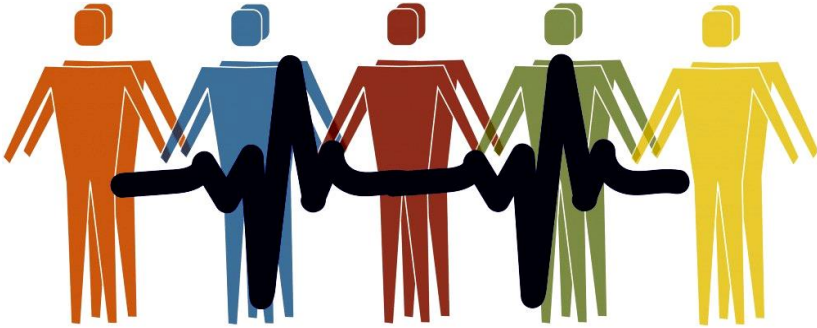
- 1) Popple və Leighninger sosial iş peşəsinin iki hədəfə sahib olduğunu vurğulayır.

- 2) Sosial işçilər bütün dünyada mütəşəkkil bir şəkildə fəaliyyət göstərirlər.
- 3) Şərti olaraq sosial iş üç əsas metodoloji kateqoriyaya bölünür.
- 4) Sosial iş, insanların ehtiyaclarına və imkanlarına xüsusi diqqət yetirir.

3) Find the tests.

- 1) Choose the correct degree of the adjective:
It seems to me that this exercise is as ... as yesterday's one in social work group.
a) easy b) easiest c) easier d) the most easy e) more easier
- 2) Choose the correct word:
A practicing professional with a degree in social work is ... a social worker.
a) called b) like c) for d) do e) if
- 3) Choose the correct question for the word underlined.
His father's office is situated in the center of the city.
a) What is situated in the center of the city?
b) Where is the office situated?
c) Whose office is situated in the center of the city?
d) In what part of the city is his father's office situated?
e) Where is his father's office situated?
- 4) Choose the correct question for the word underlined.
Our pilots can fly fastest of all.
a) What can our pilots do?
b) What do our pilots do?
c) Who can fly?
d) How can our pilots fly?
e) What does our pilots do?

UNIT 3 SOCIAL WORKER



In these days we meet with term that is commonly used in our language – “social worker”.

But who is he? Regarding that “worker” is in this word combination it makes clear this “worker” engages in one field of activity. So, here is one question that comes from, what is the kind of this field of activity?

Despite of this concept is used in Western Europe and USA widely in the 3rd quarter of the 19th century and in the beginning of 20th century and in the beginning of 21st. So, how can we explain the reason of this? Basically, the concept “Social Worker” revealed in the end of 19th century and in the beginning of 20th but, as an independent field it realized after 2nd world war.

In the 30th years of 20th century in USA (new Deal), in 40th years in Western Europe (Welfare state) were called for Recognition of each person’s Human rights was accepted as a guaranteed. But, soon they understood there should be special resources and good legislation. Also, for any reason the people whose are away from this recognition program need to be introduced proper aid and, the government should approach to each person as a unique individual in this matter. Though, in

this complicated situation “social workers” took responsibility to do this function. Generally, most people think of this field of activity as a body that deal with problems of orphans, children deprived from parental care and aged people.

Indeed it is so, but it is not enough, to the might be added people from any level in sociality who are need to any aid regardless of gender, ethnic origin, religion and age.

| VOCABULARY | | |
|--------------------|------------------|----------------------------|
| gender | ['dʒɛndə] | cins |
| regard | [rɪ'gɑ:d] | nəzərən, münasibət |
| engage | [ɪn'geɪdʒ] | adax etmək, götürmə |
| combination | [kəmbɪ'neɪʃ(ə)n] | kombinasiya, birləşmə |
| field | [fi:ld] | sahə,çöl |
| activity | [ak'tɪvɪti] | aktivlik, fəallıq |
| despite | [dɪ'spaɪt] | baxmayaraq, rəğmən |
| concept | ['kɒnsept] | anlayış, məfhum |
| wildly | ['wɪldli] | vəhşi |
| quarter | ['k(w)ɔ:tə] | rüb,aman, yerləşdirmək |
| basically | ['beɪsɪkli] | əsasən |
| revealed | [rɪ'vi:l] | açmaq,zahirə çıxarmaq |
| independent | [ɪndɪ'pend(ə)nt] | müstəqil, istiqlaliyyət |
| deal | [di:l] | razılaşmaq |
| recognition | [rɛkəg'niʃ(ə)n] | tanıma |
| guaranteed | [,gɑrən'ti:d] | zəmanətli, təminatlı |
| resource | [rɪ'sə:s] | vəsait, bacarıq |

| | | |
|--------------------|-------------------|-------------------------------------|
| legislation | [lədʒɪs'leɪʃ(ə)n] | qanunvericilik |
| proper | ['prɒpə] | müfəviq, uyğun |
| unique | [u:'ni:k] | unikal, təkraredilməz |
| complicate | ['kɒmplikeɪt] | mürəkkəbləşdirmək qəlizləşdirmək |
| situation | [sɪtʃu'eɪʃ(ə)n] | vəziyyət, hal |
| generally | ['dʒen(ə)rəli] | ümumiyyətlə, ümumən |
| orphan | ['ɔ:f(ə)n] | yetim, kimsəsiz |
| deprive | [dɪ'praɪv] | məhrum etmək, məğmun etmək |
| parental | [pə'rent(ə)l] | Valideyn |
| indeed | [ɪn'di:d] | həqiqətən, doğrudan |
| State | [steɪt] | dövlət, ştat |
| regardless | [rɪ'gɑ:dləs] | asılı olmayaraq, nəzərə almayan |
| origin | ['ɒrɪdʒɪn] | mənşə, mənbə |

EXERCISES

1. Answer the questions.

- 1) What is social worker? Describe with your own words.
- 2) What should government do people who are away from this recognition program?
- 3) What do most people think about this field?

2. Find the tests.

- 1) Choose the correct degree of the adjectives: Paris is ... city in the world.
a) the most beautiful b) beautifulest c) beautiful d) more beautiful e) beautifuler
- 2) Choose the correct sentences in the passive voice:
Who has changed the date of the meeting?
a) Who has the date of the meeting been changed by?

- b) Who have the date of the meeting been changed by?
c) By whom the date of the meeting have been changed?
d) By whom has been the date of the meeting changed?
e) Who has been the date of the meeting changed by?
- 3) Choose the correct question for the word underlined.
We wrote a dictation at the lesson yesterday.
a) When we wrote a dictation at the lesson?
b) When did we write a dictation at the lesson?
c) When do we write a dictation at the lesson?
d) When shall we write a dictation at the lesson?
e) When are we write a dictation the lesson?
- 4) Choose the correct variant. ... heavy snow, ... very frosty on Sunday.
a) It was, there was b) There is, it is c) There was, it was
d) It is, there is e) There is, there is

PROVERB

Honesty is the best policy.

Düzlük ən yaxşı siyasətdir.

UNIT 4

WHAT DO SOCIAL WORKERS DO?



Social workers provide services as members of a multidisciplinary team or on a one-to-one basis with the client. The duties performed by social workers vary depending on the settings in which they work. Social workers employed by child welfare agencies (public and private) investigate cases of family violence, child abuse and neglect and take protective action as required. They may recruit foster parents or supervise the placement of children in protective care. Others work on adoption cases. Many school boards hire social workers to help students adjust to the school environment. They help students, parents and teachers to deal with problems such as aggressive behaviour, truancy and family problems, which affect the students' performance. In general and psychiatric hospitals, social workers are members of the treatment team. They provide a link between the team and the family as well as with community resources. In these settings they contribute to the care, treatment and rehabilitation of the aged and of physically or mentally ill individuals, as well as the care of disabled persons. In health and community services centres, social

workers are involved in the provision of counselling to individuals or families and in providing services to seniors. Some work as community developers helping citizens to identify their needs and proposing ways of meeting these needs. Others may assist with parent-child relationships and marriage counselling. The services may be offered on an individual basis or in groups. In the correctional field, social workers may be part of a team concerned with the social rehabilitation of young or adult offenders. They may work as classification officers. Others work as probation officers or as parole officers. Parole officers help ex-prisoners adjust to life in the community while conforming to the conditions of their parole. Social workers in private practice offer their services on a fee-for-service basis to individuals, families and organizations. Social workers involved in policy analysis, policy development and planning are usually working in federal and provincial departments or social planning councils. Researchers are found in universities and governments. Others are teaching in universities and community colleges.

Social workers work directly with individuals, couples, families or small groups. These social workers help clients cope with problems such as poverty, abuse, addiction, unemployment, educational problems, disability, trauma mental illness. Social workers provide individuals, family and group counseling, case management services connecting clients with resources and service providers, and other services to empower clients to meet their own needs. Social workers often within nonprofit organizations, schools, hospitals and government agencies working toward the common good. These social workers may work directly with individual clients or be involved in program development, program evaluation, and human services management. Many social workers choose to work with communities, organizations or governments to address social problems on a systems level. These workers

advocate for vulnerable populations, fighting to end the inequalities and injustices they see in their communities. They engage in legislative advocacy, policy analysis, and community organizing to break down barriers and drive reform.

| VOCABULARY | | |
|--------------------------|---------------------|-----------------|
| Provide | [prə'vaɪd] | təmin etmək |
| Multidisciplinary | [mʌltɪdɪsə'plɪnəri] | çoxşaxəli |
| Duty | ['dju:ti] | vəzifə |
| Perform | [pə'fɔ:m] | yerinə yetirmək |
| Depend | [dɪ'pend] | asılı olmaq |
| Investigate | [ɪn'vestɪgeɪt] | araşdırmaq |
| Violence | ['vɪələ(ə)ns] | zorakılıq |
| Abuse | [ə'bjuz] | sui-istifadə |
| Neglect | [nɪ'gлект] | laqeydlik |
| Protective | [prə'tektɪv] | qoruyucu |
| Require | [rɪ'kwɪə] | tələb etmək |
| Supervise | ['su:pəvaɪz] | nəzarət etmək |
| Placement | ['pleɪsmənt] | yerləşdirmə |
| Adoption | [ə'dɒpʃ(ə)n] | qəbul |
| Adjust | [ə'dʒʌst] | tənzimləmək |
| Truancy | ['tru:ənsi] | tərbiyə |
| Contribute | [kən'trɪbjʊ:t] | töhfə vermək |
| Aged | [eɪdʒ] | Yaşlı |
| Mentally | [mənt(ə)l] | xəyalən |
| Citizen | [sɪtɪz(ə)n] | vətəndaş |

| | | |
|-----------------------|--------------------|-------------------|
| identify | [aɪ'dentɪfaɪ] | eyniləşdirmək |
| propose | [prə'pəʊz] | təklif etmək |
| counselling | [kaʊns(ə)lɪŋ] | məsləhət |
| correctional | [kə'rekʃənl] | düzəldici |
| offender | [ə'fendə] | cinayətkar |
| classification | [klasɪfɪ'keɪʃ(ə)n] | təsnifat |
| probation | [prə'beɪʃ(ə)n] | Sınaq |
| private | ['praɪvət] | şəxsi |
| analysis | [ə'nalɪsɪs] | təhlil |
| provincial | [prə'vɪnʃ(ə)l] | əyalət |
| | | |
| directly | [dɪ'rektlɪ] | bilavasitə |
| individual | [ɪndɪ'vɪdʒʊ(ə)l] | fərdi |
| couple | ['kʌp(ə)l] | cütlük |
| poverty | ['pɒvəti] | yoxsulluq |
| abuse | [ə'bjʊ:z] | sui-istifadə |
| addiction | [ə'dɪkʃ(ə)n] | asılılıq |
| disability | [dɪsə'bɪlɪti] | şikəstlik |
| trauma | ['trɔ:mə] | travma |
| provide | [prə'vʌɪd] | təmin etmək |
| individual | [ɪndɪ'vɪdʒʊ(ə)l] | fərdi |
| counseling | ['kaʊns(ə)l] | məsləhət |
| management | ['mænɪdʒm(ə)nt] | idarəetmə |
| connecting | [kə'nektɪŋ] | birləşdirici |
| empower | [ɪm'paʊə] | səlahiyyət vermək |
| nonprofit | [nɒn'prɒfɪt] | qeyri-kommersiya |
| agency | [eɪdʒ(ə)nsi] | agentlik |
| toward | [tə'wɔ:d] | doğru |
| evaluation | [ɪ'vælju'eɪʃ(ə)n] | qiymətləndirmə |
| community | [kə'mju:nɪti] | icma |

| | | |
|--------------------|------------------|----------------|
| Level | ['lɛv(ə)l] | səviyyə |
| Advocate | ['advəkət] | vəkil |
| Populations | [pɒpjʊ'leɪʃ(ə)n] | əhali |
| Fighting | ['fɑɪtɪŋ] | mübarizə |
| Inequality | [ɪn'kwɒlɪti] | Yenilik |
| Injustices | [ɪn' dʒʌstɪs] | ədələtsizlik |
| Engage | [ɪn'geɪdʒ] | məşğul |
| Legislative | ['lɛdʒɪslətɪv] | qanunvericilik |
| Analysis | [ə'nalɪsɪs] | təhlil |
| Barrier | ['bærɪə] | Baryer |
| Reform | [rɪ' fɔ:m] | Islahat |

EXERCISES

1. Answer the questions.

- 1) Who employs social workers?
- 2) In where social worker is a part of treatment team?
- 3) Talk about Social workers job. Who is Parole officer?
- 4) With whom do social workers work?
- 5) What do many social workers

2. Find the tests.

- 1) Choose the correct degree of the adjectives. These seats are ... than the others
 - a) more comfortable
 - b) comfortable
 - c) the most comfortable
 - d) least comfortable
 - e) comfortabler
- 2) Choose the correct question for the word underlined. Nobody likes to go out for a walk now.
 - a) Who likes to go out for a walk now?
 - b) Who is not like to go out for a walk now?
 - c) Who does not like to go out for a walk now?
 - d) Who likes not to go out for a walk now?
 - e) Who likes not to go now?
- 3) Choose the correct questions for the word underlined:

Sometimes they have a meeting at the office.

- a) What do they have at the office?
 - b) Who has a meeting at the office?
 - c) What have they at the office?
 - d) Where do they have a meeting?
 - e) Where did they have a meeting?
- 4) Choose the correct continuation of the thought: I was very tired ...
- a) although it was raining
 - b) if I had to stand all day
 - c) that I don't want to walk
 - d) until it had got dark
 - e) when he came yesterday
- 4)

4.Translate into English.

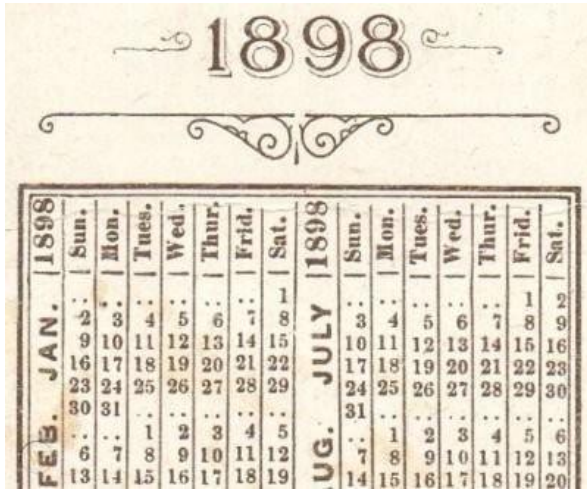
- 1) Sosial işçilər zərurət olduqda, mühitdə dəyişikliklər etmək üçün kənardan dəstək alacaqlar.
- 2) Qruplarla sosial iş birbaşa sosial iş təcrübəsinin geniş bir sahəsini əhatə edir.
- 3) Sosial işçilər, sosial işin tətbiq olunduğu yerlərdə müxtəlif qruplarla işləyirlər.
- 4) Etik dəyərlər doqquz əsas prinsipdən biridir.

5.Find the tests.

- 1) Everybody listened to the report attentively at the meeting of social work:
 - a) Who listened to the report attentively?
 - b) What did everybody do?
 - c) Everybody listened to the report, didn't they?
 - d) What did everybody listen to
 - e) What do everybody do?
- 2) Choose the correct preposition. The idea of a social worker acting as a caseworker or a counselor is a recurrent and powerful notion ... social work throughout its history
 - a) in
 - b) of
 - c) off
 - d) on
 - e) over

- 3) Choose the correct question for the word underlined.
Ganja was captured by foreign invaders more than once in its history.
- a) By whom Ganja was captured?
 - b) By who Ganja was captured?
 - c) Who was Ganja captured by?
 - d) Who did Ganja captured by?
 - e) Whom Ganja was captured by?
- 4) Choose the correct question for the word underlined. He is reading a book in the library.
- a) What is he reading in the library now?
 - b) What he is reading in the library now?
 - c) What book he is reading in the library now?
 - d) What will he reading in the library now?
 - e) What did he reading in the library now?

UNIT 5 THE HISTORY OF SOCIAL WORK



Social work as a profession emerged in the nineteenth century. For the first time in the summer of 1898, Columbia University social work in the classroom was opened. Social work in England is almost on par with the United States began. Hospital social worker called the first social workers in the UK. Mary Stewart, Royal Free Hospital, the first in 1895, worked as a social worker.

Australia, England and America after the social work as a profession has evolved. In 1920, the first professionally trained social workers. In 1940 he began training in social work at the University of Sydney. After 1905, most social workers were trained as nurses. Pastor William Boot in England in 1865, "Salvation Army" organization, the organization created the oppressed, poor moral and material helped. Jane Adams in the US in 1899, one of the founders of social work theory and practice in the United States are unemployed and homeless, not knowing the language and began to help émigrés. This was the

foundation of social work with migrants. Azerbaijan for the first time in social work master's degree in 2005, the university opened. Then, in 2008 and 2010 in AU

| VOCABULARY | | |
|----------------------|------------------------|------------------------------------|
| almost | ['ɔ:lməʊst] | həmən-həmən, az qala |
| royal | ['rɔ:əl] | kral, şahənə |
| evolve | [ɪ 'vɒlv] | təkamül etmək |
| organization | [ɔ:g(ə)nəlɪ 'zeɪʃ(ə)n] | təşkilat, qurum |
| trained | [treɪnd] | öyrədilmiş, ixtisaslı |
| oppressed | [ə 'prest] | məzlum, əzilən |
| army | ['ɑ:mi] | ordu, qoşun |
| unemployed | [ʌnɪm 'plɔɪd] | İşsiz |
| homeless | ['həʊmlɪs] | evsiz, sahibsiz |
| emigre | ['emɪgreɪ] | Emiqrə |
| foundation | [faʊn 'deɪʃ(ə)n] | təməl, zəmin |
| migrant | ['mɑɪgr(ə)nt] | köçəri, mühacir |
| degree | [dɪ 'ɡri:] | dərəcə, mərtəbə |
| qualification | [kwɒlɪfɪ 'keɪʃ(ə)n] | Ixtisas |
| possibility | [,pɒsɪ 'bɪlɪti] | imkan, mümkünat |
| blog | [blɒɡ] | Bloq |
| consider | [kən 'sɪdə] | nəzərə almaq, düşünmək |
| official | [ə 'fɪʃ(ə)l] | rəsmi, vəzifəli |
| guidance | ['ɡaɪd(ə)ns] | rəhbərlik, məsləhət |
| support | [sə 'pɔ:t] | dəstək, kömək |
| receptionist | [rɪ 'sepʃ(ə)nɪst] | xidmətçi, qəbul otağında katibə |
| instruction | [ɪn 'strʌkʃ(ə)n] | göstəriş, təlim |

| | | |
|------------------|-------------------|-----------------------------|
| humanism | ['hju:mənɪz(ə)m] | humanizm, insanpərvərlik |
| honor | ['ɒnə] | şərəf, hörmət |
| possibly | [pɒsɪbli] | bəlkə, olmaya |
| inside | [ɪn' saɪd] | içəri |
| salvation | [sal' veɪʃ(ə)n] | xilas, xilaskarlıq |
| theory | ['θiəri] | nəzəriyyə |
| emerge | [ɪ' mə:dʒ] | boylanmaq, zühura çıxmaq |

EXERCISES

1. Answer the questions.

- 1) When was the first social work classroom opened?
- 2) When was the master's degree of social work class opened in Azerbaijan?
- 3) Where the first social work class was opened?
- 4) What was the purpose of early social work organizations?

2. Translate into English.

- 1) Sosial iş sosial dəyişiklik, sosial iqtisadi inkişaf və sosial birlikdə , zorakılıq və təzyiqdən azad olmaq istəyən insanların səlahiyyətlərini artırmağa çalışır.
- 2) Sosial iş təcrübəsi olan professional insana sosial işçi deyilir.
- 3) Sosial iş praktikasına aid olan elmi ədəbiyyat son illərdə çox geniş yayılmışdır.
- 4) Sosial iş psixologiya ilə çox bağlı olan həyəcanverici bir karyera sahəsidir.

3. Find the tests.

- 1) Choose the correct continuation of the thought: We take medicine
a) when we aren't ill b) when we feel better c) when we are at home d) when we are ill e) when we walk in the park

- 2) Choose the correct variant. Ali, walk ..., your ... walk makes me get angry.
a) slow, quickly b) quickly, quickly c) quickly, slowly d) quickly, slow e) a little slowly, quick
- 3) Choose the correct variant.
a) Your child is more healthy than others.
b) He was so excited he could write the exam bad.
c) She was so exciting she couldn't sleep.
d) I am interested with physics.
e) Don't leave me alone.
- 4) Choose the correct tense form:
Social workers ... in policy analysis, policy development and planning are usually working in federal and provincial departments or social planning councils.
a) involved, are working b) involve, is working c) involves, works d) have involved, is working e) had involve, works

UNIT 6

MISSION AND PURPOSE OF SOCIAL WORK



MISSION OF THE SOCIAL WORK PROFESSION

The primary mission of the Social Work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed and living in poverty. A historic and defining feature of Social Work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to Social Work is attention to the environmental forces that create, contribute to, and address problems in living.

PURPOSE OF THE SOCIAL WORK PROFESSION

The purpose of the Social Work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, Social Work's purpose is actualized through its quest for social and

economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

SOCIAL WORK IN MODERN WORLD

Currently, social work is known for its critical and holistic approach to understanding and intervening in social problems. This has led, for example, to the recognition of poverty as having a social and economic basis rooted in social policies rather than representing a personal moral defect. This trend also points to another historical development in the evolution of social work: once a profession engages in social control, it is directed at social and personal empowerment.

| VOCABULARY | | |
|--------------------|------------------|-----------------|
| mission | ['mɪʃ(ə)n] | vəzifə |
| primary | ['prʌɪm(ə)ri] | əsas |
| enhance | [ɪn 'hɑ:ns] | Artırmaq |
| basic | ['beɪsɪk] | əsas |
| particular | [pə 'tɪkjələ] | Xüsusi |
| attention | [ə 'tenʃ(ə)n] | diqqət |
| feature | ['fi:tʃə] | xüsusiyyət |
| create | [kri:'eɪt] | Yaratmaq |
| promote | [prə 'məʊt] | böyütmək |
| diversity | [dʌɪ 'və:sɪti] | müxtəliflik |
| inquiry | [ɪn 'kwɪəri] | Sorğu |
| actualize | ['aktʃʊəlaɪz] | Aktuallaşdırmaq |
| quest | [kwɛst] | Axtarmaq |
| prevention | [pri 'venʃn] | qabağı alınma |
| condition | [kən'dɪʃ(ə)n] | şərt |
| elimination | [ɪlɪmɪ'neɪʃ(ə)n] | təsviyyə |
| critical | ['krɪtɪk(ə)l] | Kritik |

| | | |
|--------------------|------------------|-------------------|
| holistic | [həʊ'lɪstɪk] | Vahid |
| recognition | [rɛkəg'nɪʃ(ə)n] | Tanıma |
| represent | [rɛprɪ'zɛnt] | təmsil etmək |
| defect | ['di:fɛkt] | Qüsür |
| evolution | [,i:və'lu:ʃ(ə)n] | təkamül |
| engage | [ɪn'geɪdʒ] | adax etmək |
| empowerment | [ɛm'paʊəmə(ə)nt] | səlahiyyət vermək |
| historic | [hɪ'stɔrɪk] | Tarixi |
| focus | ['fəʊkəs] | cəmləşdirmək |
| wellbeing | [wəl'bi:ɪŋ] | Rifah |
| fundamental | [fʌndə'mɛnt(ə)l] | əsas |
| address | [ə'dres] | Ünvan |
| community | [kə'mju:nɪti] | İcma |

EXERCISES

1. Answer the questions.

- 1) What can you say about mission of the social work?
- 2) What is the purpose of social work?
- 3) How is social work known?

2. Find the tests.

- 1) Put preposition into gap: Social workers help people cope with challenges ... their lives.
a) on b) from c) under d) in e) above
- 2) Choose the correct sentences in the passive voice :
I didn't realize that someone was recording our conversation in social group.
a) our conversation was recording by someone
b) our conversation was recorded by someone
c) our conversation was being recorded by someone
d) our conversation was being recording by someone
e) our conversation was been recorded by someone

- 3) Complete the sentence: Child and family social workers protect vulnerable children and help families in need of assistance.
a) social b) provide c) vulnerable children d) father e) children
- 4) Find the correct word:
Clinical social workers also called ... clinical social workers diagnose and treat mental, behavioral, and emotional disorders, including anxiety and depression.
a) important b) employed c) licensed
d) clinical e) recorded

PROVERB

**Strike the iron while it is hot.
Dəmiri isti-isti döyərlər.**

PROVERB

**No bees no honey, no work no money.
Zəhmətsiz bal yeməzlər.**

UNIT 7

SOCIAL WORK IN AZERBAIJAN



Azerbaijan is an interesting place to practice social work. It's a country which, officially, had no social problems because it was part of the Soviet Union for 70 years.

Then, in 2002, a handful of young women returned to Azerbaijan from the US having been awarded full masters scholarships to study social work. These were the first professional Azerbaijani social workers whose scholarships

had been arranged by an NGO concerned about the absence of social work and education across the entire country.

I visited Azerbaijan recently to support one of the International Federation of Social Workers' newest members – the Azerbaijan Social Work Union. Developing social work is critical when set against a backdrop of multiple social problems. Most of these relate to high unemployment and poverty, which in turn create depression, family dysfunction, and community violence. More than 7.6% of the country's population is below the poverty rate, about 10,000 children are in large-scale public institutions and over 800,000 people are internally displaced and have been living in tent camps for more two decades. Azerbaijan has been criticized by the United Nations for its slow progress in protecting human rights.

VOCABULARY

| | | |
|--------------------|-------------------|-----------------------------|
| union | [juːnjən] | ittifaq, müttəfiqlik |
| handful | [ˈhan(d)fʊl] | ovuc, çəngə |
| sustainable | [səˈsteɪnəb(ə)l] | Davamlı |
| scholarship | [ˈskɒləʃɪp] | təqaüd, alimlik |
| arrange | [əˈreɪn(d)ʒ] | təyin et |
| advocate | [ˈadvəkət] | vəkil, müdafiə etmək |
| absence | [ˈabs(ə)ns] | yoxluq, olmama |
| parliament | [ˈpɑːləm(ə)nt] | parlament, məclis |
| critical | [ˈkrɪtɪk(ə)l] | kritik, tənqidi |
| dysfunction | [dɪsˈfʌŋ(k)ʃ(ə)n] | Disfunksiya |
| appropriate | [əˈprəʊpriət] | müvafiq, uyğun |
| backdrop | [ˈbɑːkdɹɒp] | Fonunda |
| relate | [rɪˈleɪt] | əlaqələndirmək, söyləmək |
| depression | [dɪˈpreʃ(ə)n] | depressiya, böhran |
| below | [biˈləʊ] | aşağıda, altda |

| | | |
|--------------------|---------------------|----------------------------------|
| culturally | ['kʌltʃ(ə)rəli] | mədəni |
| ensure | [ɪn'ʃʊ:] | təmin etmək, sığorta etmək |
| violence | ['vʌɪəl(ə)ns] | zorakılıq, zor |
| large-scale | ['lɑ:dʒskeɪ] | geniş miqyaslı |
| institution | [ɪnstɪ'tju:ʃ(ə)n] | müəssisə, təsisat |
| internally | [ɪn'tə:n(ə)li] | daxili |
| displace | [dɪs'pleɪs] | qarıxdırmaq |
| blueprint | ['blu:prɪnt] | planlamaq |
| establish | [ɪ'stæblɪʃ] | qurmaq, yaratmaq, təsis etmək |
| jointly | ['dʒɔɪntli] | birgə, müştərək |
| ministry | ['mɪnɪstri] | nazirlik |
| draft | [drɑ:ft] | qaralama, layihə |
| awareness | [ə'we:nəs] | maarifləndirmə |
| issue | ['ɪʃu:] | problem, buraxılış |
| alongside | [əlbɪŋ'saɪd] | yanaşı |

EXERCISES

1. Answer the questions.

- 1) Why there were not any social problems in Azerbaijan for 70 years?
- 2) When did the women social workers returned from US?
- 3) Why did UN criticize Azerbaijan?
- 4) What are the social problems in Azerbaijan?

2. Translate into English.

- 1) Sosial işin müəyyən edilməsi sosial işçilərin rol və funksiyalarını təsvir etməyə səbəb olur.
- 2) İnsan davranışları və sosial sistemlər nəzəriyyələrindən istifadə edərək, sosial iş insanların mühiti ilə qarşılıqlı olduğu nöqtələrə müdaxilə edir.

- 3) Sosial iş ictimai bir peşə olaraq XIX əsrdə ortaya çıxdı.
- 4) Sosial iş fərdlərə və qruplara cəmiyyətə daha yaxşı uyğunlaşmaqda kömək etmək üçün sistematik bir yoldur.

3. Find the tests.

- 1) Put the preposition onto gaps: The duties performed ... social workers vary depending on the settings in which they work.
a) by b) from c) out off d) in e) on
- 2) Complete the sentence: Social workers provide services as members of a multidisciplinary team or on a one-to-one basis with the client.
a) social worker b) children c) family d) services e) include
- 3) Choose the correct degree of the adjectives.
The ... proverb which I know is two heads are ... than one.
a) good, better b) better, better c) best, better
d) best, best e) gooder, best
- 4) Find the antonym of the underlined word. Dark
a) clear b) sunny c) light d) high e) bad

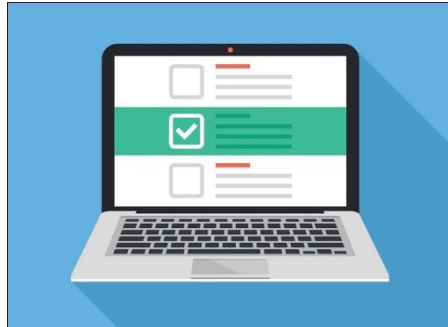
PROVERB

No garden without weeds.

Qızılgül tikansız olmaz.

UNIT 8

MY PROFESSION ABOUT SOCIAL WORK



Social work is an academic and professional discipline that seeks to facilitate the welfare of communities, individuals and societies. It facilitates social change, development, cohesion, and empowerment. Underpinned by theories of social sciences and guided by principles of social justice, human rights, collective responsibility, and respect for diversities, social work engages people and structures to address life challenges and enhance wellbeing. A practicing professional with a degree in social work is called a social worker. Examples of fields a social worker may be employed in are child protection, mental health, poverty relief, and disabilities.

The practice and profession of social work has a relatively modern and scientific origin, and is generally considered to have developed out of three strands. The first was individual casework, a strategy pioneered by the Charity Organisation Society in the mid-19th century. The second was social administration, which included various forms of poverty relief- 'relief of paupers'. Statewide poverty relief could be said to have its roots in the English Poor Laws of the 17th century, but was first systematized through the efforts of the Charity Organisation Society. The third consisted of social action –

rather than engaging in the resolution of immediate individual requirements.

| VOCABULARY | | |
|---------------------|---------------------------------|-----------------------------|
| discipline | ['dɪsɪplɪn] | intizam, fənn |
| seek | [si:k] | axtarmaq |
| facilitate | [fə' sɪlɪteɪ] | asanlaşdırmaq |
| welfare | ['wefə:] | məişət |
| community | [kə' mju: nɪti] | icma, ictimaiyyət |
| cohesion | [kə(ʊ) ' hi: ʒ(ə)n] | birlik |
| empowerment | [ɛm' paʊəmə(ə)nt] | səlahiyyət vermək |
| underpin | [ʌndə' pɪn] | dayaq |
| diversity | [dʌɪ' və: sɪti, dɪ' və: sɪti] | müxtəliflik, cürbəcürlük |
| well-being | [wəl' bi: ɪŋ] | salamatlıq, uğur |
| relief | [ri' li: f] | relief, kömək |
| strand | [strand] | ip, saç, sahil |
| pioneer | [piə' niə] | pioner, təşəbbüsçü |
| root | [ru:t] | kök |
| pauper | ['pə: pə] | yolçu, dilənçi |
| statewide | ['steɪtwʌɪd] | dövlət səviyyəsində |
| systematized | ['sɪstəmətʌɪzd] | sistemləşdirilmişdir |
| poverty | ['pɒvəti] | yoxsulluq |
| enhance | [ɪn' hæ: ns, ɛn' hæ: ns] | artırmaq, böyütmək |
| charity | ['tʃɑ: rɪti] | sədəqə, xeyriyyəçilik |
| resolution | [rezə' lu: ʃ(ə)n] | qərar, qətnamə |
| immediate | [ɪ' mi: diət] | təcili, yaxın |
| individual | [ɪndɪ' vɪdʒʊ(ə)l] | fərdi |

| | | |
|-----------------------|---------------------|-----------------------------|
| requirement | [rɪ'kwʌɪəmə(ə)nt] | tələb |
| various | ['vɛ:riəs] | müxtəlif |
| responsibility | [rɪ,spɒnsɪ'bɪlɪti] | məsuliyyəət, cavabdehlik |
| justice | ['dʒʌstɪs] | ədələt |
| relatively | ['rɛlətɪvli] | nisbi olaraq |
| consist | [kən'sɪst] | ardıcıl |
| scientific | [sʌɪəns'tɪfɪk] | elmi |

EXERCISES

1. Answer the questions.

- 1) Describe your profession as a social worker.
- 2) What are the types of social work?
- 3) What are the three strands of social work?

2. Find the tests.

- 1) Choose the correct preposition. There's a small village ...
the bottom of the mountain.
a) at b) on c) in d) over e) under
- 2) Choose the continuation of the thought:
Social workers employed by child welfare agencies
(public and private), child abuse and neglect and
take protective action as required.
a) clinical social worker b) provide services c) the duty
performed
d) investigate cases of family violence e) including anxiety
- 3) Choose the correct question for the word underlined:
Social work tries to contribute towards greater harmony in
society.
a) who tries to contribute
b) what did social worker do
c) what does social worker try
d) where does they try
e) whom did they try

UNIT 9

SOCIAL WORK IN SOCIETY



Social Work and Society is dedicated to critical analysis of the relationship between social work, social policy, the state and economic forces. It provides a forum in which conventional views can be challenged, theories about the status and mission of social work in society can be developed and ways for social work to act politically and responsibly can be identified.

In a world filled with injustices and incredibly complex, pressing challenges, we need people who are committed to making a difference in the lives of people within their communities more than ever before, and that's precisely where social workers come in. Through their commitment to bringing about positive social change, helping individuals of all ages thrive in their local environment and being an advocate for those who have lost their voice, social workers play a prominent role in improving the lives of those who need it most. Though they work with both children and adults in vulnerable or disadvantaged populations, the benefits of a social worker's service is especially evident in children.

Without the help of a passionate social worker, countless children would have gone without the support and guidance they needed in order to lead the healthy, fulfilling life they deserve.

| VOCABULARY | | |
|----------------------|--------------------|------------------|
| society | [sə'saɪti] | cəmiyyət |
| dedicate | ['dɛdɪkeɪt] | sədaqətli |
| analysis | [ə'nalɪsɪs] | təhlil |
| relationship | [rɪ'leɪʃ(ə)nʃɪp] | münasibət |
| force | [fɔ:s] | güc |
| provide | [prə'vaɪd] | təmin etmək |
| forum | ['fɔ:rəm] | forum |
| conventional | [kən'venʃ(ə)n(ə)l] | şərti |
| mission | [mɪʃ(ə)n] | missiya |
| politically | [pə'litɪkli] | siyasi |
| identify | [aɪ'dentɪfaɪ] | müəyyənləşdirmək |
| injustice | [ɪn'dʒʌstɪs] | ədalətsizlik |
| incredibly | [ɪn'krɛdɪbli] | inanılmaz |
| complex | ['kɒmpleks] | kompleks |
| pressing | ['presɪŋ] | aktual |
| committed | [kə'mɪtɪd] | tərədilmiş |
| precisely | [prɪ'saɪsli] | dəqiq |
| commitment | [kə'mɪtm(ə)nt] | öhdəlik |
| thrive | [θraɪv] | inkişaf etmək |
| prominent | ['prɒmɪnənt] | görkəmli |
| improving | [ɪm'pru:vɪŋ] | təkmilləşdirmə |
| vulnerable | ['vʌln(ə)rəb(ə)l] | zəif |
| disadvantaged | [dɪsəd'vɑ:ntɪdʒd] | əlverişsiz |
| especially | [ɪ'speʃ(ə)li] | xüsusilə |
| evident | ['eɪvɪd(ə)nt] | dəlil |
| passionate | ['pɑʃ(ə)nət] | ehtiraslı |

| | | |
|-------------------|---------------|----------------|
| countless | ['kaʊntləs] | saysız |
| guidance | ['gʌɪd(ə)ns] | rəhbərlik |
| fulfilling | [fʊl' fɪlɪŋ] | yerinə yetirən |
| deserve | [dɪ'zə:v] | layiq olmaq |

EXERCISES

1. Instructions as above.

- | | |
|-------------------|---|
| (a) an optician | rides racehorses |
| (b) a clown | loads and unloads ships in a port |
| (c) a jockey | sells valuable objects at an auction |
| (d) an auctioneer | makes people laugh at a circus |
| (e) an editor | tests people's eyes and sells glasses |
| (f) a docker | writes for a newspaper |
| (g) a chiropodist | sells flowers from a shop |
| (h) a butcher | represents his or her country at an embassy |
| (i) a reporter | sells meat |

- | | | |
|-----|------------|--|
| (j) | a diplomat | prepares books, newspaper etc. for publication |
| (k) | a florist | treats people's feet |

2. Translate into English.

- 1) Sosial idarəetmədə milli hədəflərə çatmağı asanlaşdıran institusional və ya təşkilati strukturların formalaşması vacibdir.
- 2) Sosial iş tələbələri birbaşa fərdlər, ailələr və qruplarla işləmək üçün klinik praktikada ixtisas seçə bilirlər.
- 3) Şagirdlərin öyrənməsini məlumatlandırmaq üçün çox sayda sosial iş bacarıqları, insanın davranış nəzəriyyələri və sübutlara əsaslanan təcrübələr öyrədilir.
- 4) Sosial idarəçilər müxtəlif müştərilərə onların həyat səviyyələrini yaxşılaşdırmaq üçün xidmətlər göstərir.

3. Find the tests.

- 1) Choose the correct question for the word underlined:
In these days we meet with term that is common used in our language – “social worker”.
 - a) What do we do?
 - b) In what language did we meet?
 - c) When do we meet?
 - d) With whom do we meet?
 - e) Where do we meet?
- 2) Complete the sentence: Social work is a systematic way of helping individuals and groups towards better adaptation to society.
 - a) social service b) adaptation to society c) towards d) organized e) community

- 3) Choose the correct question for the word underlined:
The students enjoy reading books about social worker.
- What do the students enjoy?
 - What do the students do?
 - Who enjoys reading books?
 - Do the students enjoy reading books?
 - What does the students do?
- 4) Put preposition into gaps:
Various scholars have attempted to develop definitions of social work.
- on
 - in
 - from
 - d) of
 - e) from

PROVERB

As a man is so is his company.

Dostunu mənə göstər, deyim sən kimsən.

PROVERB

The best defence is offence.

Ən yaxşı müdafiə hücumdur.

PROVERB

There is no smoke without fire.

Od olmayan yerdən tüstü çıxmaz.

UNIT 10

SOCIAL WORK AND SOCIAL DEVELOPMENT



Development social work, which is also known as the social development approach to social work, emphasizes the role of social investment in professional practice. These investments meet the material needs of social work's clients and facilitate their full integration into the social and economic life of the community. Developmental social workers believe that client strengths and capabilities need to be augmented with public resources and services if those served by the profession are to live productive and fulfilling lives. Although developmental social work is inspired by international innovations, particularly in the developing countries, the book shows that it also has relevance to the United States and other Western nations. It also contends that developmental social work practice is not confined to community organization or other

macro-practice interventions, and that developmental ideas can be implemented in mainstream fields of social work practice such as child welfare, mental health, aging, social assistance and correctional social work. The editors and contributors to this book offer a highly original exposition of developmental social work theory and practice. They draw widely on innovative examples from the United States and other countries to show how developmental ideas can be implemented in everyday social work practice. Work Practice in Community Development Social workers in the field of community development can be found in many areas of practice and a variety of settings. The work is often not situated within legislated programs, and workers may or may not be required to be registered with the provincial regulatory body. Community practice can involve community economic development such as improving local economies in rural areas experiencing out-migration, or it can include working with citizens, groups, and organizations to interface with large systems, institutions, and the political process. The identity of "community" varies widely and changes depending on the context of the specific issue or social problem. Social workers who practice from a community development or community organizing perspective attempt to address the systemic issues that create social problems. In many cases, they may also be engaged in the kinds of individual problem-solving practices embodied in many social work positions. Community social work involves understanding the power dynamics and social relations that govern the relationships between various structures and diverse communities and working to achieve social justice through structural change. If the issue is poverty,

for example, a social worker practicing from a community perspective may focus on the political economy that creates these conditions. This may include trying to address the policies that perpetuate poverty or organizing groups around the issue to lobby decision makers for change.

EXERCISES

1. Answer the questions.

1) What is community?

| VOCABULARY | | |
|---------------------|-------------------|-----------------|
| approach | [ə'prəʊtʃ] | yanaşma |
| emphasize | ['emfəsəɪz] | vurğulamaq |
| investment | [ɪn'vɛs(t)m(ə)nt] | investisiya |
| facilitate | [fə'sɪlɪteɪt] | asanlaşdırmaq |
| integration | [ɪntɪ'greɪʃ(ə)n] | inteqrasiya |
| strength | [streŋθ] | güc |
| capability | [keɪpə'bɪlɪti] | qabiliyyət |
| augment | [ɔ:g'mɛnt] | artım |
| public | ['pʌblɪk] | ictimai |
| fulfilling | [fʊl'fɪlɪŋ] | yerinə yetirən |
| inspire | [ɪn'spɪə] | ruhlandırmaq |
| innovation | [ɪnə'veɪʃ(ə)n] | yenilik |
| relevance | ['rɛləv(ə)ns] | aktuallıq |
| confine | [kən'fɪn] | məhdudlaşdırmaq |
| contend | [kən'tɛnd] | mübahisə etmək |
| intervention | [ɪntə'veɪʃ(ə)n] | müdaxilə |
| implement | ['ɪmplɪm(ə)nt] | həyata keçirmək |
| welfare | ['wɛlfə:] | rifah |
| correctional | [kə'rekʃənl] | düzəldici |
| editor | ['ɛdɪtə] | redaktor |
| contributor | [kən'trɪbjətə] | töhfə verən |
| exposition | [ɛkspə'zɪʃ(ə)n] | ekspozisiya |
| practice | ['praktɪs] | təcrübə |
| implement | ['ɪmplɪm(ə)nt] | həyata keçirmək |
| situate | ['sɪtʃueɪt] | oturmaq |
| legislate | ['ledʒɪsleɪt] | qanuniləşdirmək |
| provincial | [prə'vɪnʃ(ə)l] | vilayət |
| regulatory | ['reɡjʊlət(ə)rɪ] | tənzimləyici |
| rural | ['ruərə(ə)l] | kənd |
| identity | [aɪ'dentɪti] | şəxsiyyət |

- 2) What can you say about community social work?
- 3) What is social development?

2. Find the tests.

- 1) Complete the sentence:
Principles of human rights and social justice are fundamental
a) to social work b) represents c) is based d) principle and skill e) variety of groups
- 2) Complete the gaps: Social workers meet their goals and objectives, and
a) profession b) to help them c) settings d) It is the purpose of the service. e) caseworker
- 3) Put preposition into gaps: The idea of a social worker acting as a caseworker or a counselor is a recurrent and powerful notion in social work throughout its history.
a) on b) in c) from d) of e) from
- 4) Choose the correct preposition.
I never have anything to eat ... the morning, just a cup of coffee.
A) at B) on C) with D) of E) in

UNIT 11

ETHNIC VALUES OF SOCIAL WORK



The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people. Social work pays particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A defining feature of social work as a profession is its focus on individual well-being in a social context and the well-being of society. Social workers promote social justice and social change with and on behalf of clients. Social workers are sensitive to cultural and ethnic diversity to end discrimination, oppression, poverty, and other

forms of social injustice. These activities can include direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers value the dignity and worth of each person. They treat each client in a compassionate and respectful way that is mindful of individual differences, cultural norms and ethnic diversity. They promote clients' socially responsible self-determination based on their individual values.

Social work is rooted on a set of core values embraced by social workers throughout the profession's history. The constellation of these values sets the foundation of social work's unique purpose and perspective. The core values of social work are as follows:

The code is also based on the six core values of the social work profession:

- 1) Service
- 2) Social justice
- 3) Dignity and worth of the individual
- 4) Importance and centrality of human relationships
- 5) Integrity
- 6) Competence

Each social service assistance, it does not help the movement of the social work. The charity is not a social service. Although these examples, the social service benefits are not provided by licensed social worker. Help is a social problem. Social work is a profession, professional values are necessary to establish. As mentioned above, provision of social services, justice and law-based, organized, systematic, human rights, human dignity,

equality and the elimination of discrimination are the scope of their professional values. The bases of the profession of social work practice are ethical values, meaning and limits of the work. As the core ethical values of social work in social action is not taken outside.

Professional organization, socialization and professional renewal, and develop a sense of community, but also the unique qualities of professional and self-control are very important in terms of the provision. Social workers are operating around the world, organized way. Ethical values, principles and the related cost of the two main trade unions are nine basic principles. The International Association of Social Workers and the International Association of Schools of Social Work, adopted by the values and principles of professional ethics, adopted on a global scale.

EXERCISES

- 1. Create a vocabulary for this unit on your notebook.**
- 2. Write an essay about ethnic values in Azerbaijan.**
- 3. Answer the questions.**
 - 1) What is the primary mission of the social work profession?
 - 2) What is a defining feature of social work as a profession?
 - 3) What is the social work rooted on?
 - 4) What are the bases of the profession of social work practice?
- 4. Translate into English.**
 - 1) Sosial nəzarət ictimai rəy, sosial təklif, din və ya başqa bir üsulla təsirdir.

- 2) Sosial iş fərdlərə, ailələrə, qruplara və icmalara fərdi və kollektiv rifahlarını artırmaqda kömək edən bir peşədir.
- 3) Sosial iş insanlara öz bacarıqlarını, öz mənbələrini və cəmiyyətin problemlərini həll etmək bacarıqlarını inkişaf etdirməyə kömək etməkdir.
- 4) İnsan hüquqları və sosial ədalət sosial iş praktikasının fəlsəfi əsasını təşkil edir.

5. Find the tests.

- 1) Choose the correct preposition.
If you take your car to England, don't forget to drive ... the left!
a) in b) of c) off d) on e) over
- 2) Choose the correct tense form.
When I ... the room, I ... that somebody ... his book on the desk.
a) enter, saw, left b) entered, saw, have left c) entered, see, will leave d) entered, saw, had left e) enter, shall see, left
- 3) Put preposition into gaps:
Social work consists of organized and systematic efforts ... secure the highest personal and social satisfaction for individuals, groups and communities.
a) from b) of c) to d) out of e) in
- 4) Put the word into gap: The aim of social work is to help them to help themselves
a) practice b) corrective c) to the people d) promote e) to the people

PROVERB

Like father like son.

Ot kökü üstə bitir.

UNIT 12

THE VALUE BASE OF SOCIAL WORK



As a profession, social work requires a specific qualification and registration with a professional regulatory body. Without this, people cannot call themselves social workers. Each of the four nations of the UK has a different regulatory body, each with its own set of standards and codes of practice that all registered social workers have to adhere to. In Wales, for example, social care workers must ensure their practice is informed by the National Occupational Standards for social work and underpinned by Social Care Wales' Codes of Professional Practice

To begin with it is helpful to look at what 'values' are, where they come from, the context in which social work values have arisen and how they are being put into practice.

Traditionally, the values that underpin social work have been central to its practice and what makes it distinctive among other professional groups. Maintaining behavioral codes and standards of practice aimed at protecting the public are

undoubtedly essential, however, social work values are perceived to be more than adhering to a set of rules. Due to the types of situations social workers encounter and have to deal with, they also have to explore personal aspects of their value base and be aware of how their values affect the work they do. In this way their professional identity and standards of professional integrity inform the complex and difficult situations they deal with (Wiles, 2012, Banks, 2010).

Banks (2010) suggested that in the education of social workers there needed to be consideration of:

- ❖ A commitment to a set of values, the content of which relates to what it means to be a good person in a professional role or a good professional.
- ❖ Awareness that the values are interrelated to each other and form a coherent whole and that their interrelationship is what constitutes the overarching goals or purpose of the profession.
- ❖ A capacity to make sense of professional values and their relationship to the practitioner's own personally held values.
- ❖ The ability to give a coherent account of beliefs and actions.
- ❖ Strength of purpose and the ability to implement these values.

Social work values are not then considered as a mechanistic adherence to rules and regulations, but will involve the exploration of your personal value base and motivations to work with people who may be vulnerable or disadvantaged in some way. However, there are broad themes that are consistently felt to represent the value base of the profession. In 2012, the British Association of Social Workers issued a revised Code of Ethics for Social Work that emphasized its commitment to three basic values:

Human rights – respect for the inherent worth and dignity of all people as expressed in the United Nations’ Universal Declaration of Human Rights

Social justice – a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work.

| VOCABULARY | | |
|----------------------|---------------------|------------------------------|
| require | [rɪ'kwʌɪə] | tələb etmək |
| specific | [spə'sɪfɪk] | xüsusi |
| qualification | [ˌkwɒlɪfɪ'keɪʃ(ə)n] | ixtisas |
| registration | [rɛdʒɪ'streɪʃ(ə)n] | qeydiyyat |
| regulatory | [ˈrɛɡjʊlət(ə)rɪ] | tənzimləyici |
| standard | [ˈstændəd] | standart |
| code | [kəʊd] | kod |
| adhere | [əd'hɪə] | yapışmaq |
| ensure | [/ɪn'ʃʊː,ɪn'ʃʊə] | təmin etmək |
| informed | [ɪn'fɔːmd] | məlumat |
| occupational | [ɒkjʊ'peɪʃ(ə)n(ə)l] | peşə |
| underpin | [ʌndə'pɪn] | dəstəkli |
| context | [ˈkɒntɛkst] | kontekst |
| arise | [ə'raɪz] | yaranmaq |
| underpin | [ʌndə'pɪn] | dayaq |
| central | [ˈsentr(ə)l] | mərkəzi |
| distinctive | [dɪ'stɪŋ(k)tɪv] | fərqli |
| maintaining | [meɪn'teɪn] | qorumaq |
| undoubtedly | [ʌn'daʊtɪdli] | şübhəsiz |
| essential | [ɪ'senʃ(ə)l] | əsas |
| perceive | [pə'siːv] | qavramaq |
| adherence | [əd'hɪərəns] | 1. qoşulma; 2. havadarlıq |

| | | |
|------------------|--------------|----------------|
| due | [dju:] | ödəniş |
| encounter | [ɪn'kaʊntə] | qarşılaşma |
| explore | [ɪk'splɔ:] | kəşf etmək |
| aspect | ['aspɛkt] | aspekt |
| aware | [ə'we:] | xəbərdar |
| identity | [aɪ'dentɪti] | şəxsiyyət |
| integrity | [ɪn'tɛgrɪti] | dürüslük |
| inform | [ɪn'fɔ:m] | məlumat vermək |

EXERCISES

1. Answer the questions.

- 1) How many nations live in UK? Do they have all rights?
- 2) Explain social work values in a few sentences.
- 3) What are human rights for you?
- 4) What is social justice for you? Explain differently than before.

2. Find the tests.

- 1) Choose the correct word. A boutique is a small shop which sells ...
A) food B) clothes C) fruit D) vegetables E) pasta
- 2) Choose the correct tense form: While I was swimming in the sea, someone ... my clothes
A) Stolen B) Stole
C) Was stole D) Was stolen E) Has stolen
- 3) Which can you use instead of cash to buy things?
A) Comb B) Credit card C) Drive license D) Identify card E) Key
- 4) Which do you put up in the rain?
A) Umbrella B) Mobile phone C) Credit card D) Razor E) Cap

PROVERB

Pearls are ill valued by hungry swine.

Zər qədrini zərgər bilər.

UNIT 13

SOCIAL ADMINISTRATION



Social administration is crucial in shaping institutional or organizational structures which facilitate the achievement of national goals. These goals are not restricted to welfare ones only, but extend over technical, economic, agricultural and whatever other desirables may be an integral part of national development. Social administrators provide services to a variety of clients to improve their quality of life. By fostering intensive interactions between themselves and their clientele or target groups, social administrators unleash those humane and emotional factors which might be impeded by scientific and pseudo-scientific, materialistic or administrative models. The importance of social administration is shown, among others, by its emergence as a distinct academic discipline in so many universities across the world.

In their role as administrators, social workers oversee national programs and systems that provide social, health and public welfare services, which are intended to enhance the people's

quality of life and to help them achieve the desired standard of living. Based on their understanding of the mission of organizations for which they work, social workers administer the material and financial resources necessary to ensure that social programs operate as effectively and efficiently as possible. They also engage in continuous evaluation of programs to determine whether social services are being delivered effectively and humanely and institute corrective measures where necessary.

| VOCABULARY | | |
|-----------------------|----------------------|-----------------|
| administration | [ədˈmɪnɪˈstreɪʃ(ə)n] | müdiriyyət |
| crucial | [ˈkruːʃ(ə)l] | dönüş |
| shape | [ʃeɪp] | forma |
| structure | [ˈstrʌktʃə] | quruluş |
| restricted | [rɪˈstrɪktɪd] | qadağan olunmuş |
| welfare | [ˈwɛlfəː] | rifah |
| extend | [ɪkˈstend] | uzatmaq |
| desirable | [dɪˈzʌɪərəb(ə)l] | arzu olunur |
| variety | [vəˈraɪəti] | çeşitli |
| fostering | [ˈfɒstə] | tərbiyə |
| interactions | [ɪntərˈækʃ(ə)n] | interaktivlik |
| clientele | [ˌkliːəntˈel] | müştəri |
| target | [ˈtɑːɡɪt] | hədəf |
| unleash | [ʌnˈliːʃ] | sərbəst |
| impede | [ɪmˈpiːd] | mane |
| shown | [ʃəʊn] | göstəri |
| distinct | [dɪˈstɪŋ(k)t] | fərqli |
| oversee | [əʊvəˈsiː] | nəzarət |
| desire | [dɪˈzʌɪə] | Arzu |
| mission | [ˈmɪʃ(ə)n] | Missiya |
| financial | [fʌɪˈnænʃ(ə)l] | maliyyə |

| | | |
|--------------------|-------------------|------------------|
| ensure | [ɪn'ʃʊ:] | təmin etmək |
| operate | ['ɒpəreɪt] | işləmək |
| effectively | [ɪ'fektɪvli] | effektiv şəkildə |
| possible | ['pɒsɪb(ə)l] | mümkün |
| continuous | [kən'tɪnjuəs] | davamlı |
| evaluation | [ɪ,vəlju'eɪʃ(ə)n] | qiymətləndirmə |
| determine | [dɪ'tə:mɪn] | müəyyənləşdirmək |
| measure | ['meɪʒə] | tədbir |

EXERCISES

1. Answer the questions.

- 1) What is social administration?
- 2) What does the social administration serve?
- 3) What are the roles of administrators?

2. Translate into English.

- 1) Sosial iş ixtisasının missiyası rifahın, sosial və iqtisadi ədalətin bərqərar olmasına töhfə verməkdir.
- 2) Sosial işçi hər bir şəxsə fərdi yanaşmalı, eyni problemləli şəxslərə onların xüsusiyyətlərinə uyğun davranmalıdır.
- 3) Bir çox sosial işçilər səhiyyə və digər xidmətlər göstərən dövlət qurumlarının yerli şöbələrində çalışırlar.
- 4) İnsanlar bacardıqları qədər rifahları və sosial inkişafı ilə məşğul olmağa çalışmalıdır.

3. Find the tests.

- 1) Complete the sentence:
While some have proposed that groups reflects' any and all groups within which social workers participate, other definitional parameters have been established
a) idea b) casework c) well-being d) social work practice with d) eliminate e) counselor
- 2) Find the underlined word: The purpose of the Social Work profession is to promote human and community well-being.

- a) who b) when c) where d) what e) how
- 3) Choose the correct conjunction. I gave you an interesting book ... it is very important.
a) who b) whose c) whom d) that e) when
- 4) Choose the correct tense forms. I ... you are a bit later.
a) thinking b) am thinking c) think d) am think e) was thinking

PROVERB

Every medal has its reverse.

Hər medalın iki üzü var.



Azərbaycan Respublikası
Əmək və Əhalinin Sosial Müdafiəsi Nazirliyi

REMEMBER

Social administration in Azerbaijan is organized by the Ministry of Labor and Social Protection of Population.

UNIT 14

THE ROLE OF SOCIAL WORK



Social work team

Being a social worker is often a challenging, yet rewarding career. Social workers are responsible for helping individuals, families, and groups of people to cope with problems they're facing to improve their patients' lives. These are some of the many professional roles in Social Work.

➤ ***Broker***

The social worker is involved in the process of making referrals to link a family or person to needed resources. Social work professionals do not simply provide information. They also follow up to be sure the needed resources are attained. This requires knowing resources, eligibility requirements, fees and the location of services.

➤ ***Advocate***

In this role, social workers fight for the rights of others and work to obtain needed resources by convincing others of the legitimate needs and rights of members of society. Social

workers are particularly concerned for those who are vulnerable or are unable to speak up for themselves. Advocacy can occur on the local, county, state or national level. Some social workers are involved in international human rights and advocacy for those in need.

➤ ***Case Manager***

Case managers are involved in locating services and assisting their clients to access those services. Case management is especially important for complex situations and for those who are homeless or elderly, have chronic physical or mental health issues, are disabled, victims of domestic or other violent crimes, or are vulnerable children.

➤ ***Educator***

Social Workers are often involved in teaching people about resources and how to develop particular skills such as budgeting, the caring discipline of children, effective communication, the meaning of a medical diagnosis, and the prevention of violence.

➤ ***Facilitator***

In this role, social workers are involved in gathering groups of people together for a variety of purposes including community development, self-advocacy, political organization, and policy change. Social workers are involved as group therapists and task group leaders.

➤ ***Organizer***

Social Workers are involved in many levels of community organization and action including economic development, union organization, and research and policy specialists.

➤ *Manager*

Social Workers, because of their expertise in a wide variety of applications, are well suited to work as managers and supervisors in almost any setting. As managers, they are better able to influence policy change and/or development, and to advocate, on a larger scale, for all underprivileged people.

| VOCABULARY | | |
|------------------------|-------------------|-------------------------|
| Challenging | [ˈtʃælɪŋ(d)ʒɪŋ] | çətin |
| Rewarding | [rɪˈwɔːdɪŋ] | mükafat |
| Career | [kəˈrɪə] | karyera |
| Referral | [rɪˈfəːr(ə)l] | istinad |
| Simply | [ˈsɪmpli] | sadəcə |
| Attain | [əˈteɪn] | atmaq |
| underprivileged | [ʌndəˈprɪvɪlɪdʒd] | yətərsiz |
| Eligibility | [ˌelɪdʒɪˈbɪlɪti] | uyğunluq |
| Requirement | [rɪˈkwɪəmənt] | tələb |
| Fee | [fiː] | haqq |
| Location | [ə(ʊ)ˈkeɪʃ(ə)n] | yer |
| Obtain | [əbˈteɪn] | əldə etmək |
| Convincing | [kənˈvɪnsɪŋ] | inandırıcı |
| Legitimate | [lɪˈdʒɪtɪmət] | qanuni |
| Society | [səˈsaɪti] | cəmiyyət |
| Particularly | [pəˈtɪkjʊləli] | xüsusilə |
| Vulnerable | [ˈvʌln(ə)rəb(ə)l] | zəif |
| Manager | [ˈmænɪdʒə] | 1. menecer; 2. Müdir |
| Assist | [əˈsɪst] | köməkçi |
| Especially | [ɪˈspeʃ(ə)li] | xüsusilə |
| Issue | [ˈɪʃuː] | Problem |
| Victim | [ˈvɪktɪm] | Qurban |

| | | |
|--------------------|------------------|---------------------|
| Crime | [krAIm] | cinayət |
| budgeting | ['bʌdʒɪt] | büdcə |
| prevention | [prɪ 'venʃn] | qarşısının alınması |
| gathering | ['gɑð(ə)rɪŋ] | Toplamaq |
| therapist | ['θerəpɪst] | Terapevt |
| expertise | [,ɛkspə: 'ti:z] | Ekspertiza |
| application | [aplɪ 'keɪʃ(ə)n] | tətbiq |
| supervisor | ['su:pəvAɪzə] | nəzərətçi |

EXERCISES

1. Answer the questions.

- 1) How must Educators work?
- 2) What is Facilitator?
- 3) What does a social worker must learn to become a good advocate?
- 4) Talk about organizer social worker. Describe their role with your own words.

2. Find the tests.

- 1) Choose the correct word. What ... problems have you got?
a) else b) others c) another d) - e) other
- 2) Choose the correct word. I have got ... good news for you.
a) a b) many c) a few d) a lot of e) two
- 3) Choose the correct variant. My sister ... just ... the dishes.
a) has/washing b) has/washed c) have/washed d) had/washes e) has/wash
- 4) Choose the correct word. The house has been sold
a) in 1999 b) at 9 today c) long ago d) this morning e) in May

UNIT 15



SOCIAL CONTROL AND MEANING OF SOCIAL CONTROL

Social control has been defined by Maclver as the way in which entire social order coheres and maintains itself –how it operates itself as a whole as a changing equilibrium.

Mannheim defines social control as the sum of those methods by which a society tries to influence human behavior to maintain a given order. To Ogburn an established rule is social control.

Ogburn and Nimkoff the patterns of pressure which a society exerts to maintain order E Ross defines it the system of devices whereby society brings its members into conformity with the accepted standards of behavior.

According to Lapiere social control is a corrective for inadequate socialization.

G.A Lundberg has defined social control as designating those social behaviors which influence individuals or groups towards conformity to established or desired norms.

Kimball Young defines social control as the use of coercion, force, restraint, suggestion or persuasion of one group over another or of a group over its members or of persons over others to enforce the prescribed rules of the game. These rules may be set down by the members themselves as in a professional code of ethics or they may be those laid down by a larger, more inclusive group for the regulation of other smaller groups.

Social control may thus be defined as:

Social control is an influence where influence may be exerted through public opinion, coercion, social suggestion, religion or any other method. The influence is exerted by the society which means that group is better able to exercise influence over the individual than a single individual. This group may be the family, the church, the state or the trade union etc. The effectiveness of the influence however depends on variable factors. Sometimes family may exercise more effective influence than the state or vice-versa.

The influence is exercised for promoting the welfare of the group as a whole. The person is influenced to act in the interest of others rather than in accordance with his own individual interests. Social control is exercised for some specific end in view. The aim is always the well-fare of the whole. The individual is made conscious of other's existence; their interests. He is made to adhere to the appropriate social ways. According to Mannheim, social control is the sum of those methods by which a society tries to influence human behavior to maintain a given order. Any society must have harmony and order. Where there is no harmony or order the society actually does not exist because society is a harmonious organization of human relationships. Unless the individuals live up to the

prescribed norms of conduct and unless their self-seeking impulses are subjugated to the welfare of the whole it would be quite difficult to maintain effectively the social organization. Society in order to exist and progress has to exercise a certain control over its members since any marked deviation from the established ways is considered a threat to its welfare. Such control has been termed by sociologists as social control.

Social control has been defined by Maclver as the way in which entire social order coheres and maintains itself- how it operates as a whole as a changing equilibrium. To Ogburn and Nimkoff the patterns of pressure that a society exerts to maintain order and established rules is social control. According to Gillin and Gillin social control is that system of measures, suggestions, persuasions, restraint and coercion by whatever means including physical force by which a society brings into conformity to the approved pattern of behavior or subgroup or by which a group molds into conformity its members.

| VOCABULARY | | |
|--------------------|-------------------|------------------|
| define | [dɪ'fʌɪn] | müəyyənləşdirmək |
| entire | [ɪn'tʌɪə,ɛn'tʌɪə] | bütöv |
| cohere | [kə(ʊ)'hɪə] | uzlaşmaq |
| Maintain | [meɪn'teɪn] | saxlamaq |
| Operate | ['ɒpəreɪt] | idarə etmək |
| equilibrium | [,i:kwi'librɪəm] | tarazlıq |
| Try | [trʌɪ] | cəhd |
| Maintain | [meɪn'teɪn] | saxlamaq |
| Establish | [ɪ'stæblɪʃ] | yaratmaq |
| Pattern | ['pæt(ə)n] | model, naxış |
| Pressure | ['preʃə] | təzyiq |
| Exert | [ɪg'zə:t] | Toplamaq |

| | | |
|--------------------|----------------|------------------------|
| Promote | [prə'məʊt] | təbliğ etmək |
| conformity | [kən'fɔ:mɪti] | Uyğunluq |
| inadequate | [ɪn'adɪkwət] | Üzrsüz |
| Designate | [ˈdeɪzɪneɪt] | təyinat |
| Toward | [tə'wɔ:d] | Doğru |
| conscious | [ˈkɒnʃəs] | Şüurlu |
| Desire | [dɪ'zʌɪə] | Arzu |
| Coercion | [kəʊ'ə:ʃ(ə)n] | Zorakılıq |
| Force | [fɔ:s] | güc, məcbur etmək |
| Restraint | [rɪ'streɪnt] | təmkın |
| persuasion | [pə'sweɪz(ə)n] | əqidə |
| Enforce | [ɪn'fɔ:s] | həyata keçirmək |
| Prescribe | [prɪ'skrɪb] | təyın etmək |
| Inclusive | [ɪn'klʉ:sɪv] | daxıl edən |
| appropriate | [ə'prəʊprɪət] | müvafıq, mənımsəmək |
| Religion | [rɪ'lıdʒ(ə)n] | Dın |
| Church | [tʃə:tʃ] | kilsə |
| Trade | [treɪd] | tıcarət |

| | | |
|--------------------|-----------------|------------------|
| Sum | [sʌm] | məbləğ |
| Influence | [ˈɪnflʉəns] | təsır |
| Exist | [ɪg'zɪst] | mövcüd olmaq |
| Unless | [ʌn'les] | Olmasa |
| Prescribe | [prɪ'skrɪb] | təyın etmək |
| Conduct | [ˈkɒndʌkt] | Davranış |
| Impulse | [ˈɪmpʌls] | İmpuls |
| Method | [ˈmεθəd] | Üsul |
| effectively | [ɪ'fektıvli] | effektiv şəkıldə |
| Certain | [sə:t(ə)n] | müəyyən |
| Deviation | [di:vı'eɪʃ(ə)n] | sapma |

| | | |
|---------------------|-------------------|-------------------------|
| Harmony | ['hɑ:məni] | ahəng |
| established | [ɪ 'stæblɪʃt] | qurulub |
| Entire | [ɪn 'tʌɪə] | tamam |
| Actually | ['æktʃəli] | həqiqətən |
| Operate | ['ɒpəreɪt] | fəaliyyəət göstərmək |
| equilibrium | [.i:kwi 'lɪbrɪəm] | tarazlıq |
| Pattern | ['pat(ə)n] | nümunə |
| Pressure | ['preʃə] | təzyiq |
| suggestion | [sə 'dʒestʃ(ə)n] | təklif |
| persuasions | [pə 'swerʒ(ə)n] | inandırıcılıq |
| Restraint | [rɪ 'streɪnt] | təmkın |
| Coercion | [kəʊ 'ə:ʃ(ə)n] | məcburiyyəət |
| Force | [fɔ:s] | güc |
| conformity | [kən 'fɔ:mɪti] | uyğunluq |
| approve | [ə 'pru:v] | təsdiqləmək |
| pattern | ['pat(ə)n] | naxış |
| subgroup | ['sʌbgru:p] | alt qrup |
| organization | [ɔ:g(ə)nɪz(ə) 'n] | təşkilat |
| control | [kən 'trəʊl] | nəzarət |



EXERCISES

1. Match each person on the left with the correct definition on the right.

- | | |
|----------------------|--|
| (a) a traffic warden | arranges shop-window display |
| (b) a dustman | makes brick buildings and walls |
| (c) a window dresser | works in a government ministry |
| (d) an estate agent | controls parking and parking meters |
| (e) a secretary | collects rubbish from people's houses |
| (f) an undertaker | treats sick animals |
| (g) a bricklayer | helps people buy and sell houses |
| (h) a civil servant | sells newspapers and magazines from a shop |
| (i) a vet | delivers babies |
| (j) a newsagent | makes arrangements for funerals |
| (k) a midwife | deals with office correspondence and records |

2. Translate into English.

- 1) Məişət münafişələri olan ailələr də kömək üçün sosial işçilərə müraciət edə bilərlər.
- 2) Sosial işdə dərəcələr bakalavr, magistr və doktorantura səviyyələrindədir.
- 3) Cəmiyyətdə sosial işin tanınması üçün konfranslar, təlimlər və seminarlar keçirilir.
- 4) Digər sosial işçilər kimi, əlil uşaqlarla məşğul olan sosial işçilər də müştəriyə fayda verə biləcək fərdi proqramlarla bağlı onlara tövsiyələr verirlər.

3. Find the tests.

- 1) Put preposition into gaps:
According to Lapiere social control is a corrective ... inadequate socialization.
a) for b) on c) from d) in e) to
- 2) Choose the correct word. Did ... ring me up yesterday?
a) somebody b) someone c) anybody d) every e) any
- 3) Choose the correct word. This is ... important information.
a) an b) such an c) so d) another e) not
- 4) Choose the correct prepositions. Once a young man came back ... India ... a box of tea.
a) from, by b) from, with c) to, by d) in, with e) at, with

UNIT 16
MEDICAL AND HEALTHCARE OF SOCIAL
WORKER

Medical Social Work

As a medical social worker, helping the patient and their family is your top priority. Your responsibilities and duties will change from day to day and from patient to patient.



You will become their primary advocate, helping them through a difficult time that can often take a toll on a patient physically, financially, and emotionally.

By being at their side as both a guide and a compassionate listener, you can play a key role in changing their experience and their outcomes.



Medical social workers specialize in public health, geriatric, palliative, and inpatient medical or mental health care. They work in hospitals or other specialized medical settings like nursing homes, rehabilitative care centers, or related home-care services.

Some medical social workers are very specialized (i.e. a social worker that serves only patients awaiting transplants or babies receiving neonatal care) while others may serve a larger variety of clients with ongoing medical issues. Medical social workers often collaborate with other medical professionals such as doctors, nurses, discharge coordinators, administrative staff and physical therapists as part of an interdisciplinary team.

They are primarily involved in preparing patients for life after leaving a residential setting and providing support to clients and family members in the forms of discharge planning, psychosocial counseling, grief counseling, case management, and referrals. Certain issues addressed by medical social workers include terminal illness, catastrophic disability, end of life decisions, homelessness, independent living resources, medication adherence and management, or suicidality.

Nearly all medical social work careers require a Master's in Social Work with a clinical focus. It is rare for someone with a



Bachelor's in Social Work to be eligible for a medical social worker position, although some positions exist under the supervision of a MSW. This is not only due to the clinical knowledge needed for the role, but also because insurance companies may require masters-level professionals for billing purposes.

Healthcare social work is a specialty within the social work field. A healthcare social worker is someone who helps people access services and education related to health problems. Their goal is to have the client achieve and maintain a state of optimal health so they can function in their daily lives. The social worker acts as a client advocate, educator, advisor, coordinator of care, and strives to preserve the healthcare and dignity of the population they serve.

Healthcare social workers help patients navigate the world of healthcare. These social workers can help individuals do everything from find medical care to help pay for medical care to recover from an illness or injury. This might include offering

advice, acting as a patient advocate, or referring a patient to facilities or programs.

Assessing the needs of a patient is usually the first step that a healthcare social worker will take. This might involve interviewing the patient, their family, and their doctors. A thorough patient assessment will help a healthcare social worker determine what a patient's needs are, and how these needs can be met.

Healthcare social workers coordinate services such as home health care, medical equipment rentals, transportation to follow up doctor visits, and other related activities. They help clients get admitted to inpatient and outpatient services find funding sources, fill out paperwork, and find support resources for families. They assist with educational classes on things such as childcare, Alzheimer's management, living with cancer, and HIV (*human immunodeficiency virus*). They are concerned with all components of health and mental health care. They also participate in and advise on healthcare policy, services, and legislative issues.

A career in healthcare social work also often involves informing patients of their rights. In general, a patient's rights typically include - but, aren't limited to - such things as:

- ❖ the right to be treated with respect and dignity
- ❖ the right to make decisions regarding healthcare
- ❖ the right to choose a doctor that can give adequate care
- ❖ the right to ask questions and have them answered in easy to understand terms
- ❖ the right to be free of abuse, neglect, or exploitation
- ❖ the right to know how much medical treatment will cost before undergoing any procedures
- ❖ the right to access one's own medical information
- ❖ the right to emergency medical treatment regardless of the ability to pay

Healthcare social workers typically work closely with a number of different individuals, including doctors, nurses, patients, and patients’ families. They need to have or develop certain skills, such as listening, patience, critical thinking, complex problem solving, and organization. The focus of the job is to help people who do not know where to find help.



| VOCABULARY | | |
|--------------------|--------------------|---------------------|
| specialty | ['spɛʃ(ə)ltɪ] | ixtisas |
| related | [rɪ 'leɪtɪd] | əlaqədar |
| maintain | [meɪn 'teɪn] | saxlamaq |
| adviser | [əd 'vʌɪzə] | məsləhətçi |
| coordinator | [,kəʊ 'ɔ:dɪneɪtə] | koordinatör |
| strive | [strʌɪv] | nail olmaq |
| preserve | [prɪ 'zə:v] | qorumaq |
| dignity | ['dɪɡnɪtɪ] | ləyaqət |
| navigate | ['nævɪgeɪt] | üzmək |
| injury | ['ɪn(d)ʒ(ə)rɪ] | zədə |
| referr | [rɪ 'fɛ:] | yönəltmək |
| Step | [step] | 1. addım; 2.ögey |
| interview | ['ɪntəvju:] | müsahibə |
| determine | [dɪ 'tə:mɪn] | müəyyən etmək |
| equipment | [ɪ 'kwɪpm(ə)nt] | avadanlıq |

| | | |
|-------------------------------|------------------------------|-----------------------|
| rental | ['rɛnt(ə)l] | icarə haqqı |
| admit | [əd' mɪt] | etiraf etmək |
| outpatient | ['aʊtpeɪf(ə)nt] | ambulator |
| paperwork | ['peɪpəwə:k] | sənədləşmə |
| childcare | ['tʃɪl(d)kɛ] | uşaq baxımı |
| immuno- deficiency | [,ɪmjənəʊ dɪ' fɪf(ə)nsi] | immun çatışmazlığı |
| component | [kəm' pəʊnənt] | komponent |
| advise | [əd' vɪɪz] | məsləhət etmək |
| legislative | ['lɛdʒɪslətɪv] | qanunverici |
| inform | [ɪn' fə:m] | məlumat vermək |
| typically | ['tɪpɪkli] | adətən |
| decision | [dɪ' sɪʒ(ə)n] | qərar |
| regarding | [rɪ' gɑ:dɪŋ] | diqqətli |
| adequate | ['adɪkwət] | müvafiq |
| neglect | [nɪ' glɛkt] | etinasızlıq |

| VOCABULARY | | |
|--------------------------|-----------------------|----------------------------|
| Specialize | ['spɛʃ(ə)lɪɪz] | ixtisaslaşmaq |
| Inpatient | ['ɪnpeɪfnt] | stasionar |
| rehabilitation | [rɪ:əbɪlɪ' teɪf(ə)n] | bərpa |
| Await | [ə' weɪt] | gözləmək |
| Collaborate | [kə' labəreɪt] | əməkdaşlıq etmək |
| Discharge | [dɪs' tʃɑ:dʒ] | 1. bəraət; 2. boşaltmaq |
| administrative | [əd' mɪnɪstrətɪv] | inzibati |
| Staff | [stɑ:f] | qərargah |
| interdisciplinary | [ɪntə' dɪsɪplɪn(ə)rɪ] | fənlərərası |
| Primarily | ['prɪm(ə)rɪli] | ilk əvvəl |
| Prepare | [prɪ' peɪ:] | hazırlamaq |

| | | |
|---------------------|-----------------|-------------------|
| Residential | [rɛzɪ'dɛnʃ(ə)l] | yaşayış |
| Counseling | ['kaʊns(ə)l] | məsləhət |
| Grief | [gri:f] | qəm |
| Terminal | ['tə:mɪn(ə)l] | semestr |
| Catastrophic | [katə'strɒfɪk] | fələkətli |
| Adherence | [əd'hɪərəns] | qoşulma |
| Require | [rɪ'kwʌɪə] | tələb etmək |
| Rare | [rɛ:] | nadir |
| Eligible | ['elɪdʒɪb(ə)l] | münasib |
| Position | [pə'zɪʃ(ə)n] | mövqe |
| Exist | [ɪg'zɪst] | mövcud olmaq |
| Supervision | [,su:pə'vɪʒn] | nəzarət |
| Due | [dju:] | lazım |
| Insurance | [ɪn'ʃʊər(ə)ns] | sığorta |
| company | ['kʌmp(ə)ni] | şirkət |
| homelessness | ['həʊmləsnəs] | evsizlik |
| Medical | ['mɛdɪk(ə)l] | tıbbi |
| Public | ['pʌblɪk] | ictimai |
| nursing home | ['nɜ:sɪŋ həʊm] | şəxsi müalicəxana |

EXERCISE

1. Answer the questions.

- 1) What is the job description of medical social worker?
- 2) With whom do medical social workers collaborate?
- 3) What is the requirement of medical social work career?

2. Translate into English.

- 1) Sosial işçilər sosial planda müdafiə edilməmiş təbəqələrdəki insanların maraqlarının təmin edilməsinə və onların hüquqlarının müdafiəsinə yönəlmiş qanunverici aktların və dövlət proqramlarının hazırlanmasında yaxından iştirak edirlər.
- 2) Sosial iş sahəsi vətəndaşlarla dövlət xadimləri arasındakı münasibətləri əlçatan edir.

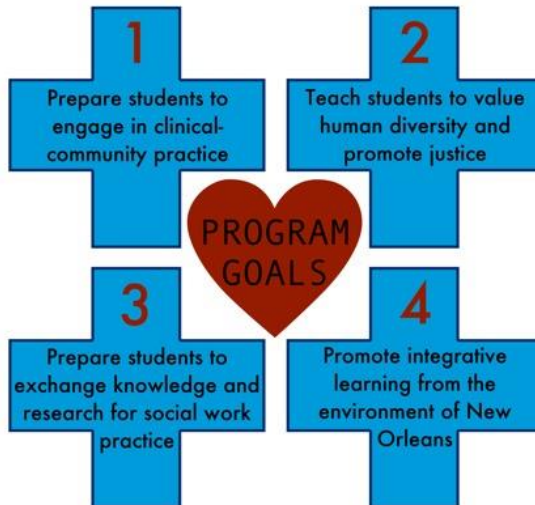
- 3) Sosial iş özündə bir sıra dəyərlər birləşdirir: səmimilik, vicdan, rəhimdillik, peşəkarlıq, insan münasibətlərinin əhəmiyyətliyi.
- 4) Sosial iş prosesi elə bir prosedirki, müxtəlif mövqelərdən çıxış edərək qərara gəlmək olar.

3. Find the tests.

- 1) Which words can be adjectives by adding the suffix "-ful"?
1. pain 2. cloud 3. peace 4. fruit 5. change 6. fashion
a) 3, 4, 6 b) 2, 3, 5 c) 1, 3, 4 d) 1, 5, 6 e) 2, 3, 4
- 2) Choose the correct variant. We have got a new story book ... here.
a) for b) at c) into d) on e) –
- 3) Choose the modal verb. I ... waste your time.
a) must b) don't have to c) have to d) had to e) has to
- 4) Choose the correct variant. I am sorry, I am late.
a) you look wonderful. b) it's nice of you c) that doesn't matter d) the same to you e) -

UNIT 17

SOCIAL CASEWORK



Traditionally, this approach has focused on those individuals who could not achieve a fairly normal adjustment to life and needed outside attention. It is concerned with people who are in particular situations of need. Casework is done on a person-by-person basis, in situations where privacy is necessary in attending to individual problems, for example, in a hospice, a women's shelter, or a drug rehabilitation centre.

The idea of a social worker acting as a caseworker or a counselor is a recurrent and powerful notion in social work throughout its history, and has also been closely associated with some of the key values of social work and particularly recognizing the inherent worth of the individual and respecting him or her. Casework also appeals to those whose view of

social work as a whole is one in which helping or supporting individuals is a key component. The method involves bringing change in the behavior or outlook of a client. According to Poppo and Leighninger, social work is a core technology in social welfare institution, the institution in society that deals with problem of dependency; that is every member of society has a number of social positions or statuses that go with specified roles, and if a member fails to perform his/her roles adequately or social institutions fail to extend help to them, then social stability is threatened and social work has to intervene.

Poppo and Leighninger further point out that the social work profession has two targets. The first target is that of helping individuals who are having difficulty meeting individual role expectations, which is referred to as micro practice or clinical social work (social casework). The other target of social work concerns those aspects of social institutions that fail to support individuals in their efforts to fulfill role expectations; this is referred to as macro practice. Social casework involves working with the client to: **1.** assess and identify individual and family strengths and needs; **2.** develop a case plan to provide appropriate supports and services; **3.** implement the case plan using community resources; **4.** coordinate and monitor the provision of services, and **5.** evaluate client progress and the case plan to determine continued need for services.

| | | |
|-----------------------|--------------------|-------------------|
| Fairly | ['fɛ:li] | ədalətli |
| Adjustment | [ə' dʒʌs(t)m(ə)nt] | tənzimləmə |
| Situation | [sɪtʃʊ' eɪʃ(ə)n] | vəziyyət |
| Privacy | [prɪvəsi] | gizlilik |
| Hospice | ['hɒspɪs] | qonaqlıq |
| Shelter | [ʃeltə] | sığınacaq |
| Drug | [drʌg] | dərman |
| rehabilitation | [ri:hə' bɪlɪteɪt] | reabilitasiya |
| Counselor | ['kaʊns(ə)lə] | məsləhətçi |
| Recurrent | [rɪ' kʌr(ə)nt] | təkrarlanan |
| Notion | [nəʊʃ(ə)n] | anlayış |
| Associate | [ə' səʊʃieɪt] | əməkdaş |
| Particularly | [pə' tɪkjələli] | xüsusilə |
| Inherent | [ɪn' hɪər(ə)nt] | xas olan |
| Appeal | [ə' pi:l] | müraciət |
| Involve | [ɪn' vɒlv] | əhatə etmək |
| Outlook | [aʊtlʊk] | dünyagörüşü |
| Welfare | [wɛlfɛ:] | rifah |
| Institution | [ɪnstɪ' tʃu:ʃ(ə)n] | qurum |
| Society | [sə' sɒɪti] | cəmiyyət |
| Deal | [di:l] | sövdələşmə |
| Adequately | [ədɪkwətli] | uyğunlaşma |
| Intervene | [ɪntə' vi:n] | müdaxilə etmək |
| Stability | [stə' bɪlɪti] | sabitlik |
| Threaten | [θret(ə)n] | təhdid etmək |

EXERCISES

1. Complete each pair below by adding the male or female equivalent.

1) king _____ (j) _____ aunt

- 2) husband _____ (k) waiter _____
 3) landlord _____ (l) _____ princess
 4) air steward _____ (m) nephew _____

2. Translate into English.

- 1) Sosial işin təmali cəmiyyətin yoxsulluq və bərabərsizlik problemini bütövlükdə həll etmək cəhdlərindədir.
- 2) Xeyriyyəçilik anlayışı qədim dövrlərə gedib çıxır və kasıblara yardım etmək praktikasını bütün böyük dünya dinlərində köklərə malikdir.
- 3) Sosial işçi xəstənin vəkili olacaq və xəstəyə öz problemləri ilə məşğul olmağa və cəmiyyətin normal üzvü kimi fəaliyyət göstərməyə kömək edə biləcək mənbələr təqdim edəcəkdir.
- 4) Bir neçə dil bilmək sosial işçi üçün faydalıdır, lakin işə qəbul üçün tələb deyildir.

3. Find the tests.

- 1) Choose the correct variant. Kitty ... find the book for a long time.
 a) may b) couldn't c) has to d) must e) ought to
- 2) Choose the correct variant. He doesn't drink ... coffee.
 a) some b) much c) many d) a few
- 3) Choose the correct word. This isn't very sweet. You can add some more ... if you want.
 a) salt b) sugar c) pepper d) milk e) water
- 4) Choose the correct verb. When ... you buy the new T.V. set?
 a) have b) were c) did d) had e) do



UNIT 18

CLINICAL SOCIAL WORK

7 Clinical Social Work CAREER TIPS

www.SocialWork.Career

Meet Clients Where They Are



Clients are the experts about their lives and treatment.

Cultural competence, strengths perspective and trauma sensitivity are key.

Relationship Heals



Honor role as attachment figure for clients; this is what enables you to facilitate healing of past attachment failures.

Brand Yourself



Decide how you want to be known as a social worker, and where/how you are going to spend your money.

Employ Countertransference



Make its presence transparent by talking with client.

Ask: "Is this a way that you have felt before (in relationships)?"

Money Matters



The salary ranges of jobs you will be offered are wide.

Do not take a salary that is below what you can live on.

Use Supervision



To both grow and help your clients the most, ask supervisor questions, admit errors and acknowledge struggles.

Self-Care



Spend time with other social workers.

Also, engage in activities that re-charge you.

Reference:

Bodenheimer, D. R. (2015). Real World Clinical Social Work: Find Your Voice and Find Your Way. PA: The New Social Worker Press.

Social work students can choose to major in clinical practice (CP) in order to work directly with individuals, families, and groups. Students develop competencies in assessment and diagnosis, treatment, and prevention for a variety of emotional and behavioral problems. Numerous social work skills, human behavior theories, and evidence-based practices are taught to inform student learning. Person-in-environment theories form the primary knowledge base for the curriculum because they emphasize individual, family, group, and community resources, as well as reciprocity between people and their environments. Students study four frameworks for differential assessment and intervention: cognitive, behavioral, psychodynamic, and family systems. Clinical practitioners learn how to use their professional relationship to engage in purposeful conversation and planned therapeutic activities with clients and to mobilize resources in the environment. In addition to training in individual and family intervention skills, students also learn group work skills as a key part of clinical practice that provides a bridge between social work with individuals and with larger systems. Guiding principles for clinical social work practice presume the worth and dignity of all people, a strengths perspective, the need for client confidentiality, and client empowerment and self-determination in decision-making. Students learn to practice with an understanding of social policy and macro systems and consider how these policies and systems impact clients and worker practices. Clinical internships provide opportunities for the application of classroom learning to client and family situations in the field. Clinical social workers are employed in a wide variety of fields that include mental health, child welfare and children's services, health clinics and hospitals, rehabilitation clinics, family service settings, school social work, services for the elderly, and housing agencies.

VOCABULARY

| | | |
|------------------------|----------------------|--------------------------------|
| Major | ['meɪdʒə] | əsas |
| Directly | [dɪ' rɛktli] | bilavasitə |
| Individual | [ɪndɪ' vɪdʒʊ(ə)l] | fərdi |
| Competence | ['kɒmpɪt(ə)ns] | səlahiyyət |
| Assessment | [ə' sɛsmənt] | qiymətləndirmə |
| Prevention | [prɪ' vɛnʃn] | qabağı alınma |
| Variety | [və' rɪəti] | müxtəliflik |
| Primary | ['prɪm(ə)ri] | əsas |
| Emphasize | ['ɛmfəsaɪz] | vurğulamaq |
| Reciprocity | [,rɛsɪ' prɒsɪti] | qarşılıqlı |
| Intervention | [ɪntə' vɛnʃ(ə)n] | müdaxilə |
| Cognitive | ['kɒɡnɪtɪv] | idrak |
| Purposeful | ['pə:pəsfʊl] | müəyyən məqsədə yönəlmiş |
| Addition | [ə' dɪʃ(ə)n] | əlavə |
| Presume | [prɪ' zju:m] | fərz etmək |
| Dignity | ['dɪɡnɪti] | ləyaqət |
| Strength | [strɛŋθ] | davamlılıq |
| Confidentiality | [kɒnfɪdənsɪ' alɪti] | məxfilik |
| empowerment | [ɛm' paʊəmə(ə)nt] | səlahiyyət vermək |
| Policy | ['pɒlɪsi] | siyasət |
| Impact | ['ɪmpakt] | təsir |
| Internships | ['ɪntə.nʃɪp] | təcrübə |
| Application | [aplɪ' keɪʃ(ə)n] | tətbiq |
| Welfare | ['wɛlfə:] | məişət |
| Rehabilitation | [ri:əbɪli' teɪʃ(ə)n] | bərpa |
| Agency | ['eɪdʒ(ə)nsi] | agentlik |
| Diagnosis | [,dɪəɡ' nəʊsɪs] | diaqnoz |
| Skill | [skɪl] | bacarıq |
| Theory | ['θɪəri] | nəzəriyyə |

EXERCISES

1. Answer the questions.

- 1) What is clinical practice?
- 2) How must students develop their competencies?
- 3) What is social administration?

2. Find the tests.

- 1) Choose the correct verb.
The book ... discussed at our next lesson.
A) is B) was C) will D) will be E) has been
- 2) Choose the correct tense form.
The teacher ... to Istanbul in two days.
A) shall go B) went C) will go D) will be go E) have gone
- 3) Which words different from each other?
a) good luck! b) congratulations! c) happy holiday! d) I wish you success! e) go away!
- 4) Fill in the gap.
Please, give me a glass of water
a) I am thirsty b) I am hungry c) I am angry
d) I am tired e) I am well

PROVERB

Where there is a will there is a way.

Niyyətin haraya, mənzilin oraya.

UNIT 19

WHAT IS MILITARY SOCIAL WORK



Military service members, veterans and their families have special needs that may necessitate working with a social worker. For example, military personnel may be dealing with psychological and emotional disorders, including depression, anxiety and post-traumatic stress, especially if they have been fighting on the front lines of war. Families of veterans may be struggling with domestic violence, child abuse, substance abuse or suicide. Military social workers must be prepared for the complexity that comes with treating both active-duty and civilian clients who are part of military culture.

Regardless of specialization, it is estimated that all social workers will see clients from a military background at some point in their career.

Military social work is a specialized field of practice that provides necessary support and interventions to military personnel, retirees, their spouses and their dependents through private practice, active service, or work with veterans services. Military social workers receive specialized training that allows them to serve the needs of military clients. They must understand the individual's role within military and veteran cultures and take the complex responsibilities of military personnel into account when making assessments. It's also important to know the Uniform Code of Military Justice and the history of military social work, as well as what is currently happening in the social work field.

Individuals with a master's in social work are eligible for positions as commissioned officers in the military or military reserve. Job duties include providing direct services, such as counseling, crisis intervention and debriefing after critical events. Military social workers also plan and implement disease prevention and health promotion programs for service members, conduct research on social issues and assist in the training of medical personnel. Training for military social work includes access to the most current treatment approaches, the opportunity to consult with experts in the field and encouragement for professional growth through continuing education.

There is a great need for social workers to work with military members, veterans, and their families. The unique challenges and opportunities with each branch of the Armed Forces presents an opportunity to help this community in some capacity, whether through social services, mental and behavioral health therapy, housing, care coordination, or a variety of other services.

VOCABULARY

| | | |
|----------------------|--------------------|------------------|
| Military | ['mɪlɪt(ə)ri] | hərbi |
| Veteran | [vət(ə)r(ə)n] | veteran |
| Necessitate | [nɪ 'sesɪteɪt] | lazım |
| Dealing | ['di:lɪŋ] | sövdələşmə |
| Disorder | [dɪs 'ɔ:də] | pozğunluq |
| Anxiety | [aŋ 'zɪɪəti] | narahatlıq |
| Especially | [ɪ 'speʃ(ə)li] | xüsusilə |
| Fighting | ['fʌɪtɪŋ] | mübarizə |
| Front | [frʌnt] | ön |
| Struggling | ['strʌɡlɪŋ] | mübarizə |
| Domestic | [də 'mestɪk] | yerli |
| Substance | ['sʌbst(ə)ns] | maddə |
| Complexity | [kəm 'pleksəti] | mürəkkəblik |
| Civilian | [sɪ 'vɪlj(ə)n] | mülki |
| Intervention | [ɪntə 'venʃ(ə)n] | müdaxilə |
| Retirees | [rɪtʌɪə 'ri:] | təqaüdçü |
| Allows | [ə 'ləʊ] | icazə vermək |
| Assessment | [ə 'sesmənt] | qiymətləndirilmə |
| Eligible | ['elɪdʒɪb(ə)l] | uyğun |
| Commissioned | [kə 'mɪʃ(ə)nd] | istismara |
| Duty | ['dju:ti] | vəzifə |
| Approach | [ə 'prəʊtʃ] | yanaşma |
| Opportunity | [ɒpə 'tju:nɪti] | imkan |
| Consult | ['kɒnsʌlt] | məsləhətləşmək |
| Expert | ['ekspə:t] | ekspert |
| encouragement | [ɪn 'kʌrɪdʒm(ə)nt] | həvəsləndirmə |
| Growth | [grəʊθ] | artım |
| Unique | [ju: 'ni:k] | təkraredilməz |
| Armed | [ɑ:md] | silahlı |
| Continuing | kən 'tɪnju:ɪŋ] | davam etdirmək |

EXERCISES

1. Answer the questions.

- 1) Talk about military social work with your own word.
- 2) What are their job duties?
- 3) Why there is a great need for military social worker?

2. Translate into English.

- 1) Sosial işçilər çox vaxt qeyri-kommersiya təşkilatları, məktəblər, xəstəxanalar və dövlət qurumları ilə işləyirlər.
- 2) Həm akademik, həm də peşəkar bir intizam olaraq sosial iş sosial rifahın yüksəldilməsinə yönəlmişdir.
- 3) Sosial iş çox vaxt yoxsulluq və sosial bərabərsizlik kimi mikro və makro səviyyəli sosial məsələlərin öyrənilməsini əhatə edir.
- 4) Bəzən sosial işçilər əlillərə, xəstələrə, maddi asılılıq və işsizlik kimi sosial problemlərə sahib müştərilərə kömək etməklə məşğul olurlar.

3. Find the tests.

- 1) Choose the correct word. There aren't ... people at the bus stop.
a) much b) many c) a lot d) some e) less
- 2) When was our constitution established?
a) on the 12th of November 1996 b) on the 9th of May 1991 c) on the 11th of September 1996 d) on the 28th of June 1996 e) on the 12th of November 1995
- 3) Complete the logical correct sentence. When did the police come the burglars.
a) go away b) going c) go d) went away e) went
- 4) Choose the correct modal verbs.
My sister is my teacher. I ... respect her.
a) may b) can c) have to d) might e) had to

UNIT 20

ROLE AND REMIT OF SOCIAL WORK IN CHILD PROTECTION



All agencies and services that deliver adult or child services and work with children and their families have a responsibility to recognize and consider potential risks to a child, irrespective of whether the child is the main focus of their involvement.

Social Work (SW) have a central role within the local authorities with a duty to promote, support and safeguard the wellbeing of all children in need in their area, and, insofar as is consistent with that duty, to promote the upbringing of children by their families by providing a range and level of services appropriate to children's wellbeing needs.

Children and family social workers either directly provide, or facilitate access to, wide range of services to support vulnerable children and families, increase parents' competence and confidence, improve children's day-to-day experiences and help them recover from the impact of abuse and neglect. SW,

together with the Police, has a statutory responsibility for investigating child protection referrals and coordinating an interagency response. Under the Children (Scotland) Act 1995, SW also has the responsibility of assessing the needs of children identified as being ‘children in need’. In fulfilling this responsibility, SW has a number of key roles. These include investigating referrals, coordinating multi- agency risk assessments, arranging Child Protection Case Conferences, maintaining the Child Protection Register and supervising children on behalf of the Children’s Hearing. Social workers play a key role in helping to ensure that suitable care arrangements are put in place by identifying appropriate placements, assessing and supporting kinship carers and foster carers and supporting children within these placements. When the local authority receives information which suggests a child may be in need of compulsory measures of supervision, SW will make enquiries and give the Children’s Reporter (SCRA) any information they have about the child.

| VOCABULARY | | |
|-----------------------|--------------------|-----------------|
| agency | [ˈeɪdʒ(ə)nsi] | agentlik |
| deliver | [dɪˈlɪvə] | çatdırmaq |
| adult | [ˈadʌlt] | yaşlı |
| responsibility | [rɪˌspɒnsɪˈbɪlɪti] | məsuliyyət |
| potential | [pə(ʊ)ˈtenʃ(ə)l] | potensial |
| irrespective | [ɪrɪˈspektɪv] | asılı olmayaraq |
| authority | [ɔːˈθɒrɪti] | səlahiyyət |
| safeguard | [ˈseɪfɡɑːd] | əmniyyət |
| upbringing | [ˈʌpbɪŋɪŋ] | tərbiyə |
| range | [reɪn(d)ʒ] | silsilə |
| increase | [ɪnˈkriːs] | artım |
| recover | [rɪˈkʌvə] | bərpa etmək |

| | | |
|----------------------|-----------------|-------------------------|
| neglect | [nɪ'gʌkt] | etinasızlıq |
| Statutory | ['statʃʊt(ə)ri] | qanunla müəyyən edilmiş |
| Referral | [rɪ'fə:r(ə)l] | müraciət |
| Fulfilling | [fʊl'fɪlɪŋ] | yerinə yetirən |
| Investigating | [ɪn'vestɪgeɪt] | istintaq |
| Arrange | [ə'reɪn(d)ʒ] | təşkil etmək |
| Protection | [prə'tækʃ(ə)n] | müdafiə |
| Case | [keɪs] | hal |
| Register | ['rɛdʒɪstə] | qeydə almaq |
| Supervising | ['su:pəvaɪz] | nəzarət |
| Enquiry | [ɪn'kwɪəri] | sorğu |
| Hearing | [tə'riflərə] | eşitmə |
| Ensure | [ɪn'ʃʊ:] | təmin etmək |
| Suitable | ['su:təb(ə)l] | uyğun |
| Identifying | [aɪ'dentɪfaɪ] | identifikasiya edən |
| Appropriate | [ə'prəʊpriət] | uyğun |
| Kinship | ['kɪnʃɪp] | qohumluq |
| Suggest | [sə'dʒɛst] | təlqin etmək |

EXERCISES

1. Answer the questions.

- 1) What is the role of Social Work in child protection?
- 2) What do children and family social workers do?
- 3) Who do social workers work with?
- 4) What do all agencies and services have?

2. Find the tests.

- 1) Choose the correct words. Let us wait here ... the teacher comes.
a) but b) and c) because d) until e) when
- 2) Choose the correct words. People congratulate ... on holidays.

- a) yourselves b) each other's c) one another's d) one another e) they
- 3) Choose the correct variant. There ... a teacher and a lot of pupils in the hall now.
a) are b) were c) is d) was e) has
- 4) Choose the correct pronoun ... of ... want to enter to university.
a) everyone, we b) every, us c) neither, them d) both, they
e) all, us



UNIT 21

DIRECT PRACTICE OF SOCIAL WORK



Direct practice in social work constitutes one-on-one contact with people at the micro level and is usually identified as working with people directly at the individual, group, or family level. Rather than specifying a particular theory, direct practice is seen as an eclectic process structured by the problem-solving process with the guiding underlying principles of sensitivity to social diversity and promotion of social and economic justice. At the micro level, this most often involves bringing services to and improving the quality of life of people who are vulnerable and oppressed. However, direct practitioners must also be able to assess different systems levels beyond the individual and determine the appropriate intervention and its appropriate level (micro, meso, and macro), and to know when and how to implement various theories. This complex undertaking is not taught in a systematic way but rather is guided by the development of personal awareness, knowledge of social work values and

ethics, sensitivity to social diversity, and promotion of social justice.

At the bachelor's and master's foundational levels, the Council on Social Work Education requires that bachelor's programs and the first year of master's programs teach generalist practice. Generalist practice encompasses a wide array of theories and approaches but contains the following common elements (Compton, et al. 2005). First, it involves the problem-solving process, which was originally devised by Helen Perlman (see Theories for Direct Practice). Defined in slightly different ways by various writers, problem solving basically involves the phases of the helping process: engagement, assessment, goal setting and intervention planning, implementation of the plan, and evaluation and termination. Social work practitioners are encouraged to use an eclectic theory basis in this process. Second, generalist practice involves the general ability to work across systems (individuals, families, groups, agencies, and communities) using the problem-solving process. Third, generalist practice involves assessment of the person in the environment (also called "person-in-situation") within a systems or ecological framework (biopsychosocial assessment) and the requirement that the practitioner have awareness of and the ability to integrate into his or her work with clients a personal self-awareness, the values and ethics of the profession, and sensitivity in working with diversity and culture to bring about social justice.

VOCABULARY

| | | |
|-----------------------|---------------------|------------------------------|
| Direct | [dɪ'rekt] | 1.yönəltmək; 2.bilavasitə |
| Constitute | ['kɒnstɪtju:t] | tərtib etmək |
| Contact | ['kɒntakt] | 1.əlaqə; 2.təmasda olmaq |
| Identify | [aɪ'dentɪfaɪ] | eyniləşdirmək |
| Specify | ['spesɪfaɪ] | dəqiqələşdirmək |
| Theory | ['θiəri] | nəzəriyyə |
| Structure | ['strʌktʃə] | quruluş |
| underlying | [ʌndə'laɪɪŋ] | əsas |
| Sensitivity | [sensɪ'tɪvɪti] | həssaslıq |
| Diversity | [daɪ'və:sɪti] | müxtəliflik |
| Promotion | [prə'məʊʃn] | reklam |
| Involve | [ɪn'vɒlv] | sürükləmək |
| Quality | ['kwɒlɪti] | keyfiyyət |
| Oppressed | [ə'prest] | məzlum |
| practitioner | [præk'tɪʃ(ə)n] | praktikant |
| Beyond | [br'jɒnd] | uzaq məsafədə |
| appropriate | [ə'prəʊpriət] | müvafiq |
| implement | ['ɪmplɪm(ə)nt] | yerinə yetirmək |
| Awareness | [ə'weɪnəs] | anlama |
| Sensitivity | [sensɪ'tɪvɪti] | həssaslıq |
| Require | [rɪ'kwɪə] | tələb etmək |
| encompass | [ɪn'kʌmpəs] | əhatə etmək |
| Array | [ə'reɪ] | geyim |
| Common | ['kɒmən] | ümumi |
| Devise | [dɪ'veɪz] | fikirləşib tapmaq |
| implementation | [ɪmplɪmən'teɪʃ(ə)n] | həyata keçirilməsi |
| Evaluation | [ɪ'vælju'eɪʃ(ə)n] | qiymətləndirmə |
| termination | [tə'mɪ'neɪʃ(ə)n] | məhdudluq |
| requirement | [rɪ'kwɪəmənt] | tələb |

EXERCISES

1. Answer the questions.

- 1) What is the focus of direct practice in social work?
- 2) What are the methods of social work practice?
- 3) How Is Direct Practice Different From Other Forms of Social Work?
- 4) How Can You Prepare for Direct Practice in Social Work?

2. Find the tests.

- 1) Choose the correct words.
...did they go to the station?
1. When 2. How 3. How much 4. Which
a) 1, 4 b) 2, 4 c) 1, - d) 2, 3 e) 3, 4
- 2) Choose the correct variant.
You can lose I win
1. advice 2. might 3. money 4. a match 5. a promise
a) 2, 3, 4 b) 4. -, - c) 1, 3, 5 d) 2, 3, 5 e) 1, 2
- 3) Choose the correct question?
... did you go to a wedding?
a) When b) Which c) What d) Who e) Whom
- 4) Complete the sentence. It was a delicious cake. So
a) Everybody disliked it. b) Everybody ate it with pleasure. c) Nobody could eat it. d) All refuse it. e) All wanted don't eat.

UNIT 22

THE INTERVENTION PROCESS IN SOCIAL WORK



When providing intervention to individuals, groups and communities, social workers make use of different theories, approaches and resultant techniques. This implies that there will also be different perspectives regarding the implementation of these processes. The reason for the diversity in intervention is because social work is concerned with such a great variety of clients, problems and environments. The purpose of social functioning however always remains the same.

For this reason the purpose of the intervention process in social work, according to Hepworth & Larsen is to:

- ❖ assist people to restore their equilibrium;
- ❖ promote people's growth and coping capacity;
- ❖ develop, mobilize and make resources available;
- ❖ reduce stress and tension;
- ❖ satisfy problems and needs.

It would appear that the intervention process in social work proposed by different authors, is essentially the same as the problem solving process, irrespective of the approach that is followed. For the introductory purposes of this book the focus will specifically be on the intervention process as proposed by Hepworth & Larsen. The reason for this choice is that these particular authors present the intervention process in a compact and orientated manner, which can easily be applied to different situations and methods. These authors also explicitly explain that they subscribe to an ecological systems theory perspective, which corresponds to the view expressed in this book.

Before the intervention process can be discussed however, it is necessary to make certain suppositions about it, in view of the fact that the process does not offer a recipe for intervention and many variables need to be considered during the implementation thereof.

| VOCABULARY | | |
|-----------------------|---------------------|------------------------|
| Resultant | [rɪ'zʌlt(ə)nt] | nəticə verən |
| Technique | [tɛk'ni:k] | Texnika |
| Imply | [ɪm'plʌɪ] | təqdim etmək |
| Perspective | [pə'spektɪv] | pərspektiv |
| Regard | [rɪ'gɑ:d] | hörmətlə |
| implementation | [ɪmplɪmən'teɪʃ(ə)n] | İcra |
| Reason | ['ri:z(ə)n] | səbəb |
| Diversity | [dʌɪ'və:sɪti] | müxtəliflik |
| intervention | [ɪntə'venʃ(ə)n] | müdaxilə |
| Functioning | ['fʌŋ(k)ʃ(ə)n] | fəaliyyət göstərmək |
| Remain | [rɪ'meɪn] | Qalmaq |
| Restore | [rɪ'stə:] | bərpa etmək |
| Equilibrium | [,i:kwi'librɪəm] | Tarazlıq |
| Promote | [prə'məʊt] | təşviq etmək |

| | | |
|---------------------|--------------------|--------------------------------|
| Growth | [grəʊθ] | artım |
| Coping | ['kəʊpɪŋ] | mübarizə |
| Capacity | [kə'pæsɪti] | tutum |
| Available | [ə'veɪləb(ə)l] | mövcud |
| Reduce | ['rɪ'dju:s] | azalmaq |
| Tension | ['tenʃ(ə)n] | gərginlik |
| Satisfy | ['sætɪsfʌɪ] | razı olmaq |
| essentially | ['ɪ'senʃ(ə)li] | əslində |
| irrespective | ['ɪrɪ'spektɪv] | iradəsiz |
| introductory | ['ɪntrə'dʌkt(ə)ri] | giriş |
| specifically | [spə'sɪfɪkli] | xüsusi olaraq |
| Present | ['prez(ə)nt] | indiki |
| orientated | ['ɔ:riəntɪt] | yönləndirmək |
| Manner | ['manə] | tənha |
| Explicitly | [ɛk'splɪsɪtli] | açıq şəkildə |
| Subscribe | [səb'skrɪb] | 1. yazılmaq; 2. abunə olmaq |

EXERCISES

1. Answer the questions.

- 1) What is the intervention process in social work?
- 2) What is an example of an intervention?
- 3) What is the purpose of an intervention?

2. Translate into English.

- 1) Sosial iş sosial və iqtisadi ədalət axtarışında aktuallaşır.
- 2) Sosial nəzarət Maciver tərəfindən müəyyən edilmişdir.
- 3) Hər bir cəmiyyətdə harmoniya və nizam-intizam olmalıdır.
- 4) Sosial işçi daxili keyfiyyətlərini inkişaf etdirmək üçün müştərilərlə birlikdə işləməlidir.

3. Find the tests.

- 1) Choose the correct word. Soon he got tired and could not run so
a) quickly b) slowly c) often d) badly e) fastly
- 2) Complete the sentence with the logically correct endings.
He is bald. So
a) he have thick hair b) he has no hair c) his hair is black
d) he likes his hair e) his hair is long
- 3) Complete the logically sentences.
The Moon was at night
a) so it was not sunny b) everybody went to work c) and there were stars in the sky
d) the children were at school e) it was two o'clock in the afternoon
- 4) Fill in the gaps. ... of ... want to enter to University.
a) everyone, we b) every, us c) neither, them d) both, they
e) all, us

PROVERB

So many men, so many minds.
Hər kəsin öz ağı var.

PROVERB

Score twice before you cut once.
Yüz ölç, bir biç.

PROVERB

Who lives longest, he sees more.
Çox yaşayan çox bilər.

UNIT 23

APPROACHES IN SOCIAL WORK



As with many of the terms in social work, different authors use different terms when referring to “that which is done”. Reference has already been made in a previous chapter to the difference between a theory and a model (and to the authors’ tendencies to use these terms interchangeably). To further complicate the terminology used to describe “that which is done”, authors such as Sheafor et al sometimes refer to approaches in the same context as a theory and model.

In this chapter an attempt will be made to provide an introductory conceptual framework of the approaches in social work. This will enable the reader to distinguish a few of the approaches. Due to the fact that there are a vast number of approaches, only a few which are commonly used in South Africa will be discussed here. This however will be a concise discussion and therefore will not be sufficient to adequately equip the reader with the necessary knowledge to implement

these specific approaches. The comprehensive reference list can be consulted for the purposes of aiding implementation.

It is very important to clearly understand that the approaches that the social worker uses will determine the process, techniques and roles to be used by the social worker. Each approach therefore also implies certain techniques, processes and roles that will be discussed in forthcoming chapters from a holistic approach.

| VOCABULARY | | |
|------------------------|-----------------------|-----------------------|
| Approach | [ə'prəʊtʃ] | Yanaşma |
| Author | ['ɔ:θə] | müəllif |
| Refer | [rɪ'fə:] | istinad etmək |
| Previous | ['pri:vɪəs] | əvvəlki |
| Chapter | ['tʃaptə] | fəsil |
| Theory | ['θiəri] | nəzəriyyə |
| Tendency | ['tend(ə)nsi] | təmkın |
| interchangeably | [,ɪntə'tʃeɪn(d)ʒəbli] | bir-birini əvəz etmək |
| Complicate | ['kɒmplɪkeɪt] | çətinləşdirmək |
| Terminology | [,tə:mɪ'nɒlədʒi] | terminologiya |
| Attempt | [ə'tem(p)t] | cəhd |
| Introductory | [ɪntrə'dʌkt(ə)ri] | Giriş |
| Conceptual | [kən'septʃʊəl] | konseptual |
| Framework | ['freɪmwə:k] | 1.karkas; 2.gövdə |
| Enable | [ɪ'neɪb(ə)l] | aktivləşdirmək |
| Distinguish | [dɪ'stɪŋgwɪʃ] | fərqləndirmək |
| Vast | [vɑ:st] | Geniş |
| Commonly | ['kɒmənli] | ümumiyyətlə |
| Discussion | [dɪ'skʌʃ(ə)n] | müzakirə |
| Therefore | ['ðe:fə:] | buna görə |
| Adequately | ['adɪkwətli] | yetərincə |

| | | |
|----------------------|-----------------|----------------------|
| equip | [ɪ'kwɪp] | təchiz etmək |
| implement | [ɪ'mplɪm(ə)nt] | həyata keçirmək |
| comprehensive | [kəmprɪ'hensɪv] | hərtərəfli |
| Consult | [ˈkɒnsʌlt] | məsləhətləşmək |
| Aid | [eɪd] | kömək |
| Clearly | [ˈklɪəli] | Aydın |
| Determine | [dɪ'tə:mɪn] | müəyyən etmək |
| Imply | [ɪm'plɪ] | təqdim etmək |
| Certain | [ˈsə:t(ə)n] | 1.müəyyən; 2.əmin |

EXERCISES

1. Answer the questions.

- 1) What are the social work approaches?
- 2) What is a systemic approach in social work?
- 3) What are the methods of social work practice?
- 4) Who do social workers work with?

2. Find the tests.

- 1) Choose the correct word.
... is a person who does operations.
a) a teacher b) a patient c) an engineer d) a postman e) a surgeon
- 2) Choose the correct preposition.
They were based ... the life he had lived and ... what he had seen in the North.
a) -, on b) in,- c) on, on d) in, on e) on, in
- 3) Choose the correct exclamatory sentence.
a) How badly the advice is! b) How a bad advice it is! c) What bad advice it is! d) What the bad advice it is! e) What bad the advice is!
- 4) Complete the sentence logically.
A kitchen is the room
a) for preparing homework b) for receiving guests c) for sleeping d) for keeping crops e) for eating something

UNIT 24

FUNCTION OF SOCIAL WORK



Function of social work refers to the natural activity of social work or the statements of how social work operates.

According to Prof. P.D. Mishra social work operates to assist individuals in adjusting to the institutional frame work of the society and attempts to modify the institutional frame work itself in appropriate areas.

He classified the functions of social work into the following

4 major categories:

1. Curative function:

The services provided under curative functions are—medical and health services, services relating to psychiatry, child guidance, child welfare services, services for the handicapped or disable in the form of protection and rehabilitation. These kinds of services aim to cure the physical, social, material, psychological sickness of individuals in the society.

2. Correctional Function:

The correctional function of social work has three broad areas, such as:

- a) Individual reform service which includes prison reform, probation, parole and other related services.
- b) Services for improving social relationship which includes family welfare services, school social work, industrial social work etc.
- c) Services for social reform that includes employment services, prevention of commercial sex work, beggary prohibition services and removal of untouchability etc.

3. Preventive Function:

It includes life insurance services, public assistance, social legislation, adult education and prevention of diseases etc. This type of function basically deals with the services relating to the prevention of problems like insecurity, unlawfulness, ignorance, sickness etc. It is directed towards the elimination of those factors in the social environment or those deficiencies in the development of personality that prevents the individual from achieving a minimum desirable standard of socio-economic life.

4. Developmental Function:

Developmental function includes the tasks of socio-economic development activities such as: education, recreational services, urban and rural development programs and programs of integration etc. which are primarily concerned with the development of individuals, families, groups and communities.

| VOCABULARY | | |
|------------------|----------------|-------------|
| Refer | [rɪ'fɜː] | yönəltmək |
| statement | ['steɪtm(ə)nt] | bəyanat |
| Operate | ['ɒpəreɪt] | idarə etmək |
| Assist | [ə'sɪst] | kömək etmək |
| adjust | [ə'dʒʌst] | tənzimləmək |

| | | |
|-----------------------|----------------------|---------------------|
| Frame | [freim] | çərçivə |
| Modify | ['mɒdɪfʌɪ] | şəklini dəyişdirmək |
| Appreciate | [ə 'pri:ʃiət] | qiymətləndirmək |
| Classify | ['klasɪfʌɪ] | təsnifləşdirmək |
| Curative | ['kjʊərətɪv] | müalicəvi |
| Relate | [rɪ 'leɪt] | əlaqələndirmək |
| Handicapped | ['handɪkapt] | çətinlik çəkən |
| Rehabilitation | [ri:əbɪlɪ 'teɪʃ(ə)n] | bərpa |
| Sickness | ['sɪknəs] | xəstəlik |
| Reform | [rɪ 'fɔ:m] | İslahat |
| Prison | ['prɪz(ə)n] | həbsxana |
| Probation | [prə 'beɪʃ(ə)n] | təcrübə |
| Industrial | [ɪn 'dʌstrɪəl] | sənaye |
| Commercial | [kə 'mɔ:ʃ(ə)l] | ticarət |
| Beggary | ['bɛgəri] | dilənçilik |
| Prohibition | [,prəʊhɪ 'bɪʃ(ə)n] | Qadağan |
| Removal | [rɪ 'mu:v(ə)l] | uzaqlaşdırma |
| Legislation | [ledʒɪs 'leɪʃ(ə)n] | qanunvericilik |
| Adult | ['adʌlt] | Yaşlı |
| Disease | [dɪ 'zi:z] | xəstəlik |
| Insecurity | [,ɪnsɪ 'kjʊ:ri:ti] | qeyri-təhlükəsizlik |
| Ignorance | ['ɪgn(ə)r(ə)ns] | cəhalət |
| Toward | [tə 'wɔ:dz] | Doğru |
| Elimination | [ɪlɪmɪ 'neɪʃ(ə)n] | təsviyyə |
| Deficiency | [dɪ 'fɪʃ(ə)nsi] | əskiklik |

EXERCISES

1. Answer the questions.

- 1) What are the functions of social works and why is it important in social work?
- 2) Describe the three broad areas of correctional function.
- 3) What is preventive function?

4) What is the purpose of curative function?

2. Translate into English.

- 1) Səhiyyə və sosial xidmət sahələrində çalışan sosial işçilərə tələb yüksəkdir.
- 2) Bir çox sosial işçi fərd, ailə və ya kiçik qrup olan müştərilərlə birbaşa işləyir.
- 3) Sosial işçilər müştərilərə yoxsulluq, sui- istifadə, asılılıq, işsizlik, təhsil problemləri, əlillik, travma və ruhi xəstəlik kimi problemlərin öhdəsindən gəlməyə kömək edir.
- 4) Sosial işçilər fərdləri, ailələri və qrupları xidmət təminatçıları ilə birləşdirən iş idarəetmə sistemini təşkil edir və müştərilərin ehtiyaclarını ödəmək üçün digər xidmətlər göstərir.

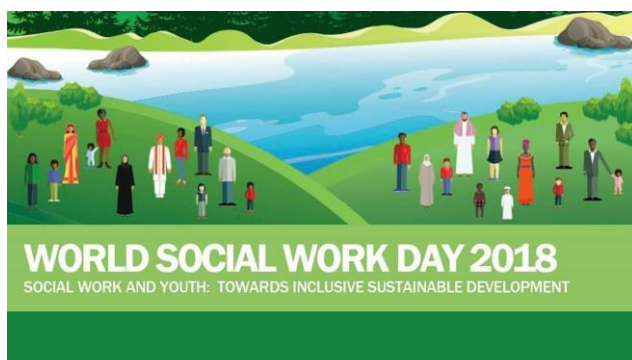
3. Find the tests.

- 1) Choose the correct variant. It was an ... achievement.
a) unique b) economic c) impressive d) personal e) remarkable
- 2) Choose the correct modal verb. You ... borrow my car. I won't need it.
a) mustn't b) had to c) may d) need e) are able
- 3) My father makes electronics. Who is my father ?
a) a teacher b) a doctor c) a mechanic d) an actor e) a painter
- 4) Choose the correct preposition. At 12:15... midnight. a) in
b) for c) at d) on e) with



UNIT 25

THE 2018 WORLD SOCIAL WORK DAY



The 2018 World Social Work Day highlighted “Promoting Community and Environmental Sustainability”. This was the second and final year of this theme of the Global Agenda for Social Work and Social Development. World Social Work Day was on the 20th March 2018. It is the key day in the year that social workers worldwide stand together to celebrate the achievements of the profession and take the theme message into their communities, workplaces and to their governments to raise awareness of the social work contributions and need for further action.

| VOCABULARY | | |
|-----------------------|-------------------|----------------------------|
| Highlighted | ['hʌɪlɪt] | vurğulanan |
| Promoting | [prə'məʊt] | təbliğ etmək |
| Community | [kə'mju:nɪti] | 1. icma; 2. ictimaiyyət |
| Sustainability | [səsteɪnə'bɪlɪti] | davamlılıq |
| Workplace | ['wɜ:kpleɪs] | iş yeri |
| Raise | [reɪz] | 1. qaldırmaq; artırmaq |

| | | |
|---------------------|--------------------|-----------------------------|
| | | 2. ucalma; |
| awareness | [ə'wɛ:nəs] | Anlama |
| contribution | [kɒntri'bju:ʃ(ə)n] | 1. əməkdaşlıq; 2. xərac |
| Action | ['ækʃ(ə)n] | 1. fəaliyyət; 2. hərəkət |

EXERCISES

1. Instructions as above.

- | | |
|---------------------------|--|
| (a) a chef | drives someone's car for them |
| (b) an architect | types letters in an Office |
| (c) a librarian | designs buildings |
| (d) a fishmonger | operates on sick People |
| (e) a miner | cooks in a restaurant or hotel |
| (f) a curator | designs the insides of houses, hotels etc. |
| (g) an interior decorator | runs a museum |
| (h) a typist | works in a library |
| (i) a chauffeur | under the ground |
| (j) a surgeon | sells fish from a shop |

2. Find the tests.

- 1) Choose the correct tense forms. Ali ... happy, because he ... the prise.
a) is, win b) was, has won c) is, had won
d) is, has won e) had been, won
- 2) Choose the uncountable nouns.
a) game, star, money b) advice, manat, food
c) cheese, honey, ice-cream
d) furniture, manat, room e) sugar, pupil, luggage
- 3) Choose the correct answer. Who is the first man to walk on the Moon?
a) Neil Armstrong b) Neil Legstrong c) Neil Headstrong
d) Joao e) Orlando
- 4) Choose the correct preposition. I saw him ... yesterday ... winter ... 8 o'clock.
a) in, at, on b) -, in, at c) on, at ,in d) on, in, at e) in, on, at



- WHAT DO YOU LEARN DURING THE FIRST SEMESTER?
- WRITE AN ESSAY ABOUT YOUR GROUPMATES
- WHAT DID YOU REMEMBER ABOUT LAST SEMESTER?
- DO YOU LIKE YOUR PROFESSION? AND WHY?
- SEE YOU NEXT SEMESTER!



II SEMESTER

UNIT 26

WHAT IS A SOCIAL WORKER AND WHAT DO THEY DO



You can change the world

Social work is an exciting career area that is highly related to psychology. Are you looking for a career that is rewarding yet challenging? Do you want to contribute to society by helping people overcome difficulties and improve their lives? Social work fits this description, which is why many psychology undergraduates opt to pursue it. While many individuals who work in this field start by earning an undergraduate degree in social work before moving on to graduate school, some psychology majors opt to switch to a social work Master's program after earning their degrees. So what exactly is a social worker? These mental health professionals help people with a broad range of issues, including psychological, financial, health, relationship, and substance abuse problems. Learn more about what social workers do, the educational requirements, and the projected job outlook for the field. The field of social work utilizes social theories to understand human problems, to help improve people's lives, and to improve society as a whole.

Many who work in this field specialize in particular areas, such as helping children assisting those life-threatening problems, or aiding people in overcoming addictions. According to the U.S. Department of Labor, five out of every ten social workers are employed in the health care and social assistance sectors. This might include hospitals, mental health clinics, and private practices.

| VOCABULARY | | |
|----------------------|-------------------|------------------|
| Excite | [ɪk'saɪt] | həyəcanlandırmaq |
| Career | [kə'rɪr] | Karyera |
| Rewarding | [rə'wɔrdɪŋ] | təltif |
| Contribute | [kən'trɪbjut] | töhfə vermək |
| Society | [sə'saɪədi] | cəmiyyəət |
| Look | [lʊk] | Baxmaq |
| Overcome | [oʊvər'kəm] | Aşmaq |
| Description | [ə'skrɪpʃ(ə)n] | təsviri |
| undergraduate | [əndər'grædʒuət] | Bakalavr |
| Switch | [swɪtʃ] | Keçid |
| Board | [bɔrd] | ləvhə |
| Range | [reɪndʒ] | məsafə |
| Financial | [faɪ'næn(t)ʃəl] | maliyyə |
| While | [waɪl] | isə |
| Earn | [ɜrn] | Qazanmaq |
| Before | [bə'fɔr] | əvvəl |
| Master | [mæstər] | Usta |
| After | [æftər] | Sonra |
| Some | [səm] | bəzi |
| Substance | [səbstəns] | maddə |
| Abuse | [ə'bjuz] | sui-istifadə |
| Requirement | [rə'kwai(ə)rment] | tələbi |
| Outlook | [aʊt,lʊk] | dünyagörüşü |

| | | |
|------------------|----------------|----------------|
| utilize | [juːl, aɪz] | istifadə etmək |
| Pursue | [pərpəs] | məqsədi |
| Mental | [mɛn(t)l] | əqli |
| Hospital | [hɒspɪtl] | xəstəxana |
| private | [praɪvɪt] | şəxsi |
| addiction | [ə' dɪkʃ(ə)n] | Asılılıq |
| exactly | [ɪg' zæk(t)li] | dəqiqliklə |

EXERCISES

1. Answer the questions.

- 1) What is a social work?
- 2) What do social workers do?
- 3) What kinds of social work do you know?
- 4) What kinds of social work do you like? Why?

2. Find the tests.

- 1) Choose correct variant. Thousands of cars ... every year.
A) was stolen B) stole C) is stolen D) has stolen E) are stolen
- 2) Choose correct variant: From an early age, Liza had a great ... as a singer
A) skills B) laziness C) talent D) enough E) suspicious
- 3) Choose correct variant: Why ... stay in tonight?
A) we don't B) we will C) don't we D) we will be E) we shall
- 4) Choose the correct variant. Although most people in consumer surveys guess that Nokia is a ... company, it's actually from northern Europe.
A) Chinese B) French C) English D) Japanese E) Korean

UNIT 27

THE GENERAL OBJECTIVES OF SOCIAL WORK



Social workers working with people in hardship, depending on the circumstances of each particular they seek to confront and act to achieve it. The diversity of the situation or the problem of people in hardship, regardless of social work and social workers meet their goals and objectives, and it is the purpose of the service.

The aim of social work is to help them to help themselves to the people. Social workers and to improve the quality of life for everyone, to create a climate of hardship on the people, to restore and to develop. People in their environment (social, physical, institutional) in order to realize their potential and to maximize the opportunities and resources to create the conditions and needs of their initial punishment, tension and create opportunities to overcome oppression.

People also should try to work as much as they, and their welfare and social developments, as well as improve the general well-being of society in general to know their relatives. People in contact with each other or each other's conscience of

other members of society, personality, integrity and should respect the choice. Must be humane and fair approach to all men. Individuals, communities, families, groups and organizations committed to social workers in hardship people (families) can be.

| VOCABULARY | | |
|----------------------|-------------------|---------------|
| general | [dʒen(ə)rəl] | ümumi |
| hardship | [hɑrd ʃɪp] | əziyyəət |
| depend | [də'pend] | asılıdır |
| circumstance | [sərkəmstəns] | Hal |
| each | [iʃ] | hər biri |
| particular | [pə(r)'tɪkjələr] | xüsusi |
| confront | [kən'frənt] | qarşıdurma |
| act | [ækt] | hərəkət etmək |
| achieve | [ə'tʃi:v] | nail olmaq |
| diversity | [dar'vərsədi] | müxtəliflik |
| situation | [sɪtʃə'weɪʃ(ə)n] | vəziyyəət |
| people | [pi:pəl] | insanlar |
| regard | [rə'gɑrd] | nəzərə |
| meet | [mi:t] | görüşmək |
| their | [ðer] | onların |
| goals | [gəʊl] | qollar |
| aim | [eɪm] | məqsədi |
| order | [ɔrdər] | sifariş |
| create | [kri'eɪt] | yaratmaq |
| relative | [rɛlətɪv] | Nisbi |
| climate | [klaɪmɪt] | Iqlim |
| condition | [kən'dɪʃ(ə)n] | şərt |
| punishment | [pənɪʃmənt] | cəza |
| maximize | [mæksə maɪz] | artırmaq |
| opportunities | [ɒpər't(j)unədɪs] | imkanlar |
| realize | [ri(ə) laɪz] | dərk etmək |

| | | |
|-------------------|------------------|------------|
| restore | [rə'stɔː] | bərpa edin |
| everyone | [ɛvri,wən] | hər kəs |
| individual | [ɪndə'vɪdʒ(u)əl] | fərđi |

EXERCISES

1. Answer the questions.

- 1) What is the aim of social work?
- 2) What do people should improve also?
- 3) What is the diversity of the situation?
- 4) Who committed to social workers?

2. Translate into English.

- 1) Sosial işi unikal hala gətirən əsas xüsusiyyətlərdən biri, tədqiqatların və sosial xidmətlərin inkişaf etməsidir.
- 2) Azərbaycan 70 il Sovet İttifaqının tərkibində olduğu üçün heç bir sosial problemi olmayan ölkədir.
- 3) Uyğunluq və ya nizam olmadığı yerdə cəmiyyət mövcud ola bilməz, çünki cəmiyyət münasibətlərdən ibarətdir.
- 4) Tələbələrə çox sayda sosial iş bacarıqları, insanın davranış nəzəriyyələri və sübutlara əsaslanan təcrübələr öyrədilir.

3. Find the tests.

- 1) Choose the correct answer. What day is it?
a) The 16th of May b) nearly 3 o'clock c) Monday d) 5:45 e) 2 years
- 2) Choose the nouns in the plural.
1. news 2. oil 3. socks 4. trousers 5. danger 6. lice 7. light 8. postmen
a) 1,4,6,8 b) 2,3,6,7 c) 3,4,6,8 d) 2,3,5,7 e) 1,4,6,7
- 3) Choose the correct variant: Can you turn ... the lights before you go out.
A) off B) up C) away D) in E) from
- 4) Choose the correct variant: A ... is a dry place where it almost never rains.
A) forest B) desert C) field D) country E) town

UNIT 28

JOB DESCRIPTION FOR SOCIAL WORKER



A social worker will work closely with patients and their families to assess and treat a myriad of issues, and to help in understanding and coping with emotional and social problems of various natures. Excellent communication skills are integral to the job, as the social worker must be able to facilitate education, work with support groups, and provide referrals to patients. The employee will have the resources and research abilities to find information that is relevant to issues particular to a patient's case and disseminate that information in a way that the patient and his or her family can understand. A social worker must have good time management and organization skills to maintain a caseload and sufficiently document cases as patients are reevaluated at appropriate intervals throughout their treatment. The worker will be patient's advocate and will provide the patient with resources that can help in dealing with his or her issues and learning to function as a normal member of society. Education requirements typically include a master's degree in social work (MSW), and a social worker must be licensed in the state of employment or must be able to obtain a

license before the first day of work. An applicant should be able to work with people of all walks of life, and be comfortable with a diverse patient base as the issues that strike patients do not discriminate on any basis. Knowledge of other languages is helpful for a social worker, but is not a requirement for employment.

| VOCABULARY | | |
|---------------------|-----------------|-------------------|
| description | [dɪ'skrɪpʃ(ə)n] | təsvir |
| assess | [ə'ses] | qiyətləndirmək |
| myriad | [mɪrɪəd] | saysız-hesabsız |
| issue | [ɪʃu:] | Problem |
| treat | [tri:t] | müalicə etmək |
| coping | [kəʊpɪŋ] | öhdəsindən gəlmək |
| excellent | [ɛks(ə)l(ə)nt] | əla |
| skill | [skɪl] | Bacarıq |
| integral | [ɪntɪgr(ə)l] | İnteqral |
| facilitate | [fə'sɪlɪteɪt] | asanlaşdırmaq |
| referral | [rɪ'fə:r(ə)l] | müraciət |
| patient | [peɪʃ(ə)nt] | xəstə |
| employee | [ɛmpləɪ'i:] | İşçi |
| research | [rɪ'sə:tʃ] | tədqiqat |
| relevant | [rɛləv(ə)nt] | Uyğun |
| case | [keɪs] | hal,fakt |
| disseminate | [dɪ'semɪneɪt] | Yaymaq |
| management | [mænɪdʒm(ə)nt] | idarə etmə |
| maintain | [meɪn'teɪn] | Qorumaq |
| caseload | [keɪsləʊd] | yükləmə |
| sufficiently | [sə'fɪʃ(ə)ntli] | kifayət qədər |
| document | [dɒkjʊm(ə)nt] | sənəd |
| appropriate | [ə'prəʊprɪət] | Uyğun |

| | | |
|---------------------|--------------------|------------------|
| interval | [ɪntəv(ə)l] | fasilə, interval |
| throughout | [θru: 'aʊt] | Boyunca |
| advocate | [advəkət] | təbliğ etmək |
| requirement | [rɪ 'kwʌɪəmə(ə)nt] | tələb |
| license | [lʌɪs(ə)ns] | lisenziya |
| obtain | [əb 'teɪn] | əldə etmək |
| discriminate | [dɪ 'skrɪmɪneɪt] | fərq qoymaq |

EXERCISES

1. Answer the questions.

- 1) How must social worker work with patients?
- 2) What are excellent communication skills?
- 3) Who will be patient's advocate?
- 4) What does education requirements include typically?

2. Find the tests.

- 1) Choose the correct variant: The money ... a week ago.
A) stole B) has stolen C) is stolen D) was stolen E) were stolen
- 2) Choose the correct variant: I've been studying English ... three years.
A) since B) for C) in D) from E) at
- 3) Choose the correct tense form: When I ... (wake) up, everyone ... (look) at me.
A) wake, looked B) woke, was looking C) woke, had looked
D) had woken, looked E) woke, had looked
- 4) Choose the correct variant to make a sentence:
1. really beautiful 2. around the city 3. scenery 4. some 5. there's
A) 5,4,1,3,2 B) 4,5,2,1,3 C) 3,5,4,2,1 D) 2,1,4,3,5 E) 5,2,1,3,4

UNIT 29

SOCIAL WORK EDUCATION IN AZERBAIJAN

Taking into account the absence of social work in the former Soviet countries, the Open Society Foundation began implementing the social work education program to train



specialists in this field in 2000. The program finished in 2012. Throughout 12 years, more than 30 Azerbaijan citizens studied in social work within this program. In 2002, alumni who studied in the US began to conduct various lectures students in psychology, sociology and social sciences at Baku State University and Western University. At the same time, they have convened conferences, training, and seminars for the recognition of social work in the society. However, alumni established the first ever Master of Social Work Program at Baku State University funded by Open Society Foundation, with administrative assistance of Baku State University and Baku Information and Education Center in 2005. Two or three social workers were trained in the master program every year.

In 2008 the first ever bachelor degree was established at the Baku State University with. Currently, social workers are trained on both undergraduate and master degrees in 7 state universities, Baku State University, Azerbaijan State Art and Culture University, Azerbaijan Tourism and Management University, Ganja State University, Nakhchivan State University, and 2 private universities such Azerbaijan Labor and Social Attitudes Academy, Azerbaijan University and 3 colleges, Baku Humanitarian Collage, Shusha Humanitarian Collage and Baku State Socio-Economic Collage. Currently, there are almost 1000 social workers graduated from local universities in the country. In 2010, the Baku Pedagogical Personnel Qualification and Retraining Institute launched a nine-month specialization course for staff of public child institutions on family and children social work to work with children and families. About 80 social workers were trained in this program. But the program was closed due to lack of demand.

| VOCABULARY | | |
|-------------------|-----------------|-------------|
| education | [ɛdʒə'keɪʃ(ə)n] | təhsil |
| work | [wə:k] | Iş |
| first | [fə:st] | Birinci |
| ever | ['ɛvə] | Heç |
| bachelor | ['batʃələ] | Bakalavr |
| degree | [di'gri:] | dərəcə |
| establish | [ɪ'stæblɪʃ] | Qurmaq |
| state | [steɪt] | dövlət |
| trained | [treɪnd] | Hazırlanmış |
| currently | ['kʌrəntli] | hal-hazırda |
| both | [bəʊθ] | hər ikisi |

| | | |
|----------------------|---------------------|----------------------|
| Undergraduate | [ʌndə'gradjʊət] | Bakalavr |
| Culture | ['kʌltʃə] | mədəniyyət |
| Art | [ɑ:t] | incəsənət |
| Tourism | ['tʊəriz(ə)m] | Turizm |
| Collage | ['kɒlə:dʒ] | Kollec |
| Human | ['hju:mən] | İnsan |
| Labor | ['leɪbə] | əmək |
| Almost | ['ɔ:lməʊst] | təxminən |
| Worker | ['wɜ:kə] | İşçi |
| Launch | [lə:n(t)ʃ] | Başlamaq |
| private | ['praɪvət] | özəl |
| Such | [sʌtʃ] | elə, belə |
| Person | ['pɜ:s(ə)n] | şəxs |
| Qualification | [,kwɒlɪfɪ'keɪʃ(ə)n] | İxtisas |
| Month | [mʌnθ] | ay (30 gün) |
| Staff | [stɑ:f] | heyət |
| Close | [kləʊs] | Yaxın |
| Due | [dju:] | haqq, lazım, görə |
| Demand | [dɪ'mɑ:nd] | tələb |

EXERCISES

1. Answer the questions.

- 1) When was the first ever bachelor degree established at the BSU?
- 2) Which universities train social workers on undergraduate and master degrees?
- 3) When did Baku Pedagogical Personnel Qualification and Retraining Institute launch a nine-month specialization course?
- 4) How many social workers were trained in this program?

2. Find the tests.

- 1) Choose the correct variant: Be careful on the road. There's ... traffic at this time of day.
A) many B) a few C) any D) no E) much
- 2) Choose the correct variant: This is for you. I noticed it ... I was passing jeweller's.
A) until B) till C) so D) then E) as
- 3) Choose the correct answer to the question: Would you like to have a big family?
A) No, I wouldn't B) No, I don't C) Yes, I do D) No, I would E) No, I won't
- 4) Choose the correct article: People in ... Argentina often have ... barbecue at ... weekend. A) --- , a, a B) the, a, the C) ---, a, the D) ---, the, a E) the, the, the

3. Answer the questions.

- 1) When did Open Society Foundation begin to train specialists?
- 2) When did this program finish?
- 3) How many Azerbaijan citizens studied in social work within this program?
- 4) Which universities did social workers train in this program?

4. Translate into English.

- 1) Sosial iş təcrübəsinin yeni sahələri idarəetmə elmini əhatə edir.
- 2) Sosial iş təcrübəsi insanın inkişafı və davranışları haqqında bilik tələb edir.
- 3) İnformasiya texnologiyası sosial işdə vacibdir, işin sənədləşdirmə hissəsini elektron varianta çevirir.
- 4) İnsanlara maddi cəhətdən əlçatan reabilitasiya proqramları və ya uzun müddətli psixi sağlamlıq xidmətlərini tapmaqda kömək etmək təklif olunan xidmətlərdən biridir.

UNIT 30
COUNCIL ON SOCIAL WORK EDUCATION



COUNCIL ON
SOCIAL WORK
EDUCATION

The Council on Social Work Education (CSWE) is a non-profit association partnership of educational and professional institutions that works to ensure and enhance the quality of social work education and for a practice that promotes individual, family, and community well-being. The association provides various training for community education in a social work setting. For instance, the CSWE Gero-Ed Center lists a practice guide for social workers educating certain populations or audiences that includes class exercises, assignments, case studies, and competencies history. The material provided explains the benefits of each activity style and what a group would gain from its implementation. Many of the class exercises resemble community education events and are intended to provide insight into what educational styles may be best for the social worker's topic of interest or population. A policy analysis at a community agency meeting may call for an educational activity that divides the attending into groups to advocate for the interests of other community members or agencies. This type of activity, as described by the CSWE,

allows for free discussion of intergenerational, multicultural, political issues associated with that policy. This tool is among many others the CSWE provides for social workers that educate.

| VOCABULARY | | |
|--------------------------|----------------------------------|----------------------|
| council | [kounsəl] | məclis |
| association | [əsoʊsi'eɪʃ(ə)n] | dərnək |
| partner | [pɑrtnər] | tərəfdaş |
| partnership | [pɑrtnər ʃɪp] | ortaqlıq |
| institution | [ɪnstə't(j)uʃ(ə)n] | qurum |
| ensure | [ɪn'ʃʊr] | təmin etmək |
| enhance | [en'hɑns] | artırmaq |
| quality | [kwələdɪ] | keyfiyyət |
| that | [ðæt] | O |
| promote | [prə'mōt] | təşviq etmək |
| setting | [sɛdɪŋ] | qəbul |
| instance | [ɪnstəns] | misal |
| list | [lɪst] | siyahı |
| guide | [ɡaɪd] | bələdçi |
| certain | [sɜrtɪn] | müəyyən |
| its | [ɪts] | onun |
| audience | [ədiəns] | tamaşaçı |
| include | [ɪn'klud] | daxil olmaq |
| class | [klæs] | Sınıf |
| assignment | [ə'saɪnmənt] | tapşırıq |
| history | [hɪst(ə)rɪ] | Tarix |
| intergenerational | [ɪn(t)ər,dʒɛnə'reɪ ʃ(ə)n(ə)l] | nəsillərərası |
| multicultural | [məl'ti'kəlʃ(ə)rəl] | çox- mədəniyyətli |
| tool | [tu:l] | vasitə |
| associate | [ə'soʊsi,eɪt] | şərik |

EXERCISES

1. Answer the questions.

- 1) What is the CSWE?
- 2) What does this association provide?
- 3) What does Gero-Ed Center list?
- 4) What does a policy analyse?

2. Translate into English.

- 1) Sosial işçi ilk növbədə müştərinin rifahını önə çəkməli və müştərinin maraqlarını müdafiə etməlidir.
- 2) Sosial işçilər cəmiyyətin ümumi rifahını önə çəkməlidir.
- 3) Sosial iş ixtisasını bitirən məzunlar əhalinin müxtəlif qruplarının sosial müdafiəsini həyata keçirən dövlət və qeyri-dövlət təşkilatlarında çalışa bilərlər.
- 4) Naxçıvan Dövlət Universitetində “Sosial iş” ixtisası “Beynəlxalq münasibətlər və hüquqşünaslıq” fakültəsinin tərkibindədir.

3. Find the tests.

- 1) Complete the thought. Kate was not guilty. So she
a) killed a man b) stole money c) hold a man to tell lie
d) told the truth e) beat a baby
- 2) Choose the correct word. Tom's words made him ...
unhappy.
a) feel b) feeling c) felt d) to feel e) feels
- 3) Choose the correct word. Could ... us a few things about
the countries you have been to.
a) speak b) remember c) say d) tell e) talk
- 4) Choose the correct proposition.
Put each of the following words or phrases ... correct
place ... the passage.
a) on, on b) in, at c) in, in d) on, in e) at, in

UNIT 31
PROFESSIONAL ASSOCIATION OF SOCIAL
WORKERS IN AZERBAIJAN



Azerbaijan Social Work Public Union (AZSWU) is an association of professional social workers of Azerbaijan. It initiated in 2006 by the alumna who studied social work in the US and it was officially registered in 2009 at the Ministry of Justice as a non-profit agency. Currently, Azerbaijan Social Work Public Union (AZSWU) is a membership-based organization and individuals having social work degrees can be members. AZSWU has a mission to promote the social work profession and education in Azerbaijan, with a special focus on promoting the welfare of vulnerable groups in the society. In 2012, it became a member of the International Federation of Social Workers (IFSW). Through this membership, AZSWU ensures that the quality of social work is in line with international standards and professionalism. It also makes sure that high standards are maintained throughout social work education. AZSWU strives to increase the number of professional social workers in the country and strongly supports the establishment of social work as an academic career. Additionally, the organization has a crucial role in the

social development of the country through lobbying for strategies and policies for contemporary social issues to enhance the welfare of the population.

| VOCABULARY | | |
|--------------------|------------------|------------------|
| attending | [ə'tend] | iştirak etmək |
| Council | [kaʊns(ə)l] | məclis |
| non-profit | [nɒn'prɒfɪt] | qeyri-kommersiya |
| association | [əsəʊʃi'eɪʃ(ə)n] | dərnək |
| Pattern | [pədərn] | Naxış |
| Ensure | [ɪn'ʃʊə] | təmin etmək |
| Enhance | [ɪn'hans] | artırmaq |
| Quality | [kwələdi] | keyfiyyət |
| education | [edʒə'keɪʃ(ə)n] | təhsil |
| Promote | [prə'moʊt] | təşviq etmək |
| individual | [ɪndə'vɪdʒ(u)əl] | səxsi |
| Provide | [prə'vaɪd] | təmin etmək |
| Setting | [sedɪŋ] | təyinat |
| Instance | [ɪnstəns] | misal |
| List | [lɪst] | siyahı |
| Guide | [ɡaɪd] | bələdçi |
| Certain | [sərtɪn] | müəyyən |
| assignments | [ə'saɪnmənts] | təpşırıq |
| Explain | [ɪk'spleɪn] | izah etmək |
| Gain | [ɡeɪn] | qazanc |
| Event | [ə'vent] | hadisə |
| Intend | [ɪn'tend] | niyyətində olmaq |
| Allow | [ə'lou] | icazə vermək |
| Insight | [ɪn,saɪt] | fikir |
| Describe | [dɪ'skraɪb] | təsvir etmək |

| | | |
|-------------------------------|----------------------------------|-----------------|
| discussion | [də'skʌʃ(ə)n] | diskussiya |
| inter generational | [ɪn(t)ər,dʒɛnə'reɪ ʃ(ə)n(ə)l] | nəsillərarası |
| tool | [tu:l] | vasitə |
| among | [ə'məŋ] | arasında |
| educate | [ɛdʒə,keɪt] | maarifləndirmək |

EXERCISES

1. Answer the questions.

- 1) What is the AZSWU?
- 2) When was AZSWU officially registered at the Ministry of Justice?
- 3) Which missions does AZSWU have?
- 4) When did AZSWU became a member of the IFSW?

2. Find the tests.

- 1) Choose the correct preposition:
Be careful if you lend money ... Richard. He never pays it back.
A) from B) on C) of D) --- E) to
- 2) Choose the correct variant: ... chess A) do B) play C) make D) put on E) visit
- 3) Choose the correct variant: When ... you buy that lovely necklace?
A) were B) was C) did D) have E) are
- 4) Choose the correct tense form: My mother ... (phone) while I ... (prepare) dinner.
A) phones, prepare B) will phone, prepared C) phoned, prepared
D) phoned, was preparing E) had phoned, prepared

UNIT 32

SOCIAL WORK DEGREES



Degrees in social work are available at the bachelor's, master's, and doctoral levels. Social work is an interdisciplinary field that draws on theories and practices from sociology, anthropology, psychology, politics, and economics, among others. Thus, undergraduate degrees in sociology, psychology, and other social sciences can also be relevant and valuable educational foundations for graduate studies in social work. As both an academic and a professional discipline, social work focuses on promoting social welfare. Often, social work involves the study of micro- and macro- level social issues such as poverty and social inequality. In the professional world, social workers are responsible for assisting people with their everyday issues that impact their daily lives, like personal, family, and relationship issues. Sometimes social workers are involved in helping clients with disabilities, diseases, or social

issues like substance abuse or unemployment. Families with domestic conflicts can also turn to social workers for relief and guidance during difficult times. In addition to earning a bachelor's, masters, or doctoral degree in social work aspiring social workers will also need to be certified in order to work in the field. All states and the District of Columbia require that a social worker attain some sort of license, certification, or registration before practicing. Most States require 2 years or a total of 3,000 hours of supervised clinical experience for the social worker to be licensed.

| VOCABULARY | | |
|--------------------------|--------------------------|-------------|
| degree | [də'gri] | dərəcəsi |
| field | [fild] | sahə |
| bachelor | [bætʃ(ə)lər] | bakalavr |
| master | [mæstər] | usta |
| interdisciplinary | [ɪn(t)ər'dɪs(ə)plə,nəri] | fənlərərası |
| draw | [drə] | çəkmək |
| from | [frəm] | -dən |
| sociology | [soʊsi'ɑlədʒi] | sosiologiya |
| among | [ə'məŋ] | arasında |
| thus | [ðəs] | beləliklə |
| undergraduate | [əndər'grædʒuət] | bakalavr |
| valuable | [vælj(u)əb(ə)l] | dəyərlidir |
| foundation | [faʊn'deɪʃ(ə)n] | təməli |
| science | [saɪəns] | elm |
| relevant | [rɛləvənt] | aiddir |
| academic | [ækə'demɪk] | akademik |
| graduate | [grædʒ(ə)wət] | məzun |
| discipline | [dɪsəplən] | intizam |
| focus | [foʊkəs] | diqqət |

| | | |
|------------------|----------------|--------------|
| Promote | [prə'moʊt] | təşviq etmək |
| Other | [əðər] | digərləri |
| During | [d(j)ʊrɪŋ] | ərzində |
| Addition | [ə'dɪf(ə)n] | əlavə |
| Difficult | [dɪfəkəlt] | çətin |
| Guidance | [ɡaɪdəns] | rəhbərlik |
| Aspiring | [ə'spaɪ(ə)rɪŋ] | istəkli |
| Doctoral | [dɑkt(ə)rəl] | doktorluq |
| Certified | [sərdɪfaɪd] | təsdiqlənib |
| Order | [ɔrdər] | sifariş |
| Domestic | [də'mestɪk] | yerli |

EXERCISES

1. Answer the questions.

- 1) Which degrees are available in social work?
- 2) What are social workers involved in?
- 3) In which states were social workers attained some sort of license?
- 4) What does social work focus on?

2. Translate into English.

- 1) Dil bilikləri sosial iş sahəsində öz bilik və bacarıqlarını artırmaq, karyerasını beynəlxalq təşkilatlarda həyata keçirmək istəyən şəxslər üçün çox vacibdir.
- 2) Sosial işçilər bir məsələyə fərdi, ümumi, psixoloji və siyasi daxil olmaqla bir çox cəhətdən yanaşırlar.
- 3) Sosial işçilərin rəhbərliyinə, üzvlərinə və ümumilikdə sosial işlərinə dəstək verən bir neçə peşəkar dərnəklər vardır.
- 4) Lisenziyalı sosial işçilər özəl təcrübələrini qura və müstəqil fəaliyyət göstərə bilirlər.

3. Find the tests.

- 1) Choose the correct variant: ... is a piece of land which has water on all sides.
A) an island B) area C) country D) river E) ocean
- 2) Choose the verb that goes with all the words. ... famous, a singer, rich, poor
A) have B) become C) buy D) make E) learn
- 3) Choose the correct variant: ... Moon is smaller than ... Sun.
A) ..., the B) the, ... C) the, the D) a, the E) a, a
- 4) Choose the correct variant to make a sentence:
1. much 2. in the centre 3. traffic 4. there 5. is 6. Not
A) 4,5,6,1,3,2 B) 1,2,5,3,6,4 C) 4,2,5,6,3,1 D) 3,2,1,5,4,6
E) 1,2,3,4,5,6

PROVERB

Cut your coat according to your cloth.
Ayağını yorğanına görə uzat.

PROVERB

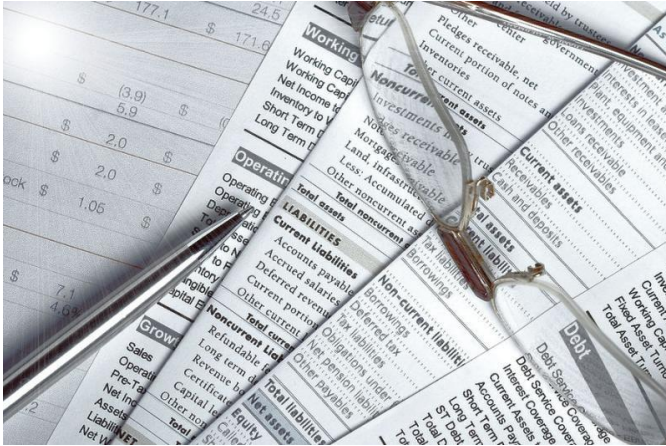
Think today and speak tomorrow.
Bu gün düşün, sabah danış.

PROVERB

Skill is stronger than strength.
Vərmiş gücdən qüvvətlidir.

UNIT 33

SOCIAL WORK THEORIES



There are many social work theories that guide social work practice. Here are some of the major theories that are generally accepted in the field of social work:

Systems theory describes human behavior in terms of complex systems. It is premised on the idea that an effective system is based on individual needs, rewards, expectations, and attributes of the people living in the system. According to this theory, families, couples, and organization members are directly involved in resolving a problem even if it is an individual issue. Social learning theory is based on Albert Bandura's idea that learning occurs through observation and imitation. New behavior will continue if it is reinforced. According to this theory, rather than simply hearing a new concept and applying it, the learning

process is made more efficient if the new behavior is modeled as well.

Psychosocial development theory is an eight-stage theory of identity and psychosocial development articulated by Erik

Erikson. Erikson believed everyone must pass through eight stages of development over the life cycle: hope, will, purpose, competence, fidelity, love, care, and wisdom. Each stage is divided into age ranges from infancy to older adults.

Psychodynamic theory was developed by Freud, and it explains personality in terms of conscious and unconscious forces. This social work theory describes the personality as consisting of the id (responsible for following basic instincts), the superego (attempts to follow rules and behave morally), and the ego (mediates between the id and the ego).

| VOCABULARY | | |
|--------------------|------------------|------------------|
| there | [ðe:] | orada |
| many | [ˈmeni] | çoxlu |
| theory | [ˈθiəri] | nəzəriyyə |
| system | [mi:n] | sistem |
| guide | [ɡaɪd] | bələdçi |
| practice | [ˈpraktɪk] | praktika etmək |
| here | [hɪə] | burada |
| some | [sʌm] | bəzi |
| idea | [aɪˈdiə] | fikir |
| complex | [ˈkɒmpleks] | kompleks |
| term | [tɜ:m] | müddət |
| this | [ðɪs] | bu |
| couple | [ˈkʌp(ə)l] | cüt |
| development | [dɪˈveləpm(ə)nt] | inkışaf |
| stage | [steɪdʒ] | mərhlələ |
| identify | [aɪˈdentɪfaɪ] | müəyyənləşdirmək |
| reinforce | [ri:ɪnˈfɔ:s] | gücləndirmək |
| behavior | [bɪˈhɑ:f] | davranış |
| model | [mɒdl] | model |
| as | [əz] | kimi |

| | | |
|----------------|--------------|----------------------------|
| well | [wɛl] | yaxşı |
| range | [reɪn(d)ʒ] | mənzil |
| age | [eɪdʒ] | yaş |
| infancy | [ˈɪnf(ə)nsi] | körpəlik |
| will | [wɪl] | -acaq ² |
| life | [laɪf] | həyat |
| cycle | [ˈsaɪk(ə)l] | dövr |
| into | [ˈɪntʊ] | -a ² (daxilinə) |
| must | [mʌst] | malı ² |
| past | [pɑːst] | keçmiş |

EXERCISES

1. Answer the questions.

- 1) What is the systems theory?
- 2) What is the social learning theory?
- 3) What is the psychosocial development theory?
- 4) Who was psychodynamic theory developed by?

2. Find the tests.

- 1) Choose the correct preposition:
Can I speak ... Joel, please? I'm afraid he's still ... bed.
A) ---, in B) to, in C) to, on D) to, at E) with, on
- 2) Choose the correct variant: The disposable razor ... by K.C. Gillette about 100 years ago.
A) invents B) invented C) was invented D) had invented E) is invented
- 3) Choose the correct variant: I can't go out tonight. I haven't got ... money.
A) any B) no C) some D) many E) few
- 4) Choose the correct answer to the question: Do you like toffee apples?
A) Yes, I don't B) Yes, I do C) Yes, I will D) No, I won't E) No, I wouldn't

UNIT 34

SOCIAL WORKER EDUCATION



The scientific literature relevant to social work practice has grown expansively in recent years. Corollary developments, including the widespread availability of electronic bibliographic databases, improved indexing services, and increased acceptance of systematic reviews and evidence-based practice guidelines, have made research findings increasingly accessible to practitioners. For the first time in the history of the profession, social work educators are confronted with the challenges posed, and opportunities afforded, by this accumulating body of practice-relevant scientific information. Evidence-based practice is a new paradigm that promotes more effective social interventions by encouraging the conscientious, judicious, and explicit use of the best available scientific evidence in professional decision making. Pedagogically, evidence-based practice involves teaching students the values and skills they need to identify, critically appraise and apply practice-relevant scientific evidence over the course of their

professional careers. This article describes the potential benefits of evidence-based social work professional education and ongoing efforts of the George Warren Brown School of Social Work at Washington University to implement curriculum-wide changes Supportive of evidence-based professional practice education.

| VOCABULARY | | |
|----------------------|---------------------|-------------------|
| education | [,ɛdʒə'keɪʃ(ə)n] | təhsil |
| scientific | [,saɪən'tɪfɪk] | elmi |
| literature | ['lɪdə'rətʃər] | ədəbiyyat |
| relevant | ['rɛləvənt] | aiddir |
| grown | [groun] | böyüdü |
| expansively | [ɪk'spænsəvli] | geniş mənada |
| widespread | ['waɪd, sprɛd] | geniş yayılmışdır |
| recent | ['ri:s(ə)nt] | yaxınlarda |
| bibliographic | [,bɪbliə'græfɪk] | bibliografik |
| data | ['dædə] | məlumatlar |
| availability | [ə, veɪlə' bɪlədi] | mövucduluğu |
| index | ['ɪn, dɛks] | indeks |
| increase | [ɪn'kris] | artırmaq |
| accept | [ək'sept] | qəbul edin |
| guide | [gɑɪd] | bələdçi |
| opportunity | [,ɑpər't(j)unədi] | imkan |
| body | ['bɒdi] | bədən |
| information | [ɪnfə'meɪʃ(ə)n] | məlumat |
| evidence | ['eɪvɪd(ə)ns] | dəlil |
| decision | [dɪ'sɪʒ(ə)n] | qərar |
| student | ['stju:d(ə)nt] | tələbə |
| article | ['ɑ:tɪk(ə)l] | məqalə |
| describe | [dɪ'skrɪb] | təsvir etmək |
| effort | ['ɛfət] | cəhd |

| | | |
|-------------------|----------------|-----------------|
| base | [beɪs] | baza |
| available | [ə'veɪləb(ə)l] | mövcud |
| best | [best] | ən yaxşısı |
| implement | [ˈɪmplɪm(ə)nt] | həyata keçirmək |
| curriculum | [kə'rɪkjʊləm] | tədris planı |
| wide | [waɪd] | geniş |

EXERCISES

1. Answer the questions.

- 1) What is the evidence-based practice?
- 2) What does evidence-based practice involve?
- 3) What are social work educators confronted with?
- 4) Which article in the text describes the potential benefits of evidence-based practice?

2. Translate into English.

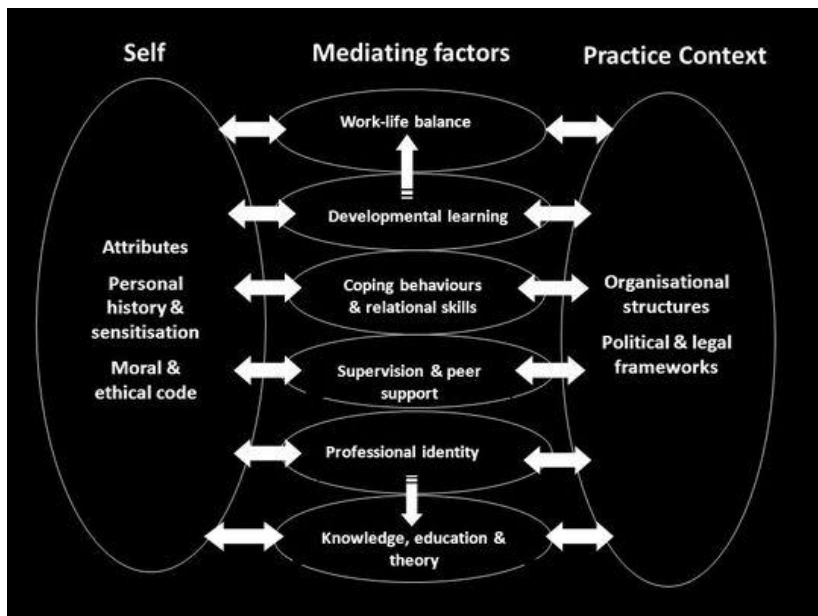
- 1) Yeni müstəqillik əldə etmiş, eyni zamanda müharibə şəraitində yaşayan Azərbaycanın sosial işçilərə daha çox ehtiyacı var.
- 2) Müasir sosial işçi öz vəzifəsini kömək etdiyi insanın onun köməkliliyinə ehtiyacı olmadan keçinməməsində görür.
- 3) Sosial iş praktikasına aid olan elmi ədəbiyyat son illərdə çox geniş yayılmışdır.
- 4) 2008-ci ildə Bakı Dövlət Universitetində ilk dəfə bakalavr dərəcəsi təsis edildi.

3. Find the tests.

- 1) Choose the correct variant: ... have you had this ring?
A) what B) who C) how long D) how E) whom
- 2) Choose the correct variant: Bridges go over them; fish live in them; they go to the sea.
A) lakes B) rivers C) borders D) canals E) oceans
- 3) Match the words.
1. air conditioning 2. a microwave oven 3. central heating
a) coal fires b) electric fans c) a cooker stove
A) 1-b; 2-c; 3-a B) 1-c; 2-a; 3-b C) 1-a; 2-b; 3-c D) 1-b; 2-a; 3-c E) 1-a; 2-c; 3-b

UNIT 35

DEVELOPING A PROFESSIONAL SOCIAL WORK IDENTITY



EMPATHY

Empathy is a skill that is vital in social work for understanding the experience of service users in order to help them more effectively. This is particularly important for those service users whose experiences are very different from your own. Empathy is one of the basic building blocks that you will need to develop a professional social work identity. Later in this learning guide you will consider service user perspectives, and values and ethics. How people respond to stress and distress depends on their previous experiences and the sense they have been able to make of them. If a service user's experiences are

very different from yours, then you are quite likely to misunderstand their response, or even the cause of their distress. Such misunderstanding can lead you, as the practitioner, to react unhelpfully, and to make things worse. You cannot assume that other people will see things the way you do, or respond in the way that you would, because your feelings and reactions are influenced by your particular life experiences. How, then, can you go about trying to better understand the experiences and feelings of others? The answer is by developing empathy, something that is less straightforward than it sounds, and which we explore in some detail in this section.

| VOCABULARY | | |
|-------------------------|---------------------|---------------|
| professional | [prə'feʃ(ə)n(ə)l] | peşəkar |
| empathy | [empəθi] | empatiya |
| skill | [skɪl] | bacarıq |
| vital | [vaɪdɪ] | həyati |
| experience | [ɪk'spɪəriəns] | təcrübə |
| user | [juːzər] | istifadəçi |
| order | [ɔːdər] | sifariş |
| particularly | [pə(r)'tɪkjələrli] | xüsusilə |
| own | [oʊn] | sahibi |
| consider | [kən'sɪdər] | düşünmək |
| identity | [aɪ'den(t)ədi] | şəxsiyyət |
| later | [leɪdər] | sonradan |
| respond | [rə'spænd] | cavab vermək |
| distress | [dɪ'stɪs] | Sıxıntı |
| even | [ɪvən] | hətta |
| misunderstanding | [mɪs,ʌndər'stændɪŋ] | anlaşılmazlıq |
| assume | [ə'sʌm] | fərz etmək |
| lead | [liːd] | Qurğuşun |

| | | |
|-----------------|-------------|----------------|
| quite | [kwaɪt] | Olduqca |
| React | [ri'ækt] | reaksiya verin |
| Depend | [də'pend] | asılı |
| Sound | [saʊnd] | səs |
| Feel | [fi:l] | hiss etmək |
| Explore | [ɪk'splɔ:r] | araşdırmaq |
| Detail | [di:teɪl] | detal |
| Section | [sekʃ(ə)n] | bölmə |
| Would | [wʊd] | olardı |
| Straight | [streɪt] | düz |
| Answer | [ænsər] | cavab |

EXERCISES

1) Answer the questions.

- 1) What is empathy?
- 2) How can you go about trying to better understand the experiences?
- 3) Why is empathy one of the basic building blocks?
- 4) What is the aim of social work?

2) Find the tests.

- 1) Choose the correct variant: ... did the first bank appear in Europe?
A) who B) when C) what D) whom E) how old
- 2) Choose the correct variant:
They can be dangerous; sometimes they get very hot; Sicily has a famous one.
A) deserts B) canals C) the climate D) lakes E) volcanoes
- 3) Choose the verb that goes with all the words. ... an ambition, children, an idea, friends.
A) make B) write C) earn D) have E) learn

UNIT 36

WHAT IS EMPATHY OF SOCIAL WORK



One definition of empathy comes from the work of the US writer on counselling and social work, Gerard Egan, who defines empathy as: The ability to enter into and understand the world of another person and to communicate this understanding to him or her.

In the context of social work, Lena Do Minelli uses a slightly different approach using a common metaphor to make the same point when she writes about “placing oneself in another”’s shoes. These quotes emphasize that the responsibility lies with the professional to make the effort to understand the other person. However, doing so requires effort and imagination.

Most people actually use empathy in everyday life when they read a novel, watch a television “soap”, a film or a play. Indeed, we often judge the success of the novel, film or play by the extent to which we are caught up in the world it is portraying, and how “real” the characters in the “story” feel to

us. Sometimes we find that the characters continue to live in our imaginations long after the book has been closed or the film or play ended. We have entered, without too much difficulty, into the world created by the “story-teller”. In so doing we identify with the characters we meet there and enter into their worlds.

| VOCABULARY | | |
|--------------------|--------------------|---------------|
| what | [wɒt] | nə |
| empathy | [ˈempəθi] | empatiya |
| ability | [əˈbɪlɪti] | qabiliyyət |
| definition | [defɪˈnɪʃ(ə)n] | tərif |
| enter | [ˈentə] | girmək |
| understand | [ʌndəˈstand] | başa düşmək |
| world | [wɜːld] | dünya |
| another | [əˈnʌðə] | başqa |
| slightly | [slɑɪtli] | biraz |
| different | [ˈdɪf(ə)r(ə)nt] | fərqli |
| approach | [əˈprəʊtʃ] | yanaşma |
| effort | [ˈefət] | səy göstərmək |
| place | [pleɪs] | yer |
| most | [məʊst] | ən çox |
| actually | [ˈaktʃʊəli] | əslində |
| everyday | [ˈevrɪdeɪ] | hər gün |
| soap | [səʊp] | sabun |
| indeed | [ɪnˈdiːd] | həqiqətən |
| story | [ˈstɔːri] | hekayə |
| imagination | [ɪˌmædʒɪˈneɪʃ(ə)n] | təxəyyül |
| judge | [dʒʌdʒ] | hakim |
| success | [səkˈses] | uğur |
| novel | [ˈnɒv(ə)l] | roman |
| extend | [ɛkˈstend] | uzatmaq |

| | | |
|-----------------|---------------|------------------|
| enter | ['entə] | daxil olmaq |
| so | [səʊ] | belə, elə |
| identify | [aɪ'dentɪfaɪ] | müəyyənləşdirmək |
| often | ['ɒf(ə)n] | tez-tez |
| play | [pleɪ] | Oynamaq |

EXERCISES

1) Answer the questions.

- 1) What is empathy?
- 2) How does Gerard Egan define empathy?
- 3) What is the aim of social work?
- 4) Explain Lena Do Minelli's metaphor.

2) Translate into English.

- 1) Dil bilikləri peşəkar sosial işçilər üçün çox vacibdir.
- 2) Sosial işçi müştərilərin maraqlarını müdafiə etməlidir.
- 3) Sosial iş sosial ədalət axtarışında təkmilləşir.
- 4) Sosial iş vətəndaşlarla dövlət xadimləri arasındakı əlaqələri əlçatan edir.

3) Find the tests.

- 1) Choose the correct variant: Do you have ... questions you'd like to ask me.
A) some B) any C) much D) anything E) something
- 2) Choose the verb that goes with all the words.
... abroad, round the world, to university, to the country.
A) go B) become C) have D) make E) arrive
- 3) Choose the correct variant:
Excuse me, waitress. Is our meal coming? We have been waiting ...
A) in the morning B) at noon C) for an hour D) at two E) an hour ago
- 4) Choose the correct variant to make a sentence:
1. at 2. off 3. get 4. stop 5. the bus 6. the next
A) 1,2,3,4,5,6 B) 4,3,2,1,5,6 C) 3,2,5,1,6,4 D) 5,3,2,1,4,6
E) 6,5,3,2,1,4

UNIT 37

SOCIAL WORK IN RURAL COMMUNITIES



Designed to serve as a resource tool for educators and social work practitioners, this collection of articles on social work in rural communities presents: (1) "An Overview of Social Work Education for Rural Areas"; (2) "Social Work Education for Rural Program Development" (the "generalist" and the principles, dynamics, and educational content and methodology of program development); (3) "Delivering Social Services in Rural Areas" (definitions; social worker problems; and pertinent suggestions); (4) "Educational Assumptions for Rural Social Work" (a 34-item list); (5) "Nometropolitan Social Planning" (rural specific planning which utilizes rural resources and objectives); (6) "Community Organization in Rural Areas" (reorientations and adjustments in the practice of community organization); (7) "Experiences in Rural Mental Health" (consultation, education, and prevention as major strategies); (8) "The Social Worker in the Rural Community

Mental Health Center" (a profile); (9) "The Rural Social Worker and Corrections" (modifications for the American corrections system); (10) "Older Americans in Rural and Small Towns" (1971 White House Conference); (11) "The Elderly in Rural Areas: Differences in Urban Areas and Implications for Practice"; (12) "Public Welfare and the News Media: A Regional Study" (agencies and the media); (13) "An Annotated Bibliography on Rural Social Work." (JC)

| VOCABULARY | | |
|----------------------|----------------------|-------------------------|
| rural | [rʊər(ə)l] | kənd |
| design | [dɪ'zʌɪn] | dizayn |
| serve | [sə:v] | xidmət etmək |
| practitioner | [præk'tɪʃ(ə)nə] | praktikant |
| present | [prez(ə)nt] | indiki |
| overview | [əʊvəʋju:] | ümumi |
| generalist | [dʒen(ə)rəlist] | generalist |
| contend | [kən'tend] | mübahisə etmək |
| methodology | [məθə'dɒlədʒi] | metodologiya |
| deliver | [dɪ'lɪvə] | çatdırmaq |
| definition | [dɛfɪ'nɪʃ(ə)n] | tərif |
| pertinent | [pə:tɪnənt] | uyğun |
| item | [aɪtəm] | maddə |
| utilize | [ju:tɪlaɪz] | istifadə etmək |
| reorientation | [ri:ɔ:rɪən'teɪʃ(ə)n] | yenidən yönləndirmək |
| adjustment | [ə'dʒʌs(t)m(ə)nt] | nizamlama |
| community | [kə'mju:nɪti] | icma |
| mental | [mənt(ə)] | əqli |
| consultation | [kɒnsəl'teɪʃ(ə)n] | müşavirə |
| strategy | [stratɪdʒi] | strategiya |

| | | |
|---------------------|-----------------------|---------------------|
| prevention | [prɪ'venʃn] | qarşısının alınması |
| correction | [kə'rekʃ(ə)n] | düzəliş |
| modification | [mɒdɪfɪ'keɪʃ(ə)n] | modifikasiya |
| older | [əʊldə] | yaşlı |
| elderly | [eldəli] | yaşlı |
| urban | [ə:b(ə)n] | şəhər |
| implication | [ɪmplɪ'keɪʃ(ə)n] | implantasiya |
| annotate | [anəteɪt] | annotasiya yazmaq |
| specific | [spə'sɪfɪk] | xüsusi |
| organization | [ɔ:g(ə)nɪzə'teɪʃ(ə)n] | orqanizasiya |

EXERCISES

1) Answer the questions.

- 1) Tell the name of some articles.
- 2) Give an information about any article.
- 3) Is anybody wrote an article in your university?
- 4) What is your opinion about these articles?

2) Translate into English.

- 1) Mezo səviyyədə sosial işçilər daha çox icma qrupları və həmçinin ailələr ilə çalışır.
- 2) Mikro səviyyədə fəaliyyət göstərən sosial işçilər fərdlərlə çalışır.
- 3) Mikro çalışan sosial işçilərə kliniki sosial işçiləri aid etmək olar.
- 4) Sosial işçi cəmiyyətdə müştəriyə qarşı törədilən ədalətsizliyə qarşı mübarizə aparmaq öhdəliyini daşıyır.

3) Find the tests.

- 1) Choose the verb that goes with all the words. ... how to drive, French, a language, to read
A) become B) buy C) write D) learn E) have
- 2) Choose the correct variant: She left home two days ago, and no one has seen her ...

- A) two days ago B) yesterday C) since then D) last week
E) at two
- 3) Choose the correct variant: Which “c” do you use to keep your hair tidy?
A) comb B) cap C) car D) costume E) coal
- 4) Choose the correct variant to make a sentence:
1. come 2. the hospital 3. keep 4. until 5. to 6. walking 7. You
A) 3,6,4,7,1,5,2 B) 4,2,6,3,7,1,5 C) 3,7,5,6,4,1,2 D) 3,1,4,2,5,6,7 E) 2,3,4,1,5,6,7

PROVERB

Don't cry over spilt milk.

Sonrakı peşmançılıq fayda verməz.

PROVERB

Cheapest is the dearest.

Ucuz ətin şorbası olmaz.

PROVERB

Tomorrow is a new day.

Axşamın xeyrindən səhərin şəri yaxşıdır.

UNIT 38

THE DUTY OF SOCIAL WORKERS



Social workers work with people and families to support them through difficult times and ensure that vulnerable people, including children and adults are safeguarded from harm. Their role is to provide support and help in order to improve outcomes in people's lives. They maintain professional relationships with people acting as guides and advocates. They sometimes need to use their professional judgement to make tough decisions that might not always be well received by those they are trying to help. Social workers work in a variety of settings within a frame work of relevant legislation and procedures supporting individuals, families and groups within the community. Settings may include homes or schools, hospitals or the premises of other public sector and voluntary organizations. Social workers tend to specialize in supporting either children and families or adults. Social workers can work in both statutory and non-statutory roles in a statutory position a social worker's role is to adhere to the laws that exist to protect the vulnerable clients that they work with. In non-statutory roles social workers still work a similar client group but are not specifically responsible for enfacing the law. Social workers in non-statutory roles one often employed in the charity sector in providing support for drug and alcohol users,

homeless people and people with mental health. They can also be employed in early intervention roles that aim to prevent the escalation of problems in society to where statutory services are required.

| VOCABULARY | | |
|----------------------|-------------------|----------------|
| ensure | [ɛn'ʃʊə] | təmin etmək |
| safeguarded | [seɪfɡɑ:d] | qoruma |
| harm | [hɑ:m] | zərər |
| order | [ɔ:də] | sifariş |
| outcome | [aʊtkʌm] | nəticə |
| advocate | [advəkət] | vəkil |
| sometimes | [sʌmtʌmz] | bəzən |
| judgement | [dʒʌdʒm(ə)nt] | hökm |
| decision | [dɪ'sɪʒ(ə)n] | qərar |
| within | [wɪð'ɪn] | daxilində |
| legislation | [lədʒɪs'leɪʃ(ə)n] | qanunvericilik |
| setting | [setɪŋ] | qəbulu |
| premises | [premɪs] | binalar |
| sector | [sektə] | sektor, sahə |
| voluntary | [vɒlənt(ə)ri] | könüllü |
| tend | [tend] | meyl etmək |
| non-statutory | [statʃʊt(ə)ri] | qeyri-qanuni |
| specialize | [speʃ(ə)laɪz] | ixtisaslaşmaq |
| either | [aɪðə] | ya da |
| adhere | [əd'hɪə] | yapışmaq |
| still | [stɪl] | yenə də |
| similar | [sɪmɪlə] | oxşar |
| vulnerable | [vʌln(ə)rəb(ə)l] | həssas |
| drug | [drʌɡ] | dərman |
| employ | [ɪm'plɔɪ] | işə götürmək |

| | | |
|---------------------|-----------------|--------------|
| Intervention | [ɪntə'vɛnʃ(ə)n] | müdaxilə |
| Revent | [ri:'vɛnt] | revent |
| Escalation | [ɛskə'leɪʃ(ə)n] | eskalasiya |
| Aim | [eɪm] | məqsəd |
| Required | [rɪ'kwɪɹəd] | tələb olunur |
| Maintain | [meɪn'teɪn] | qorumaq |

EXERCISES

1) Answer the questions.

- 1) What is the role of social workers?
- 2) How can social workers work in a variety of settings?
- 3) What is the non-statutory roles of social workers?
- 4) Who provides support and help people?

2) Find the tests.

- 1) Choose the correct variant: A machine where you put dirty clothes.
A) central heating B) a washing machine C) a dishwasher
D) a microwave oven E) air conditioning
- 2) Choose the correct variant:
Hungarian journalist Laszlo Biro ... the world's first ballpoint pen in the 1930.
A) invented B) had invented C) was invented D) invents
E) has invented
- 3) Choose the correct variant to make a sentence:
1. what 2. for 3. a 4. torch 5. is 6. used
A) 1,2,3,4,5,6 B) 1,2,4,6,5,3 C) 1,5,3,4,6,2 D) 2,3,1,5,6,4
E) 3,4,5,6,1,2
- 4) Choose the correct variant: Seventy-one percent of the world ... by water.
A) covers B) was cover C) covered D) is covered E) had covered

UNIT 39

THE DOCTOR OF SOCIAL WORK



While the master of social work (MSW) degree is widely accepted as a terminal professional degree in the field, the doctor of social work (DSW) is a professional doctorate in social work, most often offering advanced training in a professional area of practice. The DSW usually focuses on clinical practice or nonprofit administration. The DSW is related to, but also distinct from the more traditional PhD, which is a more research-oriented degree for social workers who wish primarily to further their careers in academia or research settings. Although different schools vary in the extent to which they emphasize each, both DSW and PhD candidates in the field of social work gain experience in education, advanced practice, teaching, supervision, research, policy analysis, administration and/or program development. As with other doctorates, a holder of a DSW is entitled to use the title “doctor”.

VOCABULARY

| | | |
|-----------------------|----------------------|------------------|
| while | [waɪl] | isə |
| master | [mæstər] | usta |
| degree | [dɪˈɡri] | dərəcə |
| accept | [əkˈsept] | qəbul etmək |
| doctorate | [dɒkt(ə)rət] | doktorantura |
| widely | [waɪdli] | geniş yayılmış |
| advance | [ədˈvæns] | əvvəlcədən |
| often | [ɒf(t)ən] | tez-tez |
| doctor | [dɒktər] | həkim |
| practic | [praktik] | praktik |
| nonprofit | [nɒnˈprəfɪt] | qeyri-kommersiya |
| field | [fi:ld] | sahə |
| most | [moʊst] | ən çox |
| administration | [ədˌmɪnəˈstreɪʃ(ə)n] | idarəetmə |
| offer | [ɒfər] | təklif |
| clinical | [klɪnək(ə)l] | klinik |
| distinct | [dɪˈstɪŋ(k)t] | fərqli |
| As | [əz] | kimi |
| traditional | [trəˈdɪʃ(ə)n(ə)l] | ənənəvi |
| teach | [ti:tʃ] | öyrətmək |
| candidate | [kændɪdət] | namizəd |
| although | [əlˈðoʊ] | baxmayaraq |
| gain | [ɡeɪn] | qazanc |
| emphasize | [ɛmfəˈsaɪz] | vurğulamaq |
| policy | [pəˈləsi] | siyasət |
| analysis | [əˈnæləsəs] | analiz |
| entitle | [enˈtaɪdl] | titul vermək |
| title | [taɪdl] | başlıq |
| development | [dɪˈveləpmənt] | inkişaf |
| both | [boʊθ] | təklif |

EXERCISES

1) Answer the questions.

- 1) What is the MSW?
- 2) What is the DSW?
- 3) What does the DSW focus on usually?
- 4) Who is entitled to use the title “doctor”?

2) Translate into English.

- 1) Sosial işçi, məsələləri qiymətləndirmək və müalicə etmək üçün xəstələr və ailələri ilə sıx əməkdaşlıq etməlidir.
- 2) Əla ünsiyyət bacarıqları peşənin tərkib hissəsidir.
- 3) Sosial iş praktikaya əsaslanan peşədir.
- 4) Akademik intizam sosial dəyişikliyə və inkişafa kömək edir.

3) Find the tests.

- 1) Choose the noun that doesn't go with the verb. To go to see ...
A) a friend B) your relatives C) football D) a TV programme E) your parents
- 2) Choose the correct tense form:
The area ... (change) completely if they ... (put) a new shopping centre there.
A) will change, put B) change, put C) change, will put
D) will change, will put E) is changing, will put
- 3) Choose the correct tense form: I ... (be) glad when the work ... (be) over.
A) was, will be B) will be, will be C) am, is D) will be, is
E) was, is
- 4) Match the words: 1. a dishwasher 2. renting a DVD 3. a washing machine
a) washing clothes by hand b) doing the washing up c) going to the cinema
A) 1-a; 2-b; 3-c B) 1-b; 2-c; 3- a C) 1-c; 2-a; 3-b D) 1-a; 2- c; 3-b E) 1-b; 2-a; 3-c

UNIT 40

WHAT IS A DISABILITY SOCIAL WORKER?



A disability social worker is a type of healthcare social worker who helps people with physical and mental disabilities cope with the challenges in their daily lives. The problems they face depend on the type of impairment and the severity of their disability. The term “disability” refers to how individuals interact with their environment. Disability social workers assist people in comprehending their diagnosis, and they support them in making lifestyle adjustments to accommodate their disability.

Disabled people often need help with transportation or with gaining access to buildings, and some find it difficult to communicate with devices with small screens like cell phones. Disability social workers also make sure their clients have safe and stable housing, and they may also help their clients find employment.

Disability social workers can connect disabled individuals with the right support groups to help them manage their disability and live as independently as possible. A disability social worker sometimes works with physicians and other healthcare

professionals to explain the effects of the client's disability on that person's emotional and mental health.

| VOCABULARY | | |
|-----------------------|-------------------------|----------------|
| type | [taɪp] | növ |
| disability | [ˌdɪsəˈbɪlədi] | əlillik |
| healthcare | [ˈheɪlθkeɪ] | səhiyyə |
| face | [feɪs] | üz |
| mental | [ˈmɛn(t)l] | zehni |
| transportation | [ˌtræn(t)spərˈteɪʃ(ə)n] | nəqliyyat |
| support | [səˈpɔ:t] | dəstək |
| environment | [ɪnˈvaɪrənmənt] | mühit |
| often | [ˈɒf(t)ən] | tez-tez |
| people | [ˈpi:pəl] | insanlar |
| accommodate | [əˈkʌməˌdeɪt] | yerləşdirmək |
| lifestyle | [ˈlaɪfˌstɑɪl] | həyat tərzı |
| possible | [kəˈneɪt] | mümkün |
| connect | [kəˈneɪt] | qoşulmaq |
| gain | [geɪn] | qazanc |
| access | [əˈses] | giriş |
| employment | [əmˈplɔɪmənt] | məşğulluq |
| client | [kliˈʃeɪ] | müştəri |
| find | [faɪnd] | tapmaq |
| make | [meɪk] | etmək |
| like | [laɪk] | kimi, xoşlamaq |
| cell | [sel] | hücrə |
| Safe | [seɪf] | təhlükəsiz |
| Emotional | [ɪˈməʊʃ(ə)n(ə)l] | emosional |
| Server | [ˈsɜ:və] | server |
| Daily | [ˈdeɪli] | gündəlik |
| Sure | [ʃʊə] | əmin |

EXERCISES

1) Answer the questions.

- 1) What is a disability social worker?
- 2) How do disability social workers support to people?
- 3) What kinds of developmental disabilities do you know?
- 4) How can disability social workers connect disabled individuals?

2) Find the tests.

- 1) Choose correct variant: I'm trying to improve my computer ... by doing a course
A) advantage B) attitude C) skills D) opportunity E) talent
- 2) Choose correct variant: It ... a very difficult day, so I ... to bed early.
A) had been, went B) was, had gone C) was, went D) was, had gone E) is, went
- 3) Choose correct variant: It is a very good ... for you to show everyone what you can do.
A) skills B) opportunity C) advantage D) order E) understanding
- 4) Choose correct variant: The fact he speaks English gives him a big ...
A) advantage B) attractive C) attitude D) at last E) ambition

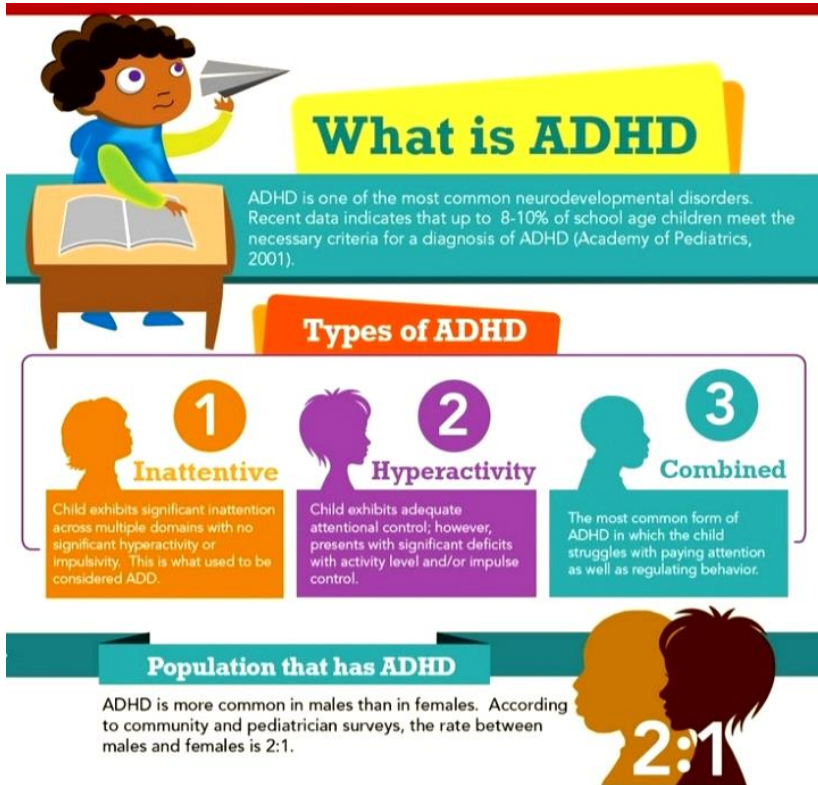
PROVERB

Trust, but not too much.

İnan, lakin yoxlamağı da unutma.

UNIT 41

WHAT DOES A CHILDREN'S DISABILITY SOCIAL WORKER DO?



The infographic is titled "What is ADHD" and features a cartoon boy with dark skin and curly hair, wearing a blue shirt and green sleeves, sitting at a desk reading a book. He is holding a paper airplane. The background is a mix of yellow, teal, and orange. The text is in various colors and fonts, with numbers 1, 2, and 3 in circles. The ratio 2:1 is shown in large white numbers on a dark background.

What is ADHD

ADHD is one of the most common neurodevelopmental disorders. Recent data indicates that up to 8-10% of school age children meet the necessary criteria for a diagnosis of ADHD (Academy of Pediatrics, 2001).

Types of ADHD

- 1 Inattentive**
Child exhibits significant inattention across multiple domains with no significant hyperactivity or impulsivity. This is what used to be considered ADD.
- 2 Hyperactivity**
Child exhibits adequate attentional control; however, presents with significant deficits with activity level and/or impulse control.
- 3 Combined**
The most common form of ADHD in which the child struggles with paying attention as well as regulating behavior.

Population that has ADHD

ADHD is more common in males than in females. According to community and pediatrician surveys, the rate between males and females is 2:1.

A children's disability social worker works with the parents of children with disabilities such as ADHD. They help parents understand their legal rights so they can get the help they are entitled to for their children. Children's disability social workers also teach parents how to advocate effectively for their children, and how to locate the special services that can enable their child to become as independent an adult as possible. The

goal is for the disabled child to lead a fulfilling and productive life, and not just simply survive. Disability social workers counsel parents on an individual basis or in groups, and they may also provide family counseling.

Children's disability social workers work with children who have physical and mental disabilities. They conduct social developmental studies by means of classroom observations and screening in order to diagnose the student. If the child meets certain criteria, a special education program is put in place. The children's disability social worker may assist with the creation of an Individualized Education Plan (IEP) tailored to the educational needs of the child. This IEP is a legal document that explains how the student learns best and makes recommendations as to best strategies teachers and service providers can employ to help the child learn.

Like other social workers, children's disability social workers evaluate the client, research community services and make recommendations for programs that will benefit the individual. They assess the effectiveness of the programs and make changes accordingly.



| VOCABULARY | | |
|--------------------|-------------------|-----------------|
| Disability | [dɪsə' bɪlɪtɪ] | əlillik |
| Work | [wɜ:k] | iş |
| Parent | ['pɛ:r(ə)nt] | valideyn |
| With | [wɪð] | ilə |
| Such | [sʌtʃ] | bu cür |
| Understand | [ʌndə'stænd] | başə düşmək |
| Legal | ['li:g(ə)l] | qanuni |
| Right | [raɪt] | sağ |
| Entitle | [ɪn'taɪt(ə)l] | hüquq |
| also | ['ɔ:lsəʊ] | həmçinin |
| Individual | [ɪndɪ' vɪdʒʊ(ə)l] | fərdi |
| Basic | ['beɪsɪk] | əsas |
| Group | [gru:p] | qrup |
| Who | [hu] | kim |
| Conduct | ['kɒndʌkt] | davranış |
| development | [dɪ' veləpm(ə)nt] | inkişaf |
| Mean | [mi:n] | məna kəsb etmək |
| Observation | [əbzə' veɪʃ(ə)n] | müşahidə |
| Tailor | ['teɪlə] | dərzi |
| Explain | [ɪk'spleɪn] | izah etmək |
| Make | [meɪk] | etmək |
| service | ['sə:vɪs] | xidmət |
| recommended | [,rɛkə'mendɪd] | tövsiyə |
| Benefit | [bɛnɪfɪt] | mənəfəət |
| Change | [tʃeɪn(d)ʒ] | dəyişmək |
| Accordingly | [ə' kɔ:dɪŋli] | müvafiq olaraq |

EXERCISES

1) Answer the questions.

- 1) Who does a children's disability social worker work with?
- 2) Who help parents understand their legal rights?
- 3) What is the goal for the disabled child in this process?
- 4) What is the IEP?

2) Translate into English.

- 1) Uşaqların sosial qayğı xidmətləri qayğıya ən çox ehtiyacı olan uşaqları dəstəkləyir.
- 2) Uşaqların sosial qayğı xidmətlərinə tələbat artır.
- 3) Uşaqların sosial qayğı xidmətləri, qarşılıqlı hörmətə əsaslanaraq müştərilərlə işləməyi hədəfləyir.
- 4) Sosial qayğı xidmətləri köməyə və müdafiəyə ehtiyacı olan uşaqlara dəstək verir.

3) Find the tests.

- 1) Choose the verb that goes with all the words. ... a film, a mistake, a lot of money, a speech.
A) make B) do C) earn D) buy E) have
- 2) Choose the correct variant: The American singer Stevie Wonder has been blind ...
A) in 1990 B) in his childhood C) last year D) since he was born E) a year ago
- 3) Choose the correct variant: I don't like coffee which has ... sugar in it.
A) many B) few C) a few D) any E) much
- 4) Choose the verb that goes with all the words. ... a book, an e-mail, a novel, a letter
A) make B) write C) earn D) buy E) learn

UNIT 42

WHAT DOES A DEVELOPMENTAL DISABILITY SOCIAL WORKER DO?



Developmental disabilities are defined as a physical or mental impairment, or combination of both, that is manifested before the age of 22. People with developmental disabilities have substantial limitations in three or more life activity areas, including mobility, self-care, language, learning, self-direction, independent living and economic self-sufficiency. Developmental disability social workers help identify individuals who have developmental disabilities such as Down Syndrome, epilepsy, cerebral palsy and other conditions, and they assist them in managing their day to day activities.

Developmental disability social workers assess their client's strengths and needs in order to determine what kind of support systems are required to help them achieve their goals. When the assessment is complete, the social worker creates an individualized plan to support the disabled person and improve his sense of wellbeing. To secure the best programs to help the client, the disability social worker conducts research into

community resources like governmental programs including Medicaid and food stamps. The social worker can then recommend programs that provide the suitable benefits and assist the clients in obtaining needed services.

Social workers act as advocates for their clients to get them the resources they need. When the services are implemented, the social worker follows up with clients to make sure that their situation has improved. The disability social worker evaluates provided services regularly to confirm that the programs are still meeting the needs of the client.

| VOCABULARY | | |
|----------------------|----------------------|------------------|
| developmental | [də, vɛləp' mən(t)l] | inkışaf |
| Both | [boʊθ] | hər ikisi |
| manifest | [' mænə, fɛst] | manifest |
| people | [' pipəl] | insanlar |
| With | [wɪð] | ilə |
| assist | [ə' sɪst] | kömək etmək |
| condition | [kən' dɪʃ(ə)n] | şərt |
| require | [rə' kwaɪ(ə)rɪ] | tələb etmək |
| achieve | [ə' tʃɪv] | nail olmaq |
| Goal | [gəʊl] | məqsəd |
| Identify | [aɪ' dɛn(t)ə, faɪ] | müəyyənləşdirmək |
| epilepsy | [' epə, lɛpsi] | epilepsiya |
| Sense | [sens] | mənada |
| wellbeing | [wɛl' bi:ɪŋ] | rifah |
| improve | [ɪm' pruv] | yaxşılaşdırmaq |
| situation | [sɪtʃu' eɪʃ(ə)n] | vəziyyəət |
| regular | [' rɛgʒələər] | müntəzəm |
| follow | [' fəloʊ] | izləmək |
| client | [' klaiənt] | müştəri |
| research | [' ri, sərtʃ] | tədqiqat |

| | | |
|------------------|-------------|------------------|
| down | [dʌn] | aşağı |
| Get | [gɛt] | almaq |
| Them | [ðɛm] | onları, onlara |
| Need | [ni:d] | ehtiyac |
| Still | [stɪl] | yenə də |
| Provide | [prə'vaɪd] | təmin etmək |
| Meeting | ['mi:tɪŋ] | görüş |
| Determine | [də'tɜ:mən] | müəyyənləşdirmək |
| Kind | [kaɪnd] | növ |
| Support | [sə'pɔ:t] | dəstək |

EXERCISES

1) Answer the questions.

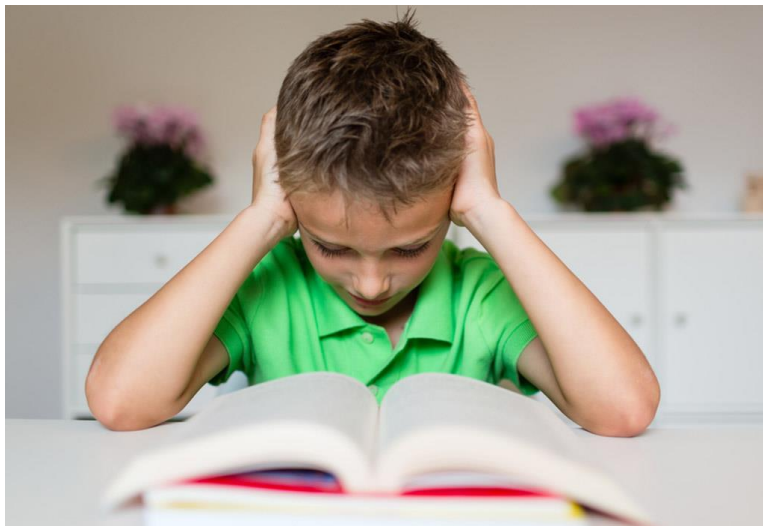
- 1) What are developmental disabilities?
- 2) What do developmental disability social workers do?
- 3) What kinds of developmental disabilities do you know?
- 4) Who assess client's strengths and needs?

2) Find the tests.

- 1) Choose correct variant: I ... sorry to leave, as I ... the party very much.
A) had been, enjoyed B) was, had enjoyed C) were, enjoyed
D) was, enjoying E) am, enjoyed
- 2) Choose correct variant: Our friends had ... left when we arrived at the party.
A) never B) been C) ever D) currently E) already
- 3) Choose correct variant: It is important to have a positive ... and do your best at all times
A) winner B) skills C) honest D) attitude E) admiration

UNIT 43

WHAT DOES A LEARNING DISABILITY SOCIAL WORKER DO?



Learning disability social workers help people who have difficulty learning because they are considered autistic, have cerebral palsy or suffer from other conditions. People with learning disabilities have a significantly reduced ability to comprehend complex or new information, and they have difficulty learning new skills. Learning disabled individuals may also have an impaired ability to act independently. These symptoms typically show up in childhood and have long lasting effects on the individual's development.

The learning disability social worker helps diagnose people with learning disabilities who are in need of special services. As mentioned before, children with learning disabilities receive an IEP that describes the child's current level of performance, sets educational goals for the child, details special education

services the school will provide and lists the modifications the school will make on the child's behalf. The learning disability social worker may participate in the creation of the IEP and act as the child's advocate.

| VOCABULARY | | |
|---------------------|---------------------|------------------------|
| Disability | [dɪsə'bilɪti] | əlilik |
| Listen | ['lɪs(ə)n] | dinləmək |
| Who | [hu:] | kim |
| Act | [akt] | hərəkət etmək |
| As | [əz] | kimi |
| Reduce | [rɪ'dju:s] | azaltmaq |
| Significant | [sɪg'nɪfɪk(ə)nt] | mənəli |
| Level | ['lɛv(ə)l] | səviyyə |
| Performance | [pə'fɔ:m(ə)ns] | çıxış |
| Typically | ['tɪpɪkli] | adətən |
| Show | [ʃəʊ] | göstərmək |
| Up | [ʌp] | yuxarı |
| Advocate | ['advəkət] | vəkil |
| May | [meɪ] | ola bilər (modal feil) |
| Child | [tʃɪld] | uşaq |
| Set | [set] | dəst |
| Goal | [gəʊl] | məqsəd |
| For | [fɔ:] | üçün |
| List | [lɪst] | siyahı |
| Modification | [,mɒdɪfɪ'keɪʃ(ə)n] | modifikasiya |
| Detail | ['di:teɪl] | detal |
| Receive | [rɪ'si:v] | almaq |
| Participate | [pɑ:'tɪsɪpət] | iştirak etmək |
| Independent | [ɪndɪ'pend(ə)nt] | müstəqil |
| Learn | [lə:n] | öyrənmək |
| New | [nju:] | yeni |

EXERCISES

1) Answer the questions.

- 1) What does a learning disability social worker do?
- 2) Who helps diagnose people with learning disabilities?
- 3) Who receives an IEP?
- 4) Can anybody participate in the creation of the IEP?

2) Translate into English.

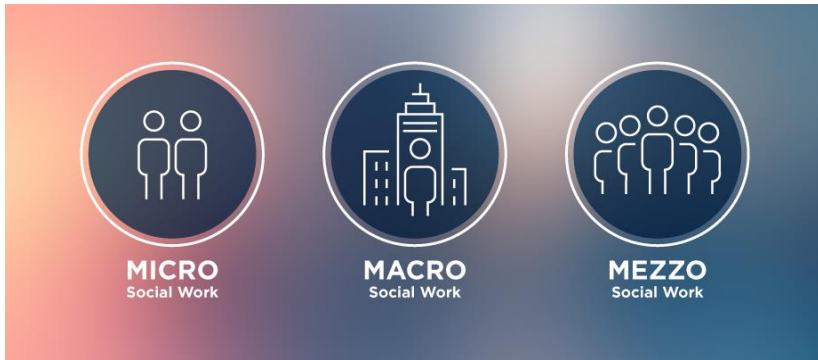
- 1) Əlillərlə işləyən sosial işçi fiziki və əqli qüsurlu insanlara kömək edir.
- 2) Sosial işçilərin bir neçə peşəkar dərəcələri var.
- 3) Sosial iş təcrübəsi insan ehtiyaclarını və potensialını inkişaf etdirmək üzərində fokuslaşıb.
- 4) Sosial işçi həyat tərzini və dəyərlərindən asılı olmayaraq hər bir şəxsə hörmətlə yanaşmalıdır.

3) Find the tests.

- 1) Choose the correct variant to make a sentence:
1. cross 2. and 3. leave 4. the road 5. the station
A) 3,2,1,5,4 B) 2,3,1,5,4 C) 3,5,2,1,4 D) 2,1,3,4,5, E) 1,2,3,4,5
- 2) Choose the correct variant: ... does it take to get to the coast from here.
A) how long B) what C) how old D) how E) why
- 3) Match the words. 1. charge and credit cards 2. computer games 3. shopping malls
a) board games b) street markets c) cashing
A) 1-c; 2-b; 3-a B) 1-a; 2-b; 3-c C) 1-a; 2-c; 3-b D) 1-b; 2-c; 3-b E) 1-c; 2-a; 3-b
- 4) Choose the correct tense form:
As soon as we ... (hear) what the decision is we ... (tell) you.
A) hear, shall tell B) hear, tell C) heard, tell D) shall hear, tell E) hear, told

UNIT 44

TYPES OF SOCIAL WORKERS



Healthcare social workers help patients understand their diagnosis and make the necessary adjustment to their lifestyle, housing or healthcare. For example, they may help people make the transition from hospital back to their homes and communities. In addition, they may provide information on services, such as home healthcare or support groups, to help patients manage their illness or disease. Social workers help doctors and other healthcare professionals understand the effects that diseases and illnesses have on patients' mental and emotional health. Some healthcare social workers specialize in geriatric social work, hospice and palliative care, or medical social work:

Geriatric social workers help senior citizens and their families. They help clients find services, such as programs that provide older adults with meals or with home healthcare. They may provide information about assisted living facilities or nursing homes, or work with older adults in those settings. They help clients and their families make plans for possible health

complications or for where clients will live if they can no longer care for themselves.

Hospice and palliative care social workers help patients adjust to serious, chronic, or terminal illnesses. Palliative care focuses on relieving or preventing pain and other symptoms associated with serious illness. Hospice is a type of palliative care for people who are dying. Social workers in this setting provide and find services, such as support groups or grief counselors, to help patients and their families cope with the illness or disease.

Medical social workers in hospitals help patients and their families by linking patients with resources in the hospital and in their own community. They may work with medical staff to create discharge plans, make referrals to community agencies, facilitate support groups, or conduct follow up visits with patients once they have been discharged.

Mental health and substance abuse Social workers help clients with mental illnesses or addictions. They provide information on services, such as support groups and 12-step programs, to help clients cope with their illness. Many clinical social workers function in these roles as well.

| VOCABULARY | | |
|-------------------|------------------|-------------|
| healthcare | [ˈhɛlθkɛː] | səhiyyə |
| social | [ˈsəʊʃ(ə)l] | sosial |
| understand | [ʌndəˈstænd] | başə düşmək |
| diagnoses | [ˌdɪəgnəˈnəʊsɪs] | diaqnozlar |
| example | [ɪgˈzɑːmp(ə)l] | nümunə |
| hospice | [ˈhɒspɪs] | qonaqlıq |
| palliative | [ˈpælɪətɪv] | palliativ |

| | | |
|------------------|----------------|-------------------|
| care | [kɛ:] | qayğı |
| geriatric | [ˌdʒerɪˈatrɪk] | yaşlı |
| nurse | [nɜːs] | tibb bacısı |
| About | [əˈbaʊt] | haqqında |
| Assist | [əˈsɪst] | kömək etmək |
| Adjust | [əˈdʒʌst] | tənzimləmək |
| Serious | [ˈsɪərɪəs] | ciddi |
| Link | [lɪŋk] | bağlantı |
| Medical | [ˈmɛdɪk(ə)l] | tibbi |
| Type | [taɪp] | növ |
| Dying | [ˈdaɪɪŋ] | ölmək |
| Grief | [grɪːf] | qəm |
| Cope | [kəʊp] | öhdəsindən gəlmək |
| Their | [ðeː] | onların |
| Family | [ˈfæmɪli] | ailə |
| Addiction | [əˈdɪkʃ(ə)n] | asılılıq |
| Role | [rəʊl] | rol |
| Illness | [ˈɪlnəs] | xəstəlik |
| Well | [wɛl] | yaxşı |
| Function | [ˈfʌŋ(k)ʃ(ə)n] | funksiya |

EXERCISES

1) Answer the questions.

- 1) What do healthcare social workers do?
- 2) What do geriatric social workers do?
- 3) What do hospice and palliative care social workers do?
- 4) What do medical social workers do?

2) Find the tests.

- 1) Choose the correct variant: My flat's got a nice view, but there isn't ... space.
A) enough B) no C) many D) some E) a few

- 2) Choose the correct answer to the question: Would you like to go to see the film with me?
A) Yes, I would B) Yes, I will C) No, you will D) Yes, you'll E) Yes I do
- 3) Choose the correct variant: A system which makes a building warm.
A) air conditioning B) dishwasher C) central heating D) washing machine E) computer
- 4) Choose correct variant: When I ... downstairs the phone ... ringing.
A) had got, stopped B) being got, had stopped C) was getting, stopped
D) am getting, have stopped E) got, had stopped



UNIT 45

GERIATRIC SOCIAL WORK



Adjusting to old age is somewhat difficult for most people. Elderly individuals often have to find ways to cope with all sorts of changes in their lives, including health, financial, and social issues.

Geriatric social workers, however, can help elderly individuals adjust to and cope with problems they may experience. These professionals help make sure the needs of their elderly clients are met, each and every day. They might help them with financial issues, medical care, mental disorders, and social problems.

There are a number of problems that geriatric social workers might help their clients overcome or cope with. Some of these problems may include, but are certainly not limited to:

- Financial problems, such as living on a fixed income or finding employment.
- Medical problems, such as finding adequate care or applying for medical benefits.
- Mental health issues, such as depression or grief.
- Social issues, such as loneliness or finding social activities.

Helping elderly individuals is typically the most rewarding aspect of a geriatric social work career. However, not everyone is a good fit for geriatric social work careers. If you're looking to start a career in this field, you should truly enjoy working closely with elderly individuals. You should understand their unique needs, and respect all that they have to offer. You should also be a patient and organized person, with excellent communication skills.

| VOCABULARY | | |
|-------------------|----------------|-------------------|
| Geriatric | [dʒeri'ætrɪk] | yaşlı |
| Adjust | [ə'dʒəst] | tənzimləmək |
| old | [oʊld] | köhnə |
| Age | [eɪdʒ] | yaş |
| Difficult | [dɪfəkəlt] | çətin |
| Elderly | [eldərli] | yaşlı |
| Way | [weɪ] | yol |
| Cope | [kəʊp] | öhdəsindən gəlmək |
| Live | [lɪv] | yaşamaq |
| Issue | [ɪʃu] | problem |
| Experience | [ɪk'spɪəriəns] | təcrübə |
| They | [ðeɪ] | onlar |
| Make | [meɪk] | etmək |
| Sure | [ʃʊr] | əmin |
| Need | [ni:d] | ehtiyac |

| | | |
|----------------------|---------------------|------------|
| Number | [nəmbər] | nömrə |
| With | [wɪð] | ilə |
| Certain | [sərtɪn] | müəyyən |
| But | [bət] | ancaq |
| Mental | [men(t)l] | zehni |
| Depression | [də'preʃ(ə)n] | depressiya |
| Aspect | [æspekt] | aspekt |
| Person | [pərs(ə)n] | insan |
| Skill | [skɪl] | bacarıq |
| Field | [fɪld] | sahə |
| Start | [stɑ:t] | başlamaq |
| Career | [kə'rɪr] | karyera |
| Should | [ʃʊd] | olmalı |
| Good | [gʊd] | yaxşı |
| communication | [kə,mjʊnə'keɪʃ(ə)n] | rabitə |

EXERCISES

1) Answer the questions.

- 1) Who have to find ways to issues?
- 2) Who can help elderly individuals?
- 3) What you should understand for working with elderly individuals, if you are geriatric social worker?
- 4) In which topics you can help elderly individuals?

2) Translate into English.

- 1) Sosial idarəetmə, milli məqsədə çatmağı asanlaşdıran institusional və ya təşkilati strukturların formalaşmasında çox vacibdir.
- 2) Sosial idarəçilər müxtəlif müştərilərə həyat səviyyələrini yaxşılaşdırmaq üçün xidmətlər göstərir.
- 3) Bir çox məşğulluq mühitində işləyən sosial işçilərin zehni xəstəliklərdən və ya pis vərdislərdən əziyyət çəkən şəxslərə xidmət etməsi ehtimalı yüksəkdir.

- 4) Sosial işçilər, psixi xəstəliklərdən əziyyət çəkən xəstələrə ailə münasibətlərini, məşğulluğu və həyatlarının digər hissələrini idarə etmək üçün dəstək verirlər.

3) Find the tests.

- 1) Choose the correct variant: There is ... water in the bottle.
A) any B) many C) few D) a few E) a little
- 2) Choose the noun that doesn't go with the verb. Make ...
A) models B) tea C) coffee D) sport E) mistakes
- 3) Choose the verb that goes with all the nouns ... a car, a flat, a house, a bag.
A) earn B) go C) buy D) learn E) write
- 4) Choose the correct variant:
... China is ... really interesting country. Have you ever been there?
A) ---, a B) a, a C) the, a D) the, the E) ---, ---

PROVERB

Every bean has its black.

Hər gözəlin bir eybi var.

PROVERB

Many a true word is spoken in jest.

Doğru sözü zarafatla deyirlər.

UNIT 46

GROUP SOCIAL WORKER



Group social work can take place at the micro or mezzo level. Formal groups above the family level are typically included in mezzo social work, although some social workers regard family practice as taking place at the micro level. Group social workers are typically employed by social service agencies or other non-profits to organize groups, facilitate intergroup or interpersonal communication, and evaluate the effectiveness of an organization's social service programs. These social workers may also work in private businesses or organizations to identify and suggest tools for constructively managing sources of intergroup conflict or tackling workplace issues. In most environments, group social workers seek to help group members develop positive communication tools collectively to promote personal growth and to collaborate effectively on common issues and interests. Group support or group therapy is a common career path for these types of social workers.

VOCABULARY

| | | |
|---------------------|------------------|------------------|
| Group | [gru:p] | qrup |
| Can | [kən] | bacarmaq |
| Work | [wɜrk] | iş |
| Place | [pleis] | yer |
| Mezzo | [mɛzʊʊ] | orta |
| Level | [lɛvəl] | səviyyə |
| Formal | [fə:rməl] | rəsmi |
| Regard | [rə'gɑ:rd] | nəzərə |
| Micro | [maɪ ,kroʊ] | mikro |
| Agency | [eɪdʒənsi:] | agentlik |
| Suggest | [səg'dʒɛst] | təklif |
| Intergroup | [ɪntɜr'gru:p] | qruplararası |
| Facilitate | [fə'sɪlə'teɪt] | asanlaşdırmaq |
| May | [meɪ] | bilər |
| Organization | [ɔ:rgənə'zeɪʃən] | təşkilat |
| These | [ði:z] | bunlar |
| Environment | [ɪn'vaɪrənmənt] | ətrafmühit |
| Private | [prə'vaɪd] | özəl |
| Promote | [prə'moʊt] | təşviq etmək |
| Evaluate | [i:'vælju:, eɪt] | qiymətləndirmək |
| Sources | [sɔ:rsɛz] | mənbə |
| Identify | [aɪ'dentə'faɪ] | eyniləşdirmək |
| Conflict | [kən'flɪkt] | münaqişə |
| Issue | [ɪʃu:] | problem |
| Seek | [si:k] | axtarmaq |
| Support | [sə'pɔ:t] | dəstəkləmək |
| Tools | [tu:l] | alətlər |
| Help | [help] | kömək etmək |
| Personal | [pɜ:s(ə)n(ə)l] | şəxsi |
| Collaborate | [kə'labəreɪt] | əməkdaşlıq etmək |

EXERCISES

1) Answer the questions.

- 1) Who are group social workers?
- 2) Where can group social work take place?
- 3) Which groups are typically included in mezzo social work?
- 4) What is the group support or group therapy?

2) Find the tests.

- 1) Choose the correct tense form:
When the Titanic ... (hit) the iceberg the captain ... (read) a book in his cabin.
A) hit, read B) hits, read C) hit, is reading D) hit, was reading E) hits, reads
- 2) Choose the correct preposition: When I have enough money ... the bank I'll retire.
A) at B) from C) on D) of E) in
- 3) Choose the correct variant: If we drive quickly, we'll probably get home ... it gets dark.
A) if B) as C) so D) before E) then
- 4) Choose the correct variant: It can be hot or cold, wet or dry, you can't change it.
A) the climate B) a river C) a desert D) a lake E) a volcano

PROVERB

Time is money.

Vaxt qızıldır.

UNIT 47
MENTAL HEALTH
AND SUBSTANCE ABUSE SOCIAL WORKER



Social workers provide most of the country’s mental health services. According to the National Association of Social Workers (NASW), 60% of mental health professionals are clinically trained social workers, compared to 10% of whom are psychiatrists, 23% of whom are psychologists and 5% of whom are psychiatric nurses. Mental health and substance use social workers assess and treat individuals with mental, emotional, or substance use problems. Social workers specializing in mental health and addiction provide individual and group therapy, crisis intervention, and case management. Because mental illness and addiction impact all areas of a client’s life, social workers assist clients in maintaining safe housing, obtaining employment, and building and rebuilding

family relationships. Social workers in this field also support clients in adhering to treatment plans by scheduling appointments, arranging transportation and childcare, and monitoring progress toward set goals. They also manage substance use prevention programs and promote mental health education. Social workers in many employment settings are likely to serve individuals who suffer from mental illness and/or addiction. Substance use problems are common in many areas of social work practice including child abuse and neglect cases, juvenile delinquency, domestic violence and other legal problems, veteran's services, and older adult services.

| VOCABULARY | | |
|--------------------|------------------|-----------------|
| Mental | [mɛnt(ə)l] | zehni |
| According | [ə'kɔ:dɪŋ] | görə |
| National | [nəʃ(ə)n(ə)l] | milli |
| Association | [ə'səʊʃə'biləti] | dərnək |
| Clinically | [klɪnɪkli] | klinik olaraq |
| Compare | [kəm'peɪ] | müqayisə et |
| Substance | [sʌbst(ə)ns] | maddə |
| Assess | [ə'ses] | qiymətləndirmək |
| Addiction | [ə'dɪkʃ(ə)n] | asılılıq |
| Crisis | [krɪsɪs] | böhran |
| Case | [keɪs] | dava |
| Management | [mænɪdʒm(ə)nt] | idarəetmə |
| Illness | [ˈɪlnəs] | xəstəlik |
| Impact | [ˈɪmpəkt] | təsir |
| Obtain | [əb'teɪn] | əldə etmək |
| Treatment | [tri:tɪm(ə)nt] | müalicə |
| Toward | [tə'wɔ:d] | doğru |
| Common | [kɒmən] | ümumi |

| | | |
|--------------------|------------------|---------------------------|
| Area | [ɛ:rɪə] | sahəsi |
| include | [ɪn'klu:d] | daxil olmaq |
| abuse | [ə'bjuz] | sui-istifadə |
| neglect | [nɪ'glɛkt] | laqeydlik |
| juvenile | [dʒu:vənɪl] | yetkinlik yaşına çatmayan |
| delinquency | [dɪ'lɪŋkw(ə)nsi] | qanun pozuntusu |
| violence | [vɪɪəl(ə)ns] | zorakılıq |
| legal | ['li:g(ə)l] | qanuni |
| veteran | [et(ə)r(ə)n] | veteran |
| older | [əʊld] | köhnə |
| adult | [adʌlt] | böyüklər |



EXERCISES

1) Answer the questions.

- 1) Who provides most of the country's mental health services?
- 2) Who can help elderly individuals?
- 3) What do social workers specializing in mental health and addiction provide?

4) In which topics social workers support clients?

2) Translate into English.

- 1) Psixiatrik sosial işçilərin təcrübə üçün sosial iş üzrə ən azı bakalavr dərəcəsinə ehtiyacı var.
- 2) Ailə sosial işçiləri, ailələrin fəaliyyətini yaxşılaşdırmaq və ya ailədən kənar qalan uşaqlara dəstək olmaq üçün bir sıra xidmətlər göstərir.
- 3) Bir çox uşaq və ailə sosial işçiləri səhiyyə və insan xidmətləri şöbələri kimi yerli hökumət qurumlarında çalışırlar.
- 4) Uşaq rifahı ilə bağlı sosial iş uşaq və yeniyetmələrin ehtiyaclarına yönəlmişdir.

3) Find the tests.

- 1) Choose the correct variant: It's been raining ...
A) on Sunday B) last year C) for two hours D) at 2 E) in 1990
- 2) Choose the correct variant: I need to wake ... at 7 tomorrow morning.
A) off B) up C) out D) at E) on
- 3) Choose the correct variant: A ... is the imaginary line between two countries.
A) border B) territory C) area D) map E) field
- 4) Choose the correct variant. I don't think I've made ... mistakes in this exercise.
A) a little B) little C) much D) a E) many

PROVERB

**Never put off till tomorrow
what you can do today.**

Bu günün işini sabaha qoymazlar.

UNIT 48

PSYCHIATRIC SOCIAL WORKER



Psychiatric social workers, also known as mental health social workers, who engage in mental health social work, often work in hospitals or inpatient psychiatric treatment centers. They assess patients' social, emotional, interpersonal, economic, and environmental needs, along with their strengths, to develop an effective treatment plan. Social workers support patients suffering from psychiatric illness to manage family relationships, employment, and other affected parts of their lives. Using individual counseling, group therapy, and family therapy, they connect psychiatric patients to hospital and community resources and plan for successful discharge, transitioning patients back to their families and communities. Most psychiatric social workers work in hospitals and residential treatment centers, but others work in outpatient mental health centers and substance misuse treatment facilities

providing similar services to clients. Many schools offer degree programs with a concentration in mental health social work to help students prepare for this career. Psychiatric social workers typically need at least a bachelors' degree in social work (BSW) to practice.

| VOCABULARY | | |
|----------------------|----------------------|---------------|
| They | [ðeɪ] | onlar |
| Also | ['ɔ:lsoʊ] | həmçinin |
| Known | [nəʊn] | tanınmış |
| Most | [məʊst] | əksər |
| Along | [ə'ləŋ] | boyunca |
| Need | [ni:d] | ehtiyac |
| Treatment | ['tri:tm(ə)nt] | müalicə |
| Illness | ['ɪlnəs] | xəstəlik |
| Manage | ['manɪdʒ] | idarə etmək |
| Support | [sə'pɔ:t] | dəstək |
| Relationship | [rɪ'leɪʃ(ə)nʃɪp] | münasibətlər |
| Offer | ['ɒfə] | təklif |
| Degree | [di'ɡri:] | dərəcə |
| concentration | [kɒns(ə)n'treɪʃ(ə)n] | konsentrasiya |
| Center | ['sentə] | mərkəz |
| Substance | ['sʌbst(ə)ns] | maddə |
| Health | [helθ] | sağlamlıq |
| Work | [wɜ:k] | iş |
| Live | [lɪv] | yaşamaq |
| Similar | ['sɪmɪlə] | oxşar |
| But | [bʌt] | lakin |
| Prepare | [prɪ'peɪ:] | hazırlamaq |
| Back | [bæk] | geri |
| Family | ['fæmɪli] | ailə |
| Hospital | ['hɒspɪt(ə)l] | xəstəxana |

| | | |
|------------------|------------|----------|
| Least | [li:st] | ən azı |
| Develop | [dɪ'veləp] | inkişaf |
| Along | [ə'ləŋ] | boyunca |
| Bachelor | ['bætʃələ] | bakalavr |
| Effective | [ɪ'fektiv] | effektiv |

EXERCISES

1) Answer the questions.

- 1) Who are psychiatric social workers?
- 2) What do psychiatric social workers do?
- 3) Where do most psychiatric social workers work?
- 4) Who supports patients suffering from psychiatric illness?

2) Find the tests.

- 1) Choose the correct variant:
 - How ... is your house from the city centre?
 - About 3 km.
 - A) far B) long C) about D) much E) many
- 2) Choose the correct variant: I won't leave ... you tell me exactly what happened.
 - A) later B) then C) until D) always E) so
- 3) Choose the correct variant: It's next to the sea; it can be rocky; you can see it from the air.
 - A) a canal B) a mountain C) a desert D) coastline E) a border
- 4) Choose the correct articles: Drinking ... coffee helps me to wake up in ... morning.
 - A) the, the B) a, the C) the, a D) a, --- E) ---,the

PROVERB

Time is the best healer.
Zaman ən yaxşı təbibdir.

UNIT 49

CHILD AND FAMILY SOCIAL WORKER



Child and family social workers, also known as youth and family social workers, provide a range of case management services to support children by improving the functioning of their families and engaging support and supervision outside of the family. Each child in need requires a unique range of services. Common services provided by child and family social workers for parents and families include job placement, medical assistance, debt counseling, addiction treatment, family therapy, and financial support. Social workers in this field may serve as an advocate for each child and a liaison between the child and his or her school, medical and mental health providers, courts, and home. They also may manage adoptions; seek supervised foster care services, and placements in residential treatment facilities. Many child and family social workers work for local government agencies such as departments of health and human services or departments of children and families. The related area of child welfare social work focuses on the needs of children and adolescents.

VOCABULARY

| | | |
|--------------------|-----------------|----------------------|
| Family | [fæm(ə)li] | ailə |
| Known | [nəʊn] | mələm |
| Range | [reɪndʒ] | silsilə |
| Case | [keɪs] | dava |
| Support | [sə'pɔ:t] | dəstək |
| Engage | [ɛn'geɪdʒ] | məşğul |
| Require | [rə'kwaɪ(ə)r] | tələb edir |
| Unique | [ju'nik] | unikal |
| Common | [kəmən] | ümumi |
| Debt | [det] | borc |
| Parent | [perənt] | valideyn |
| Addicction | [ə'dɪkʃ(ə)n] | asıllıq |
| Financial | [fə'næn(t)ʃəl] | maliyyə |
| Manage | [mænɪdʒ] | idarə etmək |
| Adoption | [ə'dɒpʃ(ə)n] | övladlığa götürmə |
| Seek | [sēk] | axtarmaq |
| Government | [gəvər(n)mənt] | hökumət |
| Department | [də'pɑ:tmənt] | şöbə |
| Agency | [eɪdʒənsi] | agentlik |
| Welfare | [wəl'fɛə] | rifah |
| Adolescent | [ædə'les(ə)nt] | yetkin |
| Local | [ædə'les(ə)nt] | yerli |
| Therapy | [θerəpi] | terapiya |
| Placement | [pleɪsmənt] | yerləşdirmə |
| Such | [sətʃ] | belə |
| Field | [fild] | sahə |
| Supervision | [supər'vɪz(ə)n] | nəzarət |
| As | [əz] | kimi |
| Court | [kɔ:rt] | məhkəmə |

EXERCISES

1) Answer the questions.

- 1) Who are child and family social workers?
- 2) What common services provided by?
- 3) How are child and family social workers known also?
- 4) Which organizations do child and family social workers work for?

2) Translate into English.

- 1) Sosial işin məqsədi insanların özlərinə kömək edə bilməsi üçün onlara yardım etməkdir.
- 2) Sosial iş, öz rifahlarına çatmaq üçün insanların müstəqil olmasına şərait yaradır.
- 3) Sosial işin çox yayıldığı və geniş vüsət aldığı cəmiyyətlərdə sosial işçilər məktəblərdə, bağçalarda, xəstəxanalarda, cəzaçəkmə müəssisələrində və s. kimi müəssisələrdə işləyirlər.
- 4) Sosial işçilər həm özəl, həm dövlət, həm də ictimai fəaliyyətlə məşğuldurlar.

3) Find the tests.

- 1) Choose the correct articles. ... Alps are ... very big islands.
a) a, an b) the, an c) an, a d) the, - e) an, -
- 2) Complete the sentences with tag question. He is a doctor ...
a) is she? b) is he? c) are you? d) are he? e) isn't he?
- 3) Choose the correct passive voice. I gave the book to my friend.
a) I was given the book to my friend. b) I was gave the book to my friend by me.
c) The book was given to my friend by me. d) The book is give to my friend by me.
e) The book was gave to my friend by me.

UNIT 50

PUBLIC POLICY SOCIAL WORKER



Public policy social workers typically work in government and non-profit organizations to promote social change through education, legislation, and other large-scale interventions. These professionals may also engage in international policy work for non-governmental organizations (NGOs) such as the World Health Organization. Public policy social workers engage in policy analysis on issues such as public housing developments, zoning regulations, public service programs,

and other large-scale projects. A public policy social worker may organize focus groups to analyze the perception of proposed or enacted changes or conduct needs assessments. They may also run and evaluate organizational training programs or manage logistics for large-scale social service programs. This level of practice is also referred to as social policy social work and can impact changes in public policy as well as government policy.

| VOCABULARY | | |
|--------------------|----------------|------------------|
| Public | [pʌblɪk] | ictimai |
| Policy | [pɑ:ləsi:] | siyasət |
| Social | [soʊʃəl] | sosial |
| government | [gʌvɜrnmənt] | hökumət |
| Nonprofit | [nɑ:n'prɑ:fət] | qeyri-kommersiya |
| Engage | [ɛn'geɪdʒ] | məşğul |
| Issue | [ɪʃu:] | problem |
| Promote | [prə'moʊt] | təşviq etmək |
| Large | [lɑ:rdʒ] | geniş |
| Scale | [skeɪl] | bölgü |
| World | [wɜrld] | dünya |
| Other | [ʌðər] | başqa |
| Such | [sʌʃ] | elə |
| Perspection | [pə'spekʃn] | hazırlıq |
| May | [meɪ] | olar |
| Analyze | [ənə,līz] | təhlil etmək |
| Purpose | [pərpəs] | məqsəd |
| Enacted | [ɛ'næktəd] | qəbul |
| Well | [wəl] | yaxşı |
| Manage | [mænədʒ] | idarə etmək |
| Logistics | [lə'dʒɪstɪk] | logistik |
| For | [fɔ:r] | üçün |

| | | |
|---------------------|--------------------|------------------|
| Evaluation | [iː.væljuː.'eɪʃən] | qiymətləndirilmə |
| they | [ðeɪ] | onlar |
| house | [haʊs] | ev |
| intervention | [ɪntər'ventʃən] | müdaxilə |
| change | [tʃeɪndʒ] | dəyişmə |
| grunt | [grʌnt] | qəmgin |
| can | [kən] | bilmək |
| work | [wɜːk] | iş |

EXERCISES

1) Answer the questions.

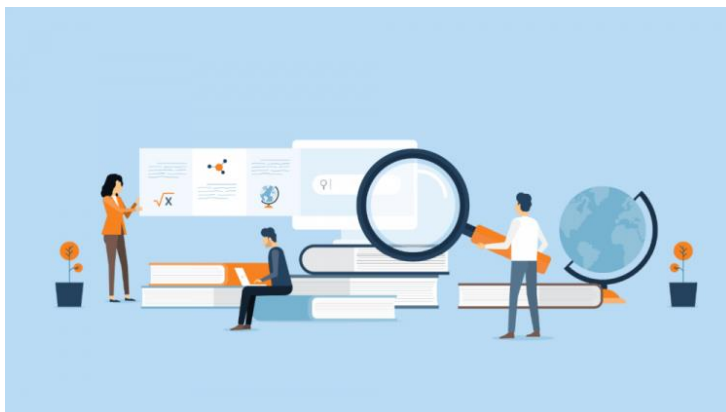
- 1) Who are public policy social workers?
- 2) What do public policy social workers do?
- 3) Where do public policy social workers work?
- 4) Who can run and evaluate organizational training programs?

2) Find the tests.

- 1) Choose the correct articles: Drinking ... coffee helps me to wake up in ... morning.
A) the, the B) a, the C) the, a D) a, --- E) ---,the
- 2) Choose the correct prepositions: There's a small village ... the bottom ... the mountain.
A) at, of B) on, of C) in, of D) in, in E) at, in
- 3) Choose the correct verb that goes with the phrases:
... to speak a foreign language; how to fly a plane; how to drive a car.
A) do B) make C) learn D) visit E) have
- 4) Choose the correct tense form: Jane ... (see) another guest who ... (wear) the same hat.
A) sees, wears B) saw, wore C) had seen, wore D) saw, is wearing E) saw, was wearing

UNIT 51

ADMINISTRATIVE SOCIAL WORKER



Administrative social workers, also called management social workers, social work managers, or social work administrators, hold leadership roles in social and community service organizations including social welfare departments, schools, and hospitals. Social work administration is also known as social work management and has a strong emphasis on organizational leadership. Successful management of a social service organization requires leaders who understand social work at all levels as well as how organizations perform and intersect to meet service, policy, and other goals. An administrative social worker typically has responsibility for budget allocation, program development, and operations and staff management, as well as other tasks such as fundraising, grant writing, and public relations. Importantly, social work administrators seek to improve their organizations and the groups that these organizations serve, through strong planning and positive change.

| VOCABULARY | | |
|-----------------------|-------------------|-----------------|
| administrative | [əd'mɪnəstreɪtɪv] | inzibati |
| Also | [ɔ:lsoʊ] | həmçinin |
| Management | [mænədʒmənt] | idarəetmə |
| Include | [ɪn'klu:d] | daxil etmək |
| Welfare | [wəl,fɛr] | rifah |
| Community | [kə'mju:nəti:] | icma |
| Sevice | [sɜrvəs] | servis |
| Know | [noʊ] | bilmək |
| Hospital | [hɑ:s,pɪtəl] | xəstəxana |
| Strong | [strɔ:ŋ] | güclü |
| Emphasis | [ɛmfəsəs] | vurğu |
| Succesful | [sək'sesfəl] | uğur |
| Has | [həz] | malik olmaq |
| Leadership | [li:dɜr'ʃɪp] | liderlik |
| Goal | [gou] | məqsəd |
| Improve | [ɪm'pru:v] | yaxşılaşmaq |
| Task | [tæsk] | tapşırıq |
| Well | [wəl] | yaxşı |
| Level | [levəl] | səviyyə |
| Seek | [si:k] | axtarmaq |
| Meet | [mi:t] | görüşmək |
| Understand | [ʌndɜr'stænd] | başə düşmək |
| Intersect | [ɪntɜr'sekt] | kəşismək |
| How | [haʊ] | necə |
| Perform | [pɜr'fɔ:rm] | yerinə yetirmək |
| Fundraising | [fʌn,dreɪsɪŋ] | vəsait toplama |
| Plan | [plæn] | plan |
| Important | [ɪm'pɔ:rtənt] | vacib |
| All | [ɔ:l] | bütün |

EXERCISES

1) Answer the questions.

- 1) Who are administrative social workers?
- 2) How are administrative social workers called?
- 3) How is social work administration known also?
- 4) What does social service organization require?

2) Translate into English.

- 1) Sosial iş çoxsaylı məsələlərin qiymətləndirilməsi və həll edilməsi üçündür.
- 2) Sosial iş müxtəlif mühitlərdəki mənəvi və sosial problemlərin anlaşılması və öhdəsindən gəlinməsi üçün xəstələr və onların ailələri ilə əlaqə qurur.
- 3) Sosial iş cəmiyyətin problemləli təbəqələrinin mənafeyi və sosial rifahı uğrunda vasitəçilik edən sferadır.
- 4) Dünyada ilk dəfə "Sosial iş" proqramı Amsterdamda, sonralar isə Berlin və Londonda meydana gəlmişdir.

3) Find the tests.

- 1) Choose the correct modal verbs. You ... be late your lesson.
a) don't have to b) haven't to c) must d) might e) to be able to
- 2) Choose the plural nouns.
a) tooth, child, books b) cat, book, news c) people, feet, mice d) mouse, ox, childrene) louse, police, sugar
- 3) Choose the correct word. His opinion is the same ... her father`s.
a) that b) with c) than d) like e) as
- 4) Choose the correct adjective. Everybody scolds him he is a ... boy.
a) clever b) diligent c) famous d) lazy e) easygoing

UNIT 52
HEALTHCARE ADMINISTRATOR
PUBLIC HEALTH ADMINISTRATOR



Healthcare administrators are typically found in management roles, coordinating health services in hospitals, large doctor's offices, and public and non-profit health care providers of all sizes. Alternative job titles include medical and health services managers, hospital administrators, and health coordinators. A master's degree in public health or health administration is typically required and licensure as a social worker can be advantageous for this career. According to O*Net OnLine, these professionals earn a median annual salary of \$99,730 and are in high demand, with job growth projected above 15% through 2026. Among those working in this field, 19% hold an associate's degree, 65% hold a bachelor's degree, and 12% hold a master's degree.

Public health administrators, who perform similar work to healthcare administrators, are typically found working in non-profit and government agencies, though they can be found working in hospitals and similar organizations. Public health

administrators focus on health education and policy decisions that impact large-scale communities, entire cities, states, and even regions. Related job titles include public health director, educator, or coordinator. A master's degree in public health or a specialized master's degree in public policy or public administration can prepare you for administrative jobs in public health.

| VOCABULARY | | |
|----------------------|--------------------|------------|
| Healthcare | [helθkær] | səhiyyə |
| Administrator | [əd'mɪnə'streɪdər] | idarəçi |
| Management | [mænɪdʒmənt] | idarəetmə |
| Role | [roʊl] | rol |
| Service | [sərvəs] | servis |
| Large | [lɑrdʒ] | geniş |
| Hospital | [hɑ'spɪdl] | xəstəxana |
| Title | [taɪdl] | başlıq |
| Alternative | [əl'tərnədɪv] | alternativ |
| Project | [prɑ,dʒekt] | layihə |
| Online | [ɒn'laɪn] | onlayın |
| Perform | [pər'fɔrm] | ifa etmək |
| Similar | [sɪm(ə)lər] | oxşar |
| Public | [pəblik] | ictimai |
| Salary | [sæl(ə)ri] | məvacib |
| Hold | [hoʊld] | saxlamaq |
| Impact | [ɪm,pækt] | təsir |
| Typically | [tɪpɪk(ə)li] | tipik |
| Scale | [skeɪl] | miqyas |
| Organization | [ɔrgənə'zeɪʃ(ə)n] | təşkilat |
| Director | [di'rektər] | direktor |
| Above | [ə'bəv] | üstündə |
| Associate | [ə'soʊsi,eɪt] | qoşulmaq |

| | | |
|------------------|---------------|-------------|
| Licensure | [laɪsənʃər] | lisenziya |
| demand | [də'mænd] | tələb |
| require | [rə'kwaɪ(ə)r] | tələb etmək |
| medical | [mɛdək(ə)l] | tibbi |
| state | [steɪt] | dövlət |
| those | [ðət] | onlar |
| these | [ði:z] | bunlar |

EXERCISES

1) Answer the questions.

- 1) Who is healthcare administrator?
- 2) Who is public health administrator?
- 3) What is required for a master's degree in health administration?
- 4) What do related job titles public health include?

2) Find the tests.

- 1) Choose the verb that goes with all the words.
... a lot of money, 1 million dollars, one's living
A) make B) write C) earn D) have E) learn
- 2) Choose the correct variant to make a sentence:
1. a few years ago 2. open late 3. there 4. many places 5. weren't
A) 3,5,4,2,1 B) 1,2,4,3,5 C) 2,1,5,4,3 D) 1,2,3,4,5 E) 5,2,1,3,4
- 3) Choose the correct preposition: How would you like to pay, madam? I'll pay ... cash.
A) by B) with C) on D) of E) in
- 4) Choose the correct variant: I promise to telephone you ...
I arrive
A) as soon as B) so C) because D) as E) till

UNIT 53

RESEARCH SOCIAL WORKER



Social work research is a field as broad as social work itself. However, because the results of social work research frequently have large-system impacts, research social work is commonly regarded as taking place at the macro level of practice. Research social workers may conduct high-level research to determine the effectiveness of interventions or applications of social work theory or more targeted research to evaluate the effectiveness of a given program or social service agency. Research projects may also involve identifying problems and causes, making qualitative comparisons, or developing new theories. Research social workers frequently gather their own data and write articles regarding their findings for publication. Social work researchers commonly possess a

PhD and may work in academia or government, though they may be hired by organizations of all kinds.

| VOCABULARY | | |
|---------------------|-----------------------|-----------------|
| research | [rə'sɜ:tʃ] | tədqiqat |
| field | [fild] | sahə |
| broad | [brɔ:d] | geniş |
| itself | [ɪt'self] | özü |
| however | [haʊ'evər] | lakin |
| kind | [kaɪnd] | mehriban |
| hire | [haɪ(ə)r] | kirayə vermək |
| common | [kəmən] | ümumi |
| academia | [ækə'dimiə] | akademiya |
| government | [gəvər(n)mənt] | hökumət |
| may | [meɪ] | bilər |
| comparisons | [kəm'perəsən] | müqayisələr |
| possess | [pə'zɛs] | sahib olmaq |
| regard | [rə'gɑ:d] | nəzərə |
| determine | [də'tɜ:mən] | müəyyənləşdirin |
| evaluate | [ə'valyewāt] | qiymətləndirmək |
| give | [gɪv] | vermək |
| qualitative | [kwələtəɪdɪv] | keyfiyyətli |
| application | [æplə'keɪʃ(ə)n] | tətbiq |
| intervention | [ɪn(t)ər'ven(t)ʃ(ə)n] | müdaxilə |
| gather | [gæðər] | toplamaq |
| target | [tɑ:ɡət] | hədəf |
| conduct | [kəndəkt] | davranış |
| impact | [ɪmpækt] | təsir |
| macro | [mækroʊ] | makro |
| more | [mɔ:r] | daha |
| own | [oʊn] | sahibi |
| frequently | [frɪkwəntli] | tez-tez |

EXERCISES

1) Answer the questions.

- 1) What is social work research?
- 2) What may research social workers conduct?
- 3) What may research social workers involve?
- 4) What do research social workers gather?

2) Translate into English.

- 1) Valideynlər və ailələr üçün sosial işçilər tərəfindən göstərilən ümumi xidmətlər sırasında işlə təmin olunma, tibbi yardım, borc məsləhətləri, reabilitasiya, ailə terapiyası və maddi dəstək daxildir.
- 2) Yaşlı şəxslər tez-tez həyatlarında baş verən dəyişikliklərin, o cümlədən sağlamlıq, maliyyə və sosial problemlərin öhdəsindən gəlməyin yollarını tapmaqda çətinlik çəkirlər.
- 3) Tədris prosesində əlilliyi olan uşaqlar və onların ailələri ilə bağlı məsələlərə daha çox diqqət yetirilir.
- 4) Sosial işçilərin xidmət etdiyi insanlar körpələrdən tutmuş yaşlı insanlara və eyni zamanda müxtəlif sosial-iqtisadi qrupdan, irqdən və dindən olan insanlara qədər çeşidlənir.

3) Find the tests.

- 1) Choose the noun that doesn't go with the verb. Collect ...
A) stamps B) chess C) trading cards D) coins E) books
- 2) Choose the correct variant: They've been playing tennis ...
A) yesterday B) today C) at noon D) for 3 hours E) in the evening
- 3) Choose the correct variant: Which "k" do you need to start your car?
A) key B) kite C) knife D) kettle E) knowledge
- 4) Choose the correct variant. Did you go out ... last night?
A) at B) on C) in D) --- E) of

UNIT 54

SCHOOL SOCIAL WORKER



School social workers work with children at all grade levels, assisting students whose academic struggles, behavior, truancy, and interpersonal difficulties impact their school progress. They may consult with parents, teachers, and other support staff to find solutions for struggling children. School social workers are often called upon in situations of child abuse or neglect to navigate legal channels and serve as a liaison with outside agencies. While some of these professionals are assigned to one school, many work for the larger school district and respond to mental health crises and child abuse concerns in multiple schools. School social workers are often part of a multidisciplinary team of counselors, psychologists, nurses, administrators, and educators working to support students. School social work is typically considered mezzo practice as it involves working with the entire student

community in one or more schools, though it can be classified as micro practice when a professional is working one-to-one with struggling students.

| VOCABULARY | | |
|--------------------------|---------------------|------------------|
| multidisciplinary | [mʌltɪdɪsə'plɪnəri] | çoxsaxəli |
| Duty | [dju:ti] | vəzifə |
| Investigate | [ɪn'vestɪgeɪt] | araşdırmaq |
| Violence | [vɪələ(ə)ns] | zorakılıq |
| Abuse | [ə'bjuz] | sui-istifadə |
| Neglect | [nɪ'gɫekt] | laqeydlik |
| Protective | [prə'tektɪv] | qoruyucu |
| Required | [rɪ'kwɪəd] | tələb etmək |
| Recruit | [rɪ'kru:t] | işə götürmək |
| Marriage | [marɪdʒ] | evlilik |
| Adjust | [ə'dʒʌst] | tənzimləmək |
| Truancy | [tru:ənsi] | tərbiyə |
| General | 'dʒen(ə)r(ə)l | ümumi |
| Treatment | [tri:tm(ə)nt] | müalicə |
| Contribute | [kən'trɪbjʊ:t] | pul oymaq |
| Mentally | [mənt(ə)li] | əqli |
| Disabled | [dɪs'eɪblɪd] | əlil |
| Involved | [ɪn'vɒlvɪd] | cəlb olunur |
| Provision | [prə'vɪʒ(ə)n] | təmin |
| Counselling | [kaʊns(ə)lɪŋ] | məsləhət |
| Senior | [si:nɪə] | böyük |
| Identify | [aɪ'dentɪfaɪ] | müəyyənləşdirmək |
| Adult | [adʌlt] | yetkin |
| Classification | [klɑsɪfɪ'keɪʃ(ə)n] | təsnifat |
| Offender | [ə'fendə] | qanunpozan |
| Conform | [kən'fɔ:m] | uyğunlaşdırmaq |
| Parole | [pə'rəʊl] | şərti olaraq |
| Analysis | [ə'nalɪsɪs] | analiz |
| Department | [dɪ'pɑ:tm(ə)nt] | şöbə |

EXERCISES

1) Answer the questions.

- 1) Who do school social workers work with?
- 2) What is school social work typically considered?
- 3) Who can school social workers consult with?
- 4) Who are often part of a multidisciplinary team?

2) Find the tests.

- 1) Choose the correct variant:
My mother ... told me that I would be rich and famous one day, but I didn't believe her.
A) never B) ever C) always D) soon E) later
- 2) Choose the correct variant:
- How ... coming to my house for lunch on Saturday?
- Sorry, I'm away this weekend.
A) much B) about C) long D) far E) are
- 3) Choose the correct variant:
They're usually straight; boats sail on them; Venice is famous for them.
A) canals B) seas C) oceans D) deserts E) islands
- 4) Choose the correct verb that goes with the phrases:
... a millionaire; good at something; famous; rich
A) do B) be C) have D) make E) get

PROVERB

Roll my log and I will roll yours.

Əl əli yuyar, əl də üzü.

PROVERB

They are hand and glove.

Su axar, çuxurunu tapar.

UNIT 55

COMMUNITY SOCIAL WORKER



Community social workers focus on promoting positive change at the community or neighborhood level, based on a given community's diversity and cultural values. These social workers work closely with community leaders as well as residents to understand issues that affect them and their impacts on the community. Then, they can help to develop solutions and strategies that solve problems, promote participation, and improve people's overall quality of life. Assessment by a community social worker might involve taking surveys of community members, analyzing the physical environment, and researching historical neighborhood trends. These social workers may then act as advocates for change, working to promote community development, assisting the community in finding needed resources, and helping the community implement proposed solutions. Community social work can also fall into the category of macro social work,

depending on the size of the community and the scale of the interventions. Professionals in community health commonly work within a social service agency or local government.

| VOCABULARY | | |
|----------------------|-----------------------|-----------------|
| Community | [kə' mjunədi] | icma |
| Focus | [foukəs] | diqqət |
| Neighborhood | [neibər' hʊd] | qonşuluq |
| Give | [gɪv] | vermək |
| Diversity | [daɪ' vɜrsədi] | müxtəliflik |
| Value | [vælju] | dəyər |
| Understand | [əndər' stænd] | başa düşmək |
| Impact | [ɪm' pækt] | təsir |
| Strategy | [strædədʒi] | strategiya |
| Participation | [pɑr' tɪsə' peɪf(ə)n] | iştirak |
| Involve | [ɪn' vɒlv] | əhatə etmək |
| Survey | [sər' veɪ] | sorğu |
| Assist | [ə' sɪst] | kömək etmək |
| Implement | [ɪmpləmənt] | həyata keçirmək |
| Solution | [sə' luʃ(ə)n] | həll |
| Fall | [fəl] | düşmək |
| Scale | [skeɪl] | miqyas |
| local | [ləʊk(ə)l] | yerli |
| Within | [wə' ðɪn] | daxilində |
| Health | [helθ] | kömək |
| Take | [teɪk] | götürmək |
| Physical | [fɪzɪk(ə)l] | fiziki |
| Or | [ɔr] | və ya |
| Affect | [ə' fekt] | təsir edir |
| Trend | [trænd] | cərəyan |
| Closely | [kloʊsli] | yaxından |

EXERCISES

1) Answer the questions.

- 1) What do community social workers focus on?
- 2) Who are community social workers work with?
- 3) Can community social workers help to anything?
- 4) Who can fall into the category of macro social work?

2) Translate into English.

- 1) Sosial iş ehtiyacı olanlarla emosional şəxsiyyət münasibətlər qurduqda yaranır.
- 2) Sosial iş sistemi ictimai, eləcə də dövlət xarakterli ola bilər.
- 3) Sosial işin müxtəlif növlərinin yaranması əsasən ölkənin inkişafının mədəni və milli xüsusiyyətləri ilə şərtlənir.
- 4) Sosial işin optimallaşdırılması sosial həyat mədəniyyətinin artırılmasına imkan verir.

3) Find the tests.

- 1) Choose the correct tense forms. The weather forecast says it ... tomorrow.
a) was snowing b) snows c) is going to snow d) snowed e) snowing
- 2) Complete the thought. The national flag of Azerbaijan has 3 colours. They are
a) red, blue, green b) blue, red, grey c) yellow, red, green
d) green, grey, red e) white, grey, blue
- 3) Complete the sentence. How many legs have 3 sheep? a) 3 b) 6 c) 10 d) 12 e) 9
- 4) Complete the series: florist, cashier, butcher, nurse
a) adult b) plumber c) guest d) truth e) nephew

VOCABULARY
ENGLISH –
AZERBAIJANI

(*n*) *Noun – İsim*
(*adj*) *Adjective – Sifət*
(*adv*) *Adverb – Zərf*
(*pron*) *Pronoun – Əvəzlik*
(*num*) *Numeral – Say*
(*v*) *Verb – Feil*
(*prep*) *Preposition –*
Sözönü
(*conj*) *Conjunction –*
Bağlayıcı
(*int*) *Interjection – Nida*
(*art*) *Article – Artıkl*
(*part*) *Particle - Ədat*

A

ability – (*n*) bacarıq,
qabiliyyət
about – (*prep*) haqqında
above – (*adv*) yuxarıda,
üzərində
academy – (*n*) akademiya
academy of sciences –
Elmlər Akademiyası
accept – (*v*) qəbul etmək
acquaintance – (*n*) tanışlıq
across – (*adv*) üzərindən,
dan, dən
act – (*v*) hərəkət etmək
acting – hərəkət edən

actor – (*n*) aktyor
admiration – (*n*) valeholma
admission – (*n*) imkan
advanced – öncül, qabaqcıl,
müasir
advice – (*n*) məsləhət
afraid - qorxmuş
after – (*prep*) sonra
again – (*adv*) yenidən, yenə
də
against – (*prep*) əleyhinə,
ziddinə
agree – (*v*) razılaşmaq
agriculture – (*n*) kənd
təsərrüfatı
agronomist – (*n*) aqronom
air – (*n*) hava
all – (*pron*) hamı, bütün
all right – yaxşı, hər şey
yaxşıdır
almost – (*adv*) demək olar
ki, az qala
alone – 1.(*adj*) yalnız, tək;
2.(*adv*) ancaq, yalnız
always – (*adv*) həmişə
and – (*conj*) və
ancient – (*adj*) qədim
angrily – (*adv*) hirsli, acıqlı
halda
animal – (*n*) heyvan
annihilation – (*n*)
məhvətmə, dağıtma

another – (pron) başqa, o
birisi
answer – (v) cavab vermək
any – (pron) hər hansı, heç
bir
any more – artıq, bir daha
anything – (pron) nə isə,
heç bir şey
appear – (v) görüşmək,
meydana gəlmək
appetite – (n) iştaha
apple – (n) alma
ask – (v) soruşmaq
assembly – (n) cəmiyyət;
yığıncaq
astonishment – (n) təəccüb
attack – 1.(n) hücum; 2.(v)
hücum etmək
attract – (v) cəlb etmək,
cəzb etmək
application – (n) ərizə,
tətbiq etmə
april – 1.(n) aprel; 2.(v)
çimmək
armchair – (n) qoltuq,
kreslo
armenia – (n) ermənistan
army – (n) ordu
around – (adv) hər yerdə,
hər yanda
arrange – (v) təşkil etmək,
düzəltmək
arrival – (n) gəlmə, gəliş
august – (n) avqust

aunt – (n) xala, bibi
authority – (n) hökumət,
ixtiyar, nüfuz
autumn – (n) payız
attractive – cazibədar, cəzb
edici
arrow – (n) ox
art – (n) incəsənət
awaken – (v) oyandırmaq,
ayılmaq
awfully – (adv) çox,
şiddətli
Azerbaijan – (n)
Azərbaycan

B

backward – (adv) geri,
geriyə
bad – (adj) pis
bad-looking – (adj) pis,
pisgörünüslü
bag – (n) çanta
balcony – (n) eyvan, balkon
ballet – (n) balet
Baku – (n) Bakı
bark – (v) hürmək
basin – (n) ləyən
bulwark – (n) dayaq,
müdafiə
bath – (n) 1.vanna; 2.çimmə
bathroom – (n) hamam
bathe – (v) çimmək
be – (v) olmaq

be found of – (v)
bəyənmək, vurğunu olmaq
beautiful – (adv) gözəl
because – (v) çünki
bed – (n) çarpayı
bedroom – (n) yataq otağı
before – (adv) əvvəl,
əvvəllər
below – (adv) aşağıda, aşağı
bell – (n) zəng
bench – (n) skamya
berry – (n) giləmeyvə
besides – (adv) başqa
bit – (n) tikə, kiçik hissə
black – (adj) qara
blackboard – (n) yazı
taxtası
blow – (v) əsmək
blue – (adj) mavi, göy
boot – (n) ayaqqabı, batinka
boarding-school – (n)
internat məktəbi
boat – (n) qayıq
book – (n) kitab
bookcase – (n) kitab şkafı
booth – (n) knock, butka
border – (n) sərhəd
boulevard – (n) bulvar
bourgeois – burjua
box – (n) qutu
boxing – (n) boks
brave – (adj) cəsarətli,
cəsur, qoçaq

breakfast – (n) səhər
yeməyi
break record – (v) rekord
qazanmaq
breathe – (v) nəfəs almaq
bright – (adj) parlaq
brilliant – (adj) çox gözəl,
əla
brother – (n) qardaş
brute – 1.kobud, qaba;
2.qəddar
bush – (n) qol
busy – (adj) məşğul
but – (conj) lakin
buy – (v) almaq
C
cadre – (n) kadr
calm – (adj) sakit
camp – (n) düşərgə
can – (v) bacarmaq
candle – (n) şam
capital – (n) paytaxt
carpet – (n) xalça, gəbə
Caspian Sea – (n) Xəzər
Dənizi
cat – (n) pişik
cause – (n) səbəb
Caucasus – (n) Qafqaz
ceiling – (n) tavan
chalk – (n) təbaşir
chair – (n) stul
champion – 1.(n) çempion,
mübariz, qalib, atlet,

pəhləvan; 2. (v) müdafiə
etmək, mübarizə etmək
chess – (n) şahmat
children – (n) uşaqlar
cinema – (n) kino, teatr,
sinema
citizen – (n) sakin, vətəndaş
city – (n) şəhər
clean – (adj) təmiz
clerk – (n) qulluqçu, mirzə,
katib
climate – (n) iqlim
clock – (n) saat
cloudy – (adj) buludlu
coach – (n) kareta, fayton
coexistence – (n) yanaşı
yaşama
collect – (v) toplamaq,
yığmaq
collective farmer – (n)
kəlxoççu
cold – (adj) soyuq
colour – (n) rəng, boya
coloured – (adj) rəngli
come – (v) gəlmək
comfortable – (adj) rahat
commissar – (n) komissar
common – (adj) ümumi,
sadə, adi
communist – (n) komunist
compartment – (n) qüllə
compare – (v) müqayisə
etmək
comrade – (n) yoldaş

concert – (n) müsamirə,
konsert
condensed milk – (n)
qatılaşdırılmış süd
condition – (n) şərait
construction – (n)
konstruksiya
consult – (v) məsləhət
vermək, göstəriş vermək
consultation – (n) məsləhət
continue – (v) davam
etdirmək
conviction – (n) etiqad,
inandırma
cool – (adj) sərin
copybook – (n) dəftər
cozy – (adj) rahat, səliqəli
cottage – (n) ev, daxma,
koma
cotton – (n) pambıq
country – (n) 1.ölkə; 2.kənd
cousin – (n) əmi oğlu, dayı
oğlu, xala oğlu, bibi oğlu
cover – (v) örtmək, üstünü
örtmək
covered – (adj) örtülü,
örtülmüş
convenient – (adj) rahat,
münasib
conversation – (n) söhbət,
müsahibə
convenience – (n) rahatlıq
creative – (adj) yaradıcı
crop – (n) məhsul

cruel – (adj) qəddar
cry – (v) 1. qışqırmaq;
2. ağlamaq
cup – (n) fincan
cupboard – (n) buffet
curtain – (n) pərdə
D
dance – (n) rəqs
danger – (n) təhlükə
daughter – (n) qız
dead – (adj) ölü
death – (n) ölüm
deep – (adj) dərin
december – (n) dekabr
decide – (v) qərara almaq
decree – (n) qərar, dekret,
əmr
defence – (n) müdafiə
demonstrate – (v) nümayiş
etdirmək, göstərmək
desperate – (adj) ümitsiz
describe – (v) təsvir etmək
develop – (v) inkişaf etmək
development – (n) inkişaf
destructive – (adj) dağıdıcı,
məhvədiçi
dev – (n) şəh
die – (v) ölmək
dictation – (n) imla
different – (adj) müxtəlif
difficult – (adj) çətin
dining-room – (n) yemək
otağı, yeməcxana
disarmament – (n) tərک silah

discuss – (v) müzakirə
etmək
disgraceful – (adj) eyibli,
ləkəli, həyasız
disgusting – (n) iyrənc,
çirkin, xoşa gəlməyən
dissolve – (v) əri(t)mək
do – (v) etmək
do one's best – əlindən
gələni etmək
door – (n) qapı
doctor – (n) həkim
documentary – (adj) sənədli
dog – (n) it
dollar – (n) dollar
doorway – (n) kəndər,
astana
double – (n) ikiqat, cüt,
qoşa
down – (adv) aşağı
drag – (v) sürmək
draw – 1. çəkmək (şəkil);
2. canından keçmiş
dress – (v) gey(in)mək
dressing table – (n) bəzək
stolu
during – (prep) ərzində
dust – (n) toz
duster – (n) 1. silki;
2. tozsoran
E
east – (n) şərq
eat – (v) yemək

early – (adv) erkən, tezdən,
səhər tezdən, sübhdən
earnest – (adj) vicdanlı,
səmimi
electricity – (n) elektrik
eleven – on bir
embankment – (n) sahil
emigration – (n)
emiqrasiya, mühacirət
engagement – (n)
nişanlanma
engineer – (n) mühəndis
engineering – (n) texnika
english – ingilis
enjoy – (v) həzz almaq
enter – (v) daxil olmaq
entertainment – (n) əyləncə
especially – (adv) xüsusilə,
əsas etibarı ilə
establishment – (n) quruluş,
qurulma
european – avropalı, avropa
evening – (n) axşam
everybody – (pron) hər kəs,
hamı
evil – (n) şər
exchange – (n) dəyişmə,
mübadilə
excitedly – (adv) həyacanlı
excursion – (n) ekskursiya
exercise – (n) çalışma,
müsamirə
exhibition – (n) sərgi
exile – (v) sürgün etmək

expert – (adj) təcrübəli,
ixtisaslı
exploit – (v) istismar etmək
exploiter – (n) istismarçı
expression – (n) ifadə
express train – (n) sürət
qatarı
extract – (n) parça, hissə
east – (n) şərq
eat – (v) yemək
economist – (n)
iqtisadiyatçı
each other – (pron) bir-
birinə, bir-biri
ear – (n) qulaq

F

fade – (v) solmaq
faithfully – (adv)
sadiqəsinə
fall – (v) düşmək
fame – (n) şöhrət
family – (n) ailə
famous – (adj) məhşur,
tanışmış
fan – (n) 1.yelpik; 2.azarkeş
farmer – (n) fermer
fate – (n) tale, bəxt
father – (n) ata
favorite – (adj) sevimli,
istəkli
feature – (n) xüsusiyyət
february – (n) fevral
feel – (v) hiss etmək
feeling – (n) hissiyat

few – az, bir neçə
field – (n) çöl, tarla
film – (n) film
find – (v) tapmaq
furniture – (n) mebel
fine – (adj) qəşəng
G
game – (n) oyun
garden – (n) bağça, bağ
gymnastics – (n)
gimnastika
giant – (adj) iri, böyük,
yekə, nəhəng
gas stove – (n) qaz plitkası,
soba
gather – (v) toplamaq,
yığmaq
general – ümumi; general
Georgia – (n) Gürcüstan
get – (v) almaq, əldə etmək
giddy – başgicəlləndirən
girl – (n) qız
gloomy – tutqun
go – (v) getmək
go fishing – (v) balıq
tutmaq
go on strike – (v) tətill
etmək
God – (n) Allah
gold – qızıl
good – (adj) yaxşı
good luck – yaxşı yol
government – hökumət
grief – qüssə, kədər

ground – torpaq
grow – böyütmək, boy
atmaq
guess – tapmaq, başa
düşmək
grammar – (n) qrammatika
grandfather – (n) baba
grandmother – (n) nənə
great – (adj) böyük, dahi
green – (adj) yaşıl
greet – salamlamaq
H
half – yarı
hall – (n) zal
hand – (n) əl
hard – 1.bərk, güclü;
2.çətin, ağır; 3.ciddi
harvesting – biçin, məhsul
yığımı
have – (v) malik olmaq
head – (n) baş
health – (n) sağlamlıq,
səhhət
healthy – (adj) sağlam
hear – (n) eşitmək
heart – (n) ürək, qəlb
he – (pron) o (kişi cinsi)
help – kömək etmək,
kömək
here – bura, burada
high – yüksək, hündür
his – onun
historian – (n) tarixçi
historical – (adj) tarixi

history – (n) tarix
hockey – (n) xokkey
home – (n) ev
homework – ev tapşırığı
hope – (v) ümid
etmək, ümid
horizon – (n) üfüq
hospital – (n) xəstəxana
hot – (adj) isti
hotel – (n) mehmanxana
house – (n) ev
housewife – (n) evdar qadın
how – necə, nə cür
hungry – (adj) ac
hurry – (v) tələsmək

I

I – (pron) mən
ice – (n) buz
ice-cream – (n) dondurma
idler – tənbel, avara
illiterate – (n) cahil,
savadsız adam
imagine – (v) təsəvvür
etmək
immediately – dərhal,
əlüstü
impression – (n) təsir,
təəssürat
improve – (v)
yaxşılaşdırmaq,
təkmilləşdirmək
in – içərisində, -da, -də
incapable – (adj) bacarıqsız,
istedadsız

include – (v) daxil etmək
independent – müstəqil
Indonesia – (n) İndoneziya
industry – (n) sənaye
inhabitant – (n) sakin
inkstand – (n) mürəkkəb
qabı
interest – (n) maraq
interesting – (adj) maraqlı
interval – (n) ara, fasilə
introduce – (v) təqdim
etmək

invite – (v) dəvət etmək
institute – (n) institut
intellectual – zehni, əqli
intend – niyyətində olmaq
intercourse – 1. ünsiyyət;
2. ictimai

J

jacket – (n) ködək, üst
paltarı, jaket
january – yanvar
joke – 1. zarafat; 2. zarafat
etmək
joy – sevinc, şadlıq
judge – 1. hakim;
2. mühakimə etmək
july – iyul
jump – (v) tullanmaq
june – iyun
just – indi, indicə, lap

K

keep – (v) saxlamaq

kettle – (n) böyük metal
çaynik
key – (n) açar
kill – (v) öldürmək
kind – 1.növ; 2.səxavətli,
səmimi
kindergarten – (n) uşaq
bağçası
kindness – (n) mərhəmət,
yaxşılıq
knee – (n) diz
knife – (n) bıçaq
knock – (v) vurmaq,
döymək
know – (v) bilmək
kolkhoz – (n) kolxoz
komsomol – komsomol
Kremlin – Kreml
L
labour – 1.zəhmət;
2.işləmək, zəhmət çəkmək
lack – 1.ehtiyat;
2.çatışmazlıq
lake – (n) göl
landlord – (n) mülkədar,
torpaq
language – (n) dil
large – (adj) böyük, iri,
geniş
last – 1.davam etmək;
2.sonuncu
late – gec
latest – axırıncı, sonuncu

lawyer – 1.vəkil;
2.hüquqşünas
leave – (v) tərk etmək,
qoyub getmək
lecture – (n) mühazirə
left – sol
leisure – asudə vaxt, boş
vaxt
leader – (n) rəhbər
lemonade – (n) limonad
lesson – (n) dərs
lie – (v) uzanmaq
lick – (v) yalamaq
life – (n) həyat
lift – (v) qaldırmaq
light – 1.işiq;
2.işıqlandırmaq
like – 1.xoşlamaq, sevmək;
2.kimi; 3.oxşar
linguistics – (n) dilçilik
little – 1.balaca; 2.az
live – (v) yaşamaq
long – 1.uzun; 2.çox
istəmək
look – 1.baxmaq; 2.baxış,
nəzər
look after – qayğısına
qalmaq
loose – 1.gen; 2.azad
etmək, boşaltmaq
lonely – yalqız, tək, tənha
love – 1.sevmək; 2.sevgi
M

madness – (n) dəlilik,
səfehlik
magazine – (n) məcmuə,
jurnal
main – əsas, baş
make – (v) etmək,
düzəltmək
make friends – dostlaşmaq
man – (n) adam, insan, kişi
mankind – bəşəriyyət
manuscript – (n) əlyazması
many – çoxlu, çox (sayılan
isimlərlə)
map – (n) xəritə
march – mart
mark – (v) qeyd etmək,
nişan qoymaq
medical – (adj) tibbi
medicine – (n) dərman
meet – (v) görüşmək,
qarşılamaq, qarşılaşmaq
melt – (v) ərimək
memory – (n) yaddaş,
hafizə
method – (n) üsul, metod
middle – orta
mile – (n) mil
mill – (n) zavod
minute – (n) dəqiqə
mirror – (n) güzgü, ayna
mistake – (n) səhv
monday – (n) bazar ertəsi
month – (n) ay (30 gün)
monument – (n) abidə

moon – (n) ay (göy cismi)
more – daha çox
morning – (n) səhər
mother – (n) ana
motionless – (adj)
hərəkətsiz
much – çoxlu, çox
(sayılmayan isimlərlə)
my – (pron) mənim
myself – (pron) özüm
mountain – (n) dağ
move – (v) hərəkət etmək
nut – (n) fındıq, qoz
N
name – (n) ad
nation – (n) millət
nature – (n) təbiət
near – yaxın, yaxınlıqda
neighbor – (n) qonşu
never – heç vaxt, heç bir
vaxt
new – (adj) təzə, yeni
newspaper – (n) qəzet
news-reel – (n) kino-jurnal
night – (n) gecə
nobody – (pron) heç kim,
heç kəs
noise – (n) səs
noonday – günorta,
günortaya yaxın vaxt
north – şimal
nose – (n) burun
notebook – (n) qeyd dəftəri
november – (n) noyabr

now – indi
numerous – müxtəlif
nursery – 1.uşaq otağı;
2.körpələr evi
O
oak – (n) palıd ağacı
obedient – (adj) itaətkar,
sözə qulaq asan
observe – (v) müşahidə
etmək
october – (n) oktyabr
offend – (v) xətrinə dəymək
officer – (n) zabıt
often – tez-tez
oil – 1.yağ; 2.neft
oil-field – neft mədəni
old – 1.qoca; 2.köhnə
overtake – (v) ötüb keçmək,
çatmaq
olympic – olimpiik
on – üstündə, -da, -də
one – bir
only – yalnız, tək
open – (v) açmaq
opportunity – (n) imkan
opposite – üzbəüz
oppress – (v) zülm etmək,
incitmək, əziyyət vermək,
sıxışdırmaq
other – o biri, başqa
oral – şifahi
own – özünün, xüsusi
our – (pron) bizim

P

paper – (n) 1.kağız; 2.qəzet
parent – (n) valideyn
park – (n) park
part – (n) hissə
particularly – çox, xüsusilə
passage – (n) 1.hissə;
2.keçid
passenger – (n) sənişin
past – keçmiş
patiently – səbirlə, dözərək
peaceful – (adj) sülhsevər,
sakit
peasant – (n) kəndli
pedagogical – pədaqoji
pen – (n) qələm
pencil – (n) karandaş
pension – (n) pensiya,
vəsait, təqaüd
people – (n) camaat, xalq
percent – (n) faiz
perform – ifa etmək, yerinə
performance – (n) tamaşa
per vacancy – hər bir boş
yerə
philology – (n) filologiya
physics – (n) fizika
physical culture – (n) bədən
təbiyəsi
piano – (n) piano
picture – (n) şəkil
piece – (n) tikə, hissə
pioneer – pioner
pitcher – (n) küpə, bardaq

plan – (n) plan
place – (n) yer
plain – 1.düz, hamar;
2.aydın
plant – 1.bitki; 2.zavod;
3.əkmək
play – 1.oyunmaq; 2.oyun
pleasant – xoşa gələn,
gözəl, gəşəng
please – razı salmaq,
sevindirmək
pleased – razı qalmış, razı
pleasure – (n) həzz, zövq,
əyləncə
poet – (n) şair
policy – (n) siyasət
poor – 1.kasıb; 2.yazıq
popular – məşhur, yayılmış
porridge – (n) sıyıq
portion – 1.hissə; 2.pay
portrait – (n) portret, şəkil
position – (n) vəziyyət, yer,
imkan
prayer – (n) dua edən,
yalvaran
prefer – (v) üstün tutmaq
preparatory – (n) hazırlıq
preserve – (v) müdafiə
etmək, mühafizə etmək
pretend – (v) özünü
bilməməzliyə vurmaq
prevail – 1.üstün olmaq,
artıq olmaq; 2.mövcud
olmaq

pride – (n) iftixar, iftixar
hissi
prisoner – (n) dustaq,
müttəhim
produce – (v) istehsal
etmək
producer – (n) rejissor
put off – (v) təxirə salmaq
profession – (n) ixtisas
proletariat – proletariyat
prominent – (adj) görkəmli,
məşhur
promise – (v) söz vermək,
vəd vermək
proud – məğrur
punish – (v) cəzalandırmaq
pursue – (v) güdmək,
izləmək

Q

quality – (n) keyfiyyət
quantity – (n) kəmiyyət
quarter – 1.rüb; 2.kvartal
question – (n) sual
quickly – cəld, tez
quietly – sakitcə, səssizcə
quite – tamamilə
queue – höruk; növbə

R

radio – radio
rain – (n) yağış
raise – (v) qaldırmaq
rather – daha, xeyli
read – (v) oxumaq
reader – (n) oxucu

ready – hazır, hazırlanmış
really – həqiqətən
recently – bu yaxınlarda, bu
günlərdə
refectory – yeməxana
(məktəbdə, ali məktəbdə)
refreshment – 1.istirahət;
2.qəlyanaltı
refuse – (v) rədd etmək,
boyun qaçırmaq
remain – (v) qalmaq
representative – (n)
nümayəndə
respect – (v) hörmət etmək
ridiculous – (adj) gülünc,
mənasız
right – 1.düz; 2.düzgün;
3.saf
ring – (v) zəng etmək, zəng
çalmaq
ripe – yetişmiş, dəymiş
river – (n) çay (axar)
road – (n) yol
roar – 1.bağırmaq; 2.bağırıtı
rise – (v) qalxmaq, çıxmaq
rock – (n) qaya, daş
rocket – (n) raket
Rome – (n) Roma (şəhər)
room – (n) otaq
round – dəyirmi, girdə
row – sıra
rub – (v) silmək, pozmaq
rude – kobud, qaba
run – (v) qaçmaq

Russian – rus, rusca
rest – (n) istirahət
rest-home – (n) istirahət evi
result – (n) nəticə
rice – (n) düyü
S
sad – (adj) qəmgin, qüssəli
sail – (v) üzmək (gəmi və
s.)
same – eyni, həmin
say – (v) demək
scatter – (v) səpələnmək,
dağılmaq
scenery – (n) mənzərə
school – (n) məktəb
school-master – (n) məktəb
müəllimi
scientist – (n) alim
screen – (n) ekran
sea – (n) dəniz
seashore – (n) dəniz kənarı
season – (n) fəsil
seat – (n) oturacaq, yer
second – ikinci
see – (v) görmək
select – (v) seçmək
self-instructor –
özünühazırlama üçün kitab
(həmsəsa sahə üzrə)
sentence – 1.hökm;
2.cümlə; 3.məhkum etmək
seam – görünmək, zənn
etmək, güman etmək
separate – ayrı, ayırmaq

september – (n) sentyabr
serve – qulluq etmək
session – (n) sessiya
several – bir neçə
severely – ciddi, sərt
shade – (n) kölgə
shake – (v) titrətmək,
əsmək
shallow – dayaz
sharp – (adj) iti, kəskin
she – (pron) o (qadın cinsi)
sheet – 1.döşək ağı; 2.vərəq
shine – (v) parıldamaq
shiver – (v) titrəmək
shoot – (v) atmaq (güllə,
ox)
situated - yerləşmiş
skating-rink – (n) sürüşmə
meydançası
ski – (n) ayaq xizəyi
sky – (n) göy, səma
slave – (n) qul
slavery – (n) quldarlıq
sign – nişan, işarə, əlamət;
imza etmək
silent – sakit
simple – sadə
sincerely – səmimi
sing – (n) oxumaq (mahnı)
sister – (n) bacı
sit – (v) oturmaq
short – (adj) qısa
shower – 1.güclü yağış;
2.duş

sightseeing – görməli
yerlərə baxma
sleep – (v) yatmaq
slowly – (adv) yavaş-yavaş,
yavaşca
small – (adj) balaca, kiçik
smell – (v) iyləmək
snow – (n) qar
snow-ball – (n) qar topu
snow-man – (n) qar adamı
sob – (v) hönkürtü ilə
ağlamaq
social – ictimai
society – (n) cəmiyyət
sofa – (n) divan
soft – (adj) yumşaq
so long – hələlik
some – kim isə, bəziləri,
bəzi
something – nə isə
son – (n) oğul
song – (n) mahnı
soon – tezliklə
speak – (v) danışmaq
spectator – (n) tamaşa
speechless – (adj) nitqi
tutulmuş
spell - hərflərlə demək
spend – 1.vaxt keçirmək; 2.
xərcləmək
splendid – gözəl gəşəng
spoon – qaşiq
spoonful – qaşiq dolusu
sport – idman

sportsman – (n) idmançı
spring – (n) yaz, bahar
square – (n) meydança
stadium – (n) stadion
stair – (n) pilləkan
stand – (v) dayanmaq,
dözmək
star – (n) ulduz
starvation – (n) aclıq
statue – (n) heykəl
steal – (v) oğurlamaq
stealthily – oğrun-oğrun
step – addım-addım,
addımlamaq
still – hələ, hələ də
stipend – (n) təqaüd
stop – (v) dayandırmaq,
dayanmaq
strange – qəribə
straight – düz
stream – (n) sel, çay, axın
street – (n) küçə
strengthen – (n)
gücləndirmək
stretch – uzanmaq, uzatmaq
strike – (v) tətıl etmək, tətıl
elan etmək
stroke – 1.zərbə;
2.sığallamaq
strong – (adj) güclü,
qüvvətli
student – (n) tələbə
study – (v) oxumaq,
öyrənmək

stuff – (n) material, parça,
maddə, cisim
suffer (from) – (v) əziyyət
çəkmək (nədənsə)
suffering – (n) əzab, əziyyət
suburb – şəhər ətrafı
such – belə, belə ki
suddenly – birdən, qəflətən
sufficiently – kifayət
qədər
suffocate – (v) boğmaq,
boğulmaq
sum – (n) məbləğ, miqdar
summer – (n) fəsil
sun – (n) günəş
sunny – günəşli
sunset – günəşin batması
supper – şam (yemək)
supporter – tərəfdar
surprise –
təəccübləndirmək, valeh
etmək
swallow – udmaq
sweet – şirin
swiftly – cəld
swim – (v) üzmək
systematically – ardıcıl
stuffy – boğucu, bürkü
subject – (n) 1.şəya, şey;
2.mübtəda
T
tail – (n) quyruq
take – (v) götürmək

take a seat – yer tutmaq,
oturmaq
talented – istedadlı
talk – (v) söhbət etmək
taxi – (n) taksi
teach – (v) öyrətmək, dərs
demək
team – (n) komanda,
briqada
tear – (v) cırmaq, cırılmaq
technical school – (n)
texniki məktəb, texnikum
tenderness – (n) zəriflik,
incəlik, yumşaqlıq
thank – (v) təşəkkür etmək
their – onların
them – onları, onlara
then – sonra, onda
there – orada, ora
therefore – ona görə
they – onlar
thing – əşya
think – (v) fikirləşmək
thirsty – susmaq
thoroughly – hərtərəfli,
dərindən
thought – fikir
thunder - göy gurultusu,
gurultu
ticket – bilet
time – 1.vaxt; 2.dəfə
tired – yorğun
today – bu gün
together – birlikdə, birgə

too – həddindən artıq
top – 1.uc, baş; 2.təpə; 3.ən,
uca
touch – (v) toxunmaq
tournament – (n) yarış
towards – tərəf
tower – qala, vıška
traffic – hərəkət, nəqliyyat
train – qatar
tray – padnoc, məcməyi
tremble – (v) titrətmək,
əsmək
trouble – narahatlıq
trousers – (n) şalvar
tsar – (n) çar
tuition – 1.təhsil; 2.təhsil
haqqı

U

uncle – (n) dayı, əmi
understand – (v) başa
düşmək
uneasy – 1.narahat;
2.təşvişə düşmüş
united - birləşmiş, birgə
United Nations - Birləşmiş
Millətlər
until – qədər, -dək
upstairs – yuxarı, yuxarıda
use – (v) istifadə etmək
usual – adi

V

vacant – boş, tutulmamış
vacation – (n) tətıl,
məzuniyyət

valley – vadi, dərə
value – (v)
qiymətləndirmək, qiymət
vermək
vegetable – (n) tərəvəz,
göyerti
victorious – üstün gələn,
qalib gələn
view – 1.mənzərə; 2.dünya
görüşü, nöqteyi-nəzər
visit – 1.görüş; 2.rəsmi
görüş; 3.baş çəkmək;
4.qonaq olmaq

W

warn – (v) xəbərdar etmək
wage – (n) maaş, əmək
haqqı
wait – (v) gözləmək
walk – (v) piyada getmək,
gəzmək
wardrobe – (n) paltar şkafı,
paltar asılan yer, qarderob
win – (v) qalib gəlmək, udmaq
wink – (v) göz vurmaq
without – (-sız⁴)
wolf – (n) canavar, qurd
wonder – (n) təəcüb, heyrət
wonderful – (adj) gözəl
worker – (n) işçi, fəhlə
writer – (n) yazıçı
writing-table – (n) yazı stolu

Y

yacht – (n) yaxta

warmonger – müharibə
qızıışdırən
way – (n) yol
wealthy – varlı, dövlətli
wear – (v) geyinmək,
geyinmiş olmaq
weaver – (n) toxucu
weep – 1.ağlamaq;
2.dalınca ağlamaq
weight – ağırlıq, yük
weightlifting – ağırlıq
qaldırma
west – qərb
whip – (v) qamçı ilə
vurmaq, qamçılamaq,
döymək
whisper – (v) pıçıldamaq,
pıçıldı
whole – bütöv, bütün,
bütünlüklə
wild – (adj) vəhşi

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