

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Південноукраїнський державний педагогічний
університет ім. К.Д. Ушинського

О. М. Юргелевич

BRINGING UP CHILDREN

для студентів III курсу спеціального факультету

Одеса 2010

Ці методичні вказівки стануть у нагоді під час роботи з практики усного та писемного мовлення зі студентами III курсу спеціального факультету з практики усного та писемного мовлення за темою «Виховання дітей».

Для викладачів та студентів курсу "Практика усного та писемного мовлення" педагогічних вузів.

Укладач:

О.М. Юргелевич, викладач кафедри германської філології і методики викладання іноземних мов.

Рецензент:

Т.Є. Єрмоменко, кандидат філологічних наук, професор, завідувача кафедрою германської філології і методики викладання іноземних мов.

Рекомендовано до друку кафедрою германської філології і методики викладання іноземних мов (протокол № __ від _____) та Вченою Радою ПДПУ ім. К.Д. Ушинського (протокол засідання № __ від _____).

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Південноукраїнський державний педагогічний
університет ім. К.Д. Ушинського

О. М. Юргелевич

BRINGING UP CHILDREN

для студентів III курсу спеціального факультету

Одеса 2010

CONTENTS

Introduction.....	5
FAMILY & ITS ROLE.....	7
PROBLEMS OF A FAMILY.....	33
CHILDREN UPBRINGING.....	46
Recommended topics for exam.....	83
READ & CONSIDER.....	84
Selected Bibliography.....	92

I N T R O D U C T O N

Настоящие методические указания направлены на овладение, развитие и совершенствование профессиональных умений и навыков устной и письменной речи студентов в процессе их работы в аудитории под руководством преподавателя и самостоятельной работы. Предлагаемые тексты и задания способствуют обогащению словарного запаса студентов, приобщению студентов к самостоятельной научно-исследовательской работе над языком и развивают у них аналитический подход к изучаемым языковым явлениям. Указания составлены с учетом поаспектного обучения языку и предназначены для занятий по практике устной и письменной речи английского языка, что и определило их структуру и содержание отдельных разделов. Методические указания отвечают основным дидактическим и методическим принципам обучения и состоят из 3 разделов, приложения, списка использованной литературы и списка аудиоматериалов.

Первые 2 раздела содержат вспомогательный лексический материал, тексты, упражнения, диалоги и материалы по аудированию. Тематический вокабуляр включает слова и словосочетания, как подлежащие активному усвоению, так и не входящие в активный словарь, но нуждающиеся в пояснении.

Предлагаемые для изучения тексты служат цели отработки учебно-познавательной темы и являются источником политических, художественных и литературоведческих знаний. В этих разделах также включен материал страноведческого характера, знакомящий студентов с проблемами семьи и воспитания детей в странах изучаемого языка (Великобритания, США).

Упражнения устной речевой направленности способствуют более глубокому проникновению в структуру и содержание текста, обращают

внимание студентов на различия средств и способов формирования и формулирования мысли в русском и английском языках. В каждом разделе также имеется ряд так называемых “Activation Exercises”, целью которых является закрепление полезного лексического материала. Данный тип упражнений включает как языковые, так и условно-речевые и речевые упражнения, многие из которых имеют коммуникативную направленность. Делается акцент на умение студентов понять и передать определенную информацию, используя необходимый лексический материал, стимулировать построение устного связного, последовательного и логически-стройного высказывания.

Система упражнений по письменной практике предусматривает самостоятельную отработку норм современного английского языка, написание изложений и сочинений.

Большое количество упражнений и текстов создает возможность для дифференциации и индивидуализации обучения, а также для организации самостоятельной работы студентов.

3-ий раздел указаний содержит ряд упражнений и заданий коммуникативной направленности, предусматривающих групповую работу, основной целью которой является контроль знаний, усвоенных студентами при изучении данной темы в ходе групповой дискуссии. В этом разделе также предложен список разговорных тем, рекомендованных для вынесения на экзамен по практике английского языка.

FAMILY & ITS ROLE

TASK 1. Read and translate the following text. Answer the questions after the text.

Family is the basic unit of social organization in all human societies. Since prehistoric times, families have served as the primary institution responsible for raising children, providing people with food and shelter, and satisfying people's need for love and support. The term family generally refers to a group of people related to one another by birth, marriage, or adoption. In contemporary society, people often apply the word family to any group that feels a sense of kinship (family connection).

Family types vary in different countries and among different cultures. In Western, industrialized societies, the nuclear family ranks as the most common family type. It consists of a father, a mother, and their children. But nuclear families exist alongside many other types of family units. In the single-parent family, for example, a mother or a father heads the family alone. A blended family is formed when a divorced or widowed parent remarries. As divorce rates have risen, the number of single-parent and blended families has increased.

An increasingly common family form in Western societies is the consensual union, in which couples live together but remain unmarried. When a homosexual couple decides to live together as a family, they form a same-sex union. Although such unions have become more common, most countries do not recognize them as legal families. People often call a married couple whose children have grown up and left home an empty-nest family.

In many parts of the world, parents and children live together with other family members under the same roof. These complex families usually contain several generations of family members, including grandparents, parents, and children. They may also include brothers or sisters and their families, uncles, aunts,

and cousins. Even when relatives do not live together, they still consider themselves members of the same extended family. In Latin American and Hispanic American cultures, the extended family, or *la familia*, includes grandparents, uncles, aunts, and cousins.

Some cultures follow a traditional practice called polygamy, in which a person can have more than one spouse (husband or wife). The two chief forms of polygamy are polygyny and polyandry. In polygyny, a man marries more than one woman. In polyandry, a woman has more than one husband.

Family members can be related to one another by blood – that is, by birth; by affinity – that is, through marriage; or through adoption. Most nuclear families consist of a father, a mother, and their biological children (children born to them). When a couple adopts a child, the child becomes a member of their family. Brothers and sisters who share the same parents are siblings. Half brothers and half sisters share either the same biological mother or biological father. When divorced or widowed parents remarry, the parent’s new spouse becomes the children’s stepfather or stepmother. Children from the couple’s previous marriages become stepbrothers and stepsisters to one another.

When people marry, they gain a new set of relatives called in-laws. The mother of a person’s spouse is called a mother-in-law, the brother is called a brother-in-law, and so on throughout the rest of the family.

The parents of a person’s mother or father are that person’s grandparents. Great-grandparents are the parents of a person’s grandparents. An aunt is the sister of a person’s mother or father. An uncle is the brother of a parent. An uncle’s wife is also called aunt, and an aunt’s husband is also called uncle. A first cousin is the child of a person’s aunt or uncle. The child of a first cousin is a person’s first cousin once removed – that is, removed by one generation. Children of first cousins are second cousins to each other.

Some people consider certain friends as part of their family because they feel special affection for them. Though these friends are not true family members, such friends are called fictive kin, and family members might call them “aunts” or

“uncles”. Relatives or close friends of a parent may become godparents to that parent’s children. Godparents, as sponsors to a Christian baptism, often play more vital roles in the lives of families than other fictive kin. In Latin American and Hispanic American families, godparents, or compadres, provide advice, emotional support, and assistance in times of need.

Families perform many necessary functions, both for individual family members and for society as a whole. In virtually all cultures, the family serves as the basic institution for bearing children, caring for them during their early years, and preparing them to function effectively in society. Families around the world must also provide food and clothing to their members. In addition, families meet important psychological needs, such as the need for love, support, and companionship.

The family’s duties have changed over time. In the past, families not only cared for the young but also grew their own food, made their own clothing, and provided services for themselves that modern families generally do not provide. Parents taught reading, writing, and craft skills to their children. Families also cared for sick and elderly relatives and often provided financial support for members in need. Since the 1800’s, many of these traditional responsibilities have shifted to such institutions as schools, hospitals, insurance companies, and nursing homes.

Roles within the family have also changed. Traditionally, the father was expected to take up an occupation to support his wife and children. The mother, in turn, ran the home and cared for the children. Today, however, both parents commonly work outside the home, and fathers often perform household duties formerly expected of women.

The home is the center of family activities. These activities include raising children, eating meals, playing games, watching television, keeping house, and entertaining friends. In the home, children learn basic social skills, such as how to talk and get along with others. They also learn health and safety habits there. A family’s home life is influenced by which members live in the home and by the

roles each member plays. Home life can also be affected by relatives who live outside the family's home. Traditions, laws, and social conditions help determine who lives in a home and the place each family member holds.

Traditions, which are customs or beliefs that people have followed for a long time, strongly influence family life. For example, some Americans have little contact with relatives outside the nuclear family. But many Chinese families feel strong ties to such relatives and see them often. Aunts, uncles, and cousins traditionally play important roles in the lives of these people.

Laws affect family behavior in various ways. Some set forth the legal rights and responsibilities people have as husbands, wives, parents, and children. In many Western nations, laws forbid abuse of children by parents, and of one spouse by the other. Laws also deal with marriage, divorce, and adoption. Social conditions can also influence family life. For example, in cultures that discourage women from working outside the home, mothers become full-time homemakers, while men act as the sole wage earners.

(Steven Mintz, Ph.D., Associate Professor of History, University of Houston.)

Questions:

1. What is the role of the family in modern society? 2. What responsibilities do parents have toward their children? 3. How many different types of family do you know? 4. What is a nuclear family (single-parent family, blended family, consensual union, same-sex union, empty-nest family, extended family)? 5. In what countries does an extended family type still predominate? What type of family is the most characteristic one for your country? 6. What is the difference between polygyny and polyandry? 7. What cultures follow polygamy? 8. How can family members be related to one another? 9. What is the difference between siblings and half-brothers or sisters? 10. How are second cousins related to each other? 11. Who are in-laws? 12. Whom do we call fictive kin? 13. What are the functions the family fulfills in society? 14. How have these functions changed over

time? 15. How have traditional family roles changed? 16. What laws regulate relations within a family?

Find in the text equivalents to the following words and word combinations.

1. a structure or building that provides cover from weather or protection against danger; 2. legal procedure for taking a child into the family from an orphanage; 3. two people who are married, are living together; 4. somebody's husband or wife; 5. the custom of having more than one spouse at the same time; 6. a relative by marriage; 7. somebody who is named as a sponsor when a child is baptized; 8. skill in making or doing things, especially by hand; 9. the people who live together in a single home; 10. the ending of a marriage by an official decision in a court of law; 11. the only one.

Work with a partner. Ask him/her the following questions and make a note of his/her answers.

How many children, including you, are there in your family?

Are you the oldest child, the youngest child, or somewhere in the middle?

What is the age difference between the oldest child and the youngest?

What do you think is an ideal number of children to have in a family?

What is an advantage of your position in the family?

What is a disadvantage of your position in the family?

Look at the answers that you got from your partner and compare them with the answers he/she got from you. How many of your answers are the same? How similar are your families?

Now listen to a grandmother talking with one of her grandchildren.

Before listening look through the tasks given below.

Listening 1

A. Mark in the boxes whether the following statements are true or false.

1. The grandmother is not very old.

2. She has a lot of grandchildren and some great-grandchildren.
3. Her grandchildren live near her.
4. She is still active.
5. She likes to travel.

B. Her grandchildren live in various places. Underline the places mentioned.

C. Complete these sentences.

France Alaska Texas California Japan

1. There are two main topics in the conversation _____ and _____.
2. One reason the grandmother can't remember the names of her children and great-grandchildren is because _____.
3. The grandmother is very active. She wants to _____.

Try to make a list of the members of your family: cousins, aunts, etc.

Compare your list with your partner's. Tell your group-mates about your family and your distant and close relatives both on your father's and your mother's sides.

TASK 2. Translate the text into Russian:

At Bishop O'Dowd High School we have a course "Marriage and the Family". I obviously believe that all three institutions (family, school, church) should prepare people for marriage. Statistics on divorce, abortion, child-abuse and wife-battering indicate we are not doing a good enough job preparing people for marriage and child-rearing.

In addition to the situations created by Mr. Alien's Course, Bishop O'Dowd students are required to study the following topics: 1) Premarital Sex; 2) Birth Control; 3) Abortion; 4) Rape-Sexual Assault; 5) Homosexuality; 6) Child-rearing Attitudes; 7) Communication; 8) Pregnancy; 9) Biology of Sex and Reproduction; 10) Extended families; 11) Extra-marital Relations.

The purpose of these studies is not to "convert" the students, but inform them of various relations related to family, and to challenge the student to clarify

their values and attitudes about these topics. The material is often controversial and arouses complaints by parents. Still it is important part of our curriculum.

(Meg Gorstky)

Listen to one woman talk about her childhood.

Before listening look through the tasks given below.

A. Number the topics 1-3 in the order in which the woman talks about them.

☐ Summer vacation ☐ Fighting with her brother ☐ Chores at home

Listening 2

B. Say whether the following statements are true or false.

1. There were five people in the family.
2. All the family members helped out at home.
3. The children sometimes fought.
4. The girls did their brother's work for him.
5. The family went away every summer to Canada.
6. They enjoyed outdoor sports together.

C. Answer the questions.

1. What two chores does the woman mention?
2. What four sports does she mention?

There are two stories below, one about marriage, and one about divorce.

Start in the middle column, which both stories have in common. Then read and translate each story. When you have finished, cover the left-hand and right-hand columns in turn and try to remember the marital expressions.

- engagement, we	- For the six months of	- trial separation, I
- seemed blissfully	our	- get a divorce.
happy, so we	- decided to go ahead and	- sue on the grounds of
- get married.	- There were lots of	incompatibility or his
- have a civil marriage in	decisions to make:	cruelty or his adultery. I

<p>a registry office or marry in church and have a white wedding. We</p> <ul style="list-style-type: none"> - where to have the reception and where to go on our honeymoon. - he had a stag party organized by his best man while I had a hen party with some girlfriends. - church, - the bride, - the (bride-) groom - my bridesmaid. - The vicar (priest) - The judge (magistrate) - the service - ‘Gwendolyn Mary, do you take this man, Richard Percy, in holy matrimony, to ...?’ - gave me away, - ‘I’m a married woman.’ 	<p>whether to</p> <ul style="list-style-type: none"> - finally decided on the latter. After that, it was mainly a question (I thought) of - The night before - When we arrived at the - we made a strange trio, I must say: me as - Richard as - and my little sister as - had a lot to say and - took ages. - My father - and cried. It seemed very strange for a few days to say, - But I never regretted it. - Well, ... 	<ul style="list-style-type: none"> - how much alimony he should pay and how much maintenance for the children. - I spent hours recalling our anniversaries and going through correspondence with my solicitor. - divorce court - the plaintiff, - the respondent, - the co-respondent. - the case - ‘I hereby dissolve’ – or did he say ‘annul’? – this marriage ... and award a decree nisi to ...’ - was in court with me, - ‘I’m not a divorcée, but I will be in six weeks’ time when I get a decree absolute.
--	---	--

In the texts and exercises above find equivalents to the following words and word combinations.

А. старая дева; влюбиться; невеста (2); холостяк; встречаться с кем-либо (назначать свидания); жених (2); сделать предложение; свадьба; медовый месяц; принять предложение; новобрачные; выйти замуж по

любви/по расчету; роддом; ждать ребенка; двойня; тройня; подгузники для новорожденного; детский сад; посещать родительские собрания; ворчать; “проблемы отцов и детей”; развестись; отпрыски.

В. воспитывать детей; удочерить/усыновить ребенка; неполная семья (в которой есть только один из родителей); нуклеарная/малая семья (состоящая из родителей и детей); смешанная семья (состоящая из родителей и детей от разных браков); вдова; вдовец; повторно жениться или выйти замуж; совместное проживание (без заключения брака); большая/расширенная семья (включающая кроме родителей и детей еще и ближайших родственников); многожужие; многоженство; родня мужа или жены (2); дети одних родителей; супруг/супруга.

С. получить развод; испытания семейной жизни; получит развод; страхование жилья; жестокое обращение с детьми; контроль рождаемости; обязанности по дому; помолвка; загс; мальчишник; девичник; раздельное проживание супругов по решению суда; несовместимость; супружеская неверность; сумма, выплачиваемая жене после развода; адвокат; истец; ответчик; расторгнуть брак (2); условно-окончательное решение суда; окончательное решение суда; человек состоящий в разводе.

Write a short summary on one of the following topics:

1. A high school course to prepare young people for marriage.
2. Possible topics for “Conjugal Prep” Course.
3. The “Conjugal Prep” Course is valuable.

TASK 3. Read and translate the following text.

Focus on Marriage

“To love and honour... in sickness and in health... for poorer... for better, for worse...till death do us part”

These are some of the vows made by men and women in an American wedding ceremony. But how many young people about to get married think about what they mean?

John Lucas and Mary Holmes, both 24, have decided to get married soon. But they don't want the traditional vows. They want a legal contract which will define their representative obligations, and expectations when they are married. In talking about their marriage John and Mary have to examine why they want to marry and what they expect from each other. This is the document, which they now want a lawyer to put onto a legal contract for them to sign.

THE CONDITIONS WE WANT TO AGREE AND SIGN ARE:

1. Mary will keep her own last name after we are married.
2. We shall continue our separate careers and help each other in them.
3. We shall decide together where to live.
4. We shall respect each other's private property and regard anything bought jointly after we are married as joint property.
5. We shall have separate bank accounts, but both contribute (depending on our incomes) to the payment of bills for food, rent, etc.
6. We shall both share with the management of the home (cooking, cleaning, etc.)
7. We shall have equal responsibility in bringing up any children and providing them with food, clothes, shelter and education until they are 18.
8. We wish to be able to revise this contract at any time if either of us is dissatisfied.
9. Through our marriage we intend to:
 - talk about how it is going;
 - tell each other how we're feeling;
 - spend most of our leisure time together.
10. If we have a disagreement that we cannot resolve we agree to go to a third person a marriage councillor, clergyman, etc.

Answer these questions:

1. Have you been to many weddings? Did you like them? Why? 2. Do women in your country often change their name after marriage? 3. Do you feel that you spend enough quality time with the people you love? 4. What have John and Mary decided? 5. What do they think about traditional vows? 6. What name will Mary have when they are married? 7. Is Mary going to stop working? 8. What will happen to their property when they marry? 9. What sort of bank accounts will they have? 10. How will they pay the bills? 11. How will responsibility for bringing up children be shared?

Read the conversations.

Then choose the best words to complete the definitions of the underlined words.

1. A: What are your expectations for marriage?

B: I think we will be very happy and never argue.

An expectation is a _____.

a. hope or desire b. past experience

2. A: It really bothers me when my husband leaves his dirty socks on the floor. I can't stand it.

B: I agree. That really annoys me, too.

To annoy someone means to do something that makes the person feel _____.

a. angry b. happy

3. A: You know what my pet peeve is? When people smoke cigarettes in a restaurant.

B: I hate it when people play loud music on the bus.

A pet peeve is a(n) _____ that you dislike

a. person b. action

4. A: He was late, but he took me out to dinner to make up for it.

B: That was nice. Did it make you feel better?

To make up for it means to do something nice because you _____.

a. did something wrong b. feel like being nice

5. A: I'm feeling very, very angry right now!

B: Why don't you go into the other room and cool off. We can talk when you feel less angry.

To cool off means to become less _____.

a. hot b. angry

6. A: This list of phone numbers is five years old. I don't think it's correct anymore.

B: You are right. I need to update the list.

To update means to make something _____.

a. newer or more current b. longer or more complete

Listen to the announcer read the beginning of Bob and Jane Parsons' marriage agreement.

Then listen to some questions the reporter asks later on in the interview. How do you think Bob and Jane will answer the questions?

1. Bob, Jane, first I'd like to ask you why you decided to write this unusual agreement?

Predicted answer: _____

2. So, do you spend a lot of time checking to see if the other person is following the rules?

Predicted answer: _____

3. What happens if one of you breaks the rule?

Predicted answer: _____

4. Do you think other couples should follow your example and write marriage agreements of their own?

Predicted answer: _____

Listen to the interview.

Several problems that married people have are discussed. Put a check next to the problems that are mentioned in the interview.

- _____ 1. working out day-to-day details and problems
- _____ 2. having different expectations than your spouse
- _____ 3. having problems with in-laws and family members
- _____ 4. not talking enough about what each person wants
- _____ 5. having disagreements about money
- _____ 6. being jealous about other men/women
- _____ 7. arguing
- _____ 8. not knowing how to apologize
- _____ 9. having disagreements about pets

Listen to the interview again.

Listen for the details in the marriage agreement. Choose the correct letter to complete the statements.

- 1. HOUSEHOLD CHORES: _____ will do the household chores.
a. Jane b. Bob c. both Bob and Jane
- 2. GROCERY SHOPPING: Jane will always _____ when she shops for groceries.
a. buy items on sale b. use a list c. spend less than \$100 per week
- 3. CLEANING UP: nothing will be left _____ overnight.
a. on the kitchen table b. in the bedroom c. on the floor
- 4. SLEEPING: they will go to bed _____ .
a. at 11:00 pm every b. at 11:00 pm on c. whenever they want night weeknights
- 5. CHILDREN: Bob and Jane will _____ they have children.
a. wait 5 years before b. have no more c. both stop working to take care
- 6. MONEY: Bob and Jane must both agree if one of them wants to spend _____ .

a. less than \$100 b. more than \$100 c. more than \$200

7. COMMUNICATION: Bob and Jane must talk for 15 to 30 minutes

_____ .

a. every day b. every 2 days c. once a week

8. BREAKING THE RULES: if someone breaks the rules, they must apologize and _____ .

a. pay \$50 b. do something to c. never break the rule again
make up for it

9. DRIVING: if they get lost in the car, they must ask for directions

_____ .

a. after 5 min b. after driving for 10 min c. when they are far from home

10. ANGER: when they get angry, they must not _____ .

a. yell or use abusive b. go to another room c. show their anger
language

11. CHANGING THE AGREEMENT: the marriage agreement must be updated _____ .

a. once a year b. every 5 years c. if they get divorced

In the Background section you read some quotations by famous people about marriage.

Read the following summaries of the quotations. Then listen to excerpts from the interview with Bob and Jane. Would Bob and Jane agree with the ideas in each summary? Circle Yes or No. Then explain why you chose your answer. Use specific examples from the interview to show why they would agree or disagree.

Excerpt 1. The quote by Iris Murdoch says that in most marriages only one person can get what he or she wants.

Would Bob and Jane agree with this idea? Yes No

Why or why not? _____

Excerpt 2. The quote by Friedrich Nietzsche says that to have a happy marriage, a man must be a good friend to his wife.

Would Bob and Jane agree with this idea? Yes No

Why or why not? _____

Excerpt 3. The quote by André Maurois says that to have a successful marriage, a husband and wife must work to make each other happy.

Would Bob and Jane agree with this idea? Yes No

Why or why not? _____

Listen to people's reactions to Bob and Jane's marriage agreement.

Do they think the agreement is a good idea or a bad idea? Listen for the speaker's opinion and check Good idea or Bad idea. Then choose from the next page the reason for each speaker for his or her opinion. One reason isn't mentioned.

Speakers

Person 1: Good idea Bad idea

Person 2: Good idea Bad idea

Person 3: Good idea Bad idea

Person 4: Good idea Bad idea

Person 5: Good idea Bad idea

Reasons

- a. Makes couples think carefully before they marry
- b. Helps couples talk about problems
- c. Not romantic
- d. Not legal
- e. Too many detail
- f. Divides household chores evenly

Every married couple should sign a legal contract.

State the arguments for or against this statement.

EXAMPLES

FOR

- a. It makes them examine proposed relationship realistically, not through “rose-coloured” glasses.
- b. They try to foresee difficulties.
- c. It helps to insure joint decisions – when to marry, where to live, etc
- d. It clarifies expectations for both partners.
- e. A well-arranged marriage is likely to be far more successful than any marriage for love.
- f. A contract like this will help a woman to establish in her career.

AGAINST

- a. Good marriage is based on love; you can’t write love into legal document.
- b. Vows say everything: like unwritten contract.
- c. Both partners already know what to expect, they don’t need it written out.
- d. Contracts like this can lead to further deterioration of the idea of marriage and its purposes.
- e. Marriage is not an end, but a beginning.
- f. If a woman wants a career, she shouldn’t have children and marry.

TASK 4. Read and translate the following text

American Family

In the United States about 2,5 million couples marry each year. It means that nine out of ten people in the USA live as members of families and they value their families highly. Most of the Americans say that family is very important to them, “Families, they say, give us a sense of belonging and a sense of tradition, families give us strength and purpose. Our families show us where we are. The things we need most deeply in our lives – love, communication, respect and good relationships – have their beginning in the family”. Families serve many functions. They provide conditions in which children can be born and brought up. Families help to educate their members. Parents teach their children values as well as daily skills. They also teach them common practices and customs, such as respect for

eldest and celebrating holidays. But the most important job for a family is to give emotional support and security.

A traditional American family is one in which both parents are living together with their children. The father goes out and works and the mother stays at home and brings up the children. But most American families today do not fit this image. Many Americans disregard traditional marriage patterns. For example, a large number of married couples share responsibilities that have been traditionally handled by either the husband or the wife. More and more husbands help their wives to perform the chores traditionally handled by women, such as cooking, doing housework, and caring for the children.

The biggest change is that in many families both parents work outside the home. An increasing number of married women have paying jobs and help support their families financially. There are two main reasons why mothers and wives work. One reason is that women have more opportunities today than, for example, fifty years ago. The other reason is that women say they work because it is an economic necessity. In 1940 about 15 percent of all married women earned money. In the early 1990's about 60 percent held a full- or part-time job. Certainly, when both parents work, they have less time to spend with their children and with each other. Often families stop eating their meals together and thereby lose an important time to share the events of the day. What happens to children whose parents work? Nearly half of these children are cared for by day-care centres or baby-sitters. The rest are cared for by a relative, such as a grandparent. Some companies are trying to help working parents by offering flexible work hours. This allows one parent to be at home with the children, while the other parent is at work.

One more change is that families in the USA are getting smaller. Today an average household contains only two or three people. There is an increase in the number of families that are headed by only one person, usually the mother. In the United States, divorce has become common. Each year, more than a million American couples divorce. Most couples who divorce do so in the first 10 years of marriage. These numbers are very high, as they are in many other industrialised

countries. The number of divorces has grown steadily in the United States for many years. Now, however, it has stopped growing and during the past five years the number of divorces has even been decreasing.

United States divorce laws allow men and women to escape bad marriages, getting a divorce is quite easy here, but it is one of the most stressful events in the life of grown-ups. Children also suffer during a divorce. Nevertheless most people think that living with one parent is better for children than living with two parents who are unhappy with one another and fight most of the time. A majority of divorced people remarry, and many have a successful marriage with another partner.

Most American families include members of just two generations: parents and the children. What is their attitude toward each other? Teenagers often consider their father old-fashioned. As for the father, he usually does his best to give his children a better education, a better background, a better chance than he had himself. His parent's role is finished when he has brought his children to the end of formal education. After their graduation the children often try to achieve complete independence, leaving the maternal home and sometimes even the native town. The mother is not usually expected to play any part in her daughter's marriage, beyond possibility being an honoured guest at the wedding reception.

Unlike their parents, many single adult Americans today are waiting longer to get married. Some men and women marry and start their family life later because they want to graduate from the university or college others want to become more established in their chosen profession. Couples are also waiting longer before they have children. Some couples today decide not to have any children at all. However, many people choose never to marry. Some people who remain single may not find a mate with whom they want to share their life. Others may not want the many responsibilities required of a successful marriage. Still others prefer to stay unmarried because they enjoy their independence.

Explain in your own words the meaning of the following words and word combinations:

custom/tradition; skill; family pattern; to support; to share something; baby-sitter; a relative; divorce; background, generation; old-fashioned, honoured guest, established family, graduation.

Use the following words and word combinations in sentences of your own.

daily skills; to fit the image; to share responsibilities; part-time job; flexible working hours; to escape; stressful event; average household; to give a better chance; to achieve independence; wedding reception.

Answer the following questions:

1. Why do Americans value their families? 2. What functions does family serve? Can you add some other functions? What? 3. How can you explain the term “traditional American family”? 4. Describe in few sentences a typical Russian family. 5. What changes can we see in the American family today? Can we refer these changes to any Russian family? 6. Is your family important to you? Why? 7. Do you have a tradition in your family to discuss the events of the day in the evening? 8. What do your parents teach you? 9. Do you think that every family problem is easier when it is shared? Why? 10. What does your family mean to you? 11. Why is a divorce a stressful event in the life of a child? 12. How urgent is this problem in the USA? 13. Can you give any example of divorce statistics in Russia? 14. How do usually teenagers consider their parents? 15. Why do teenagers want to achieve independence? 16. Are two incomes usually necessary to support a family in your country? 17. How do men in Russia feel about their wives work? 18. Do many mothers in our country work outside the home? 19. Do you think that problems of a modern family are the same in Russia as in other countries?

TASK 5. Translate the following text into Russian.

The idea of a family system is based on the notion of the organization of pattern over time. The patterning of daily life in any family is built up over the lifetime of the family, what has been learnt from the patterns of previous generations. Much of the patterning in every family operates at the level of habit. Family pattern is made up of interpersonal relationships involving people with individually specific past histories. Each family has a rhythm, a time span and a form of its own.

Many families suffer from a number of current life stresses. Crises means the breakdown of old patterns and the possibility of new patterns development. The outcome of crisis is not necessarily positive. The mobilization of hope and the restoration of control over the situation are very important in this case. Social workers more than other professionals should understand such critical situations. An essential feature is contact between family and professional will be the way in which the family feels the worker can hold the crisis and help them.

TASK 6. Read and translate the following text.

- Pre-reading task: practise the pronunciation of the following words:

to cause; to aspire; solitary; to cohabit; to maintain; annual; acceptance; to pursue; inevitable; consequence; isolation; illegitimate; decline; immorality; verdict; failure; simplistic

Problems of a Modern British family

A “typical” British family, used to consist of mother, father and two children, but in recent years there have been many changes in family life. Some of these have been caused by new laws and others are the result of changes in society. The British live longer, marry later, have fewer children and are more likely to get divorced than ever before. Young people leave home earlier, though not necessarily to get married. More women now go out to work and more people, especially the old, live alone. The nuclear family, a married couple with perhaps two children, is still considered the ideal social unit and most young people still

aspire to this idea of their own future. Yet as a picture of the way most British people live, it is increasingly unrealistic. If the picture includes the traditional idea of the man going out to work while the wife stays at home, it is now true of less than 10 per cent of households. Even without such a limited definition, only 40 per cent of the population live in nuclear family households, and even within this group a considerable proportion of parents are in their second marriage with children from a previous marriage.

Social behaviour is rapidly changing. The number of people living alone has risen significantly, from one in 10 in 1951 to more than one in four 40 years later, and it is one in three at the beginning of the twenty-first century. In the same period the proportion of households containing five or more people has halved to fewer than one in 10. The British are clearly becoming a more solitary nation in their living habits. These facts have social implications, for example housing needs in the future.

There is an increasing proportion of men and women living together before marriage. For example, in 1961 only 1 per cent of first-time married couples had previously been living together, compared with 25 per cent in 1976. In the year 2000 most couples lived together before marrying. About one in four of the couples living together, or 'cohabiting', never do get married.

Until 1990 or so it was possible to maintain that marriage was as popular as ever. Recently, however, there has been a rapid drop from the annual average of 400,000 weddings during the 1980s to only 279,000 by 1996, the lowest ever recorded figure. Britain has the highest divorce rate in Europe. Thirty-eight per cent of marriages end in divorce, one quarter of first marriages failing in the first five years. The rate is highest among those on low income and those who marry very young, say under the age of 24. By 1995 people were also on average three years older when they married, 28 for men and 26 for women, compared with the average ages in 1985.

What happens to those who do not marry? Besides a fall in the total number of marriages each year, there has been an increase in the number of couples

choosing to live together but not marry, and also of women who choose to marry later in life. Only one in seven women aged between 25 and 29 was still single in 1979, compared with more than one in three by the mid-1990s. Some women prefer independence, either by cohabiting or by living alone, which they fear they will lose by marriage. Personal development must also partly explain the growing divorce rate. Alongside a social acceptance of divorce greater today than in the 1950s and 1960s, women have been increasingly dissatisfied by the traditional expectations of the woman's role in marriage. They also usually now want the right to pursue a career. Sometimes the husband's difficulty in adapting to the new situation puts a strain on the marriage.

One inevitable consequence of the climbing divorce rate has been the rise of single-parent families. These families often experience isolation and poverty. Single-parent families have been increasing, from 8 per cent of all families in 1972 to 22 per cent by 1995. The great majority of single parents are women. One in three children under the age of five has divorced parents. Forty per cent of children experience the divorce of their parents before the age of 18.

There has also been an increase in babies born outside marriage. It is indicative of both the increasing proportion and changing social attitudes that these babies, once described as 'illegitimate', are now described officially as 'non-marital'. In 1961 only 6 per cent of births were non-marital, but the rate has recently risen steeply from 16 to 33 per cent in the years 1983-95. This rapid rise reflects the increase in cohabitation, which accounts for 48 per cent of non-marital births. Unfortunately, cohabitation is no indication of a long-term stable environment for children. Statistics show that cohabiting parents are three times more likely to split up than married parents.

The remaining non-marital births are to single mothers, with the rate being highest in areas of high unemployment and the greatest poverty, suggesting to some analysts that the birth of a child gives a woman in such circumstances someone to love, a purpose in life and also state assistance. There is also an ethnic

dimension. On account of traditional patterns of family life, over 40 per cent of Caribbean families are single-parent ones.

What can be made of such evidence? For some, such statistics are evidence of moral decline, and they argue the need to return to traditional values. In the face of the evidence this sounds like wishful thinking. Is Britain really in moral decline? It would be safer to say that moral values are changing, with less attention to traditional definitions of immorality, and greater emphasis on personal morality being rooted in kindness and respect for others. Many, however, would disagree with this verdict, pointing to the high divorce and non-marital birth rates as evidence of fundamental failure to be kind or to respect others. To blame a moral decline on the failure to uphold family values is simplistic. There are other things which must be considered to understand what is going on in society and why. A fundamental one is the matter of social class.

Find the English equivalents of the following words and word combinations.

в последние годы; получить развод; ячейка общества; стремиться к чему-либо; значительно увеличиваться; бытовые привычки; утверждать; среднегодовой; процент разводов; низкий доход; оставаться незамужней (неженатым); заниматься карьерой; приспособливаться к новой ситуации; ставить брак под угрозу; неизбежное последствие; неполная семья (с одним родителем); незаконнорожденный ребенок; государственная помощь; падение моральных устоев; традиционные ценности

Answer the questions.

1. What are the main changes in family structure mentioned in the text. 2. At what age do people in Britain get married on average? 3. What is the difference between a nuclear and an extended family? 4. Explain the following: a) illegitimacy; b) remarriage; c) single parent; d) to cohabit; e) divorce rate. 5. How does the number of children per family in Britain compare with your country? 6. How big is your own family?

Translate into English.

СЕМЬЯ

Это самое дорогое, что у вас есть. Это ваши мама и папа, сестры и братья, бабушки и дедушки – самые близкие вам люди, которые вас любят, заботятся о вас, делают все, чтобы жизнь ваша была счастливой. Словом это ваша семья. Вы вырастаете, полюбите, женитесь или выйдете замуж, у вас появятся дети – и родится новая семья.

Семья – самая необходимая ячейка в обществе. Стоит ли доказывать, что это так? И все же давайте вместе подумаем: чем мы все обязаны семье? Наверное, прежде всего тем, что существуем. Мы появились на свет потому, что наши мама и папа полюбили друг друга и создали семью. Значит, главное предназначение семьи в том, чтобы не иссякал человеческий род, чтобы появлялись новые люди.

Рождение ребенка – это и большая радость, но и большая ответственность. Ведь он еще совсем беспомощный, и его надо вовремя накормить, помыть, сменить одежду. Родители учат его ходить, говорить, рассказывают ему сказки, играют с ним, гуляют, знакомят с окружающим миром. В школьные годы семья помогает детям учиться, находить свое место в коллективе одноклассников. Родители и другие взрослые члены семьи пробуждают в ребенке чувства совести и справедливости, знакомят с правилами поведения в обществе и нормами морали. Они учат его быть честным, не брать чужого, уважать старших, любить Родину, ценить труд людей и многому, многому другому. Следовательно, семья нужна еще и для того, чтобы помочь ребенку стать достойным человеком и гражданином своей страны.

И, наконец, семья испокон веков считалась хранительницей домашнего очага, здорового образа жизни. В кругу родных вы находите то тепло человеческих отношений, взаимопонимание и сочувствие, которые не всегда можно найти даже среди близких друзей.

TASK 7. Read and translate the text, explain in your own words the meaning of words and word combinations in bold type.

Answer the questions after the text.

Challenges and opportunities

Public concern about the family remains high for many reasons. High rates of teen-age pregnancy and births to unmarried mothers force many young women to leave school or abandon career plans. Children from such families often grow up in poverty and are more likely to turn to crime. Drug and alcohol use and domestic violence also plague many families and lead to developmental disorders in children.

With both mothers and fathers in many families working, parents struggle to find enough time to spend with their children. Working parents who can afford to may send their children to day care, but such parents often feel guilty that they do not spend enough time with their children. Those who cannot afford to or do not choose to use day care often have to leave their jobs or take cuts in pay. The resulting loss of income makes it harder for them to keep up their standard of living. For poorer parents, such a cut in earnings can be devastating.

Although not a new problem, divorce remains an important challenge for families to overcome. Most men and women who seek a divorce do so because they cannot solve certain problems in their marriage. Such problems may include differences in goals or financial difficulty. If such problems remain unsolved, the marriage often breaks down. Divorce can affect every member of the family deeply. Children, for example, may grow up in a fatherless or motherless home. If one or both of the parents remarry, the children may not develop loving relationships with their new stepparents.

Despite the challenges of today's society, however, the family is not a dying institution. In many respects, family life today is stronger than it was in the past. Most people marry and have children. While divorce rates are higher than in the past, most individuals who do divorce eventually remarry. Because of declining death rates, more couples now grow into old age together, and more children have

living grandparents. These relatives generally live much farther away from each other than they did in the past. However, e-mail and other communications technology may promote greater contact between separated family members.

Meanwhile, parents now make greater emotional and economic investment in their children. Lower birth rates mean that parents can devote more attention and greater financial resources to each child. Fathers especially have become more involved in child rearing.

More than ever before, families in trouble can receive help from a variety of outside sources, such as a family counselor, a social worker, or a psychologist. Such specialists often meet with the entire family to help its members work out problems together. Public welfare agencies and other groups provide economic aid to poor families and assistance to abused spouses or children.

In the future, families will continue to face many challenges, especially the need to balance the demands of work and family life. Working parents must not only care for their young children, but, because of increasing life spans, tend to aging parents as well.

(Steven Mintz, Ph.D., Associate Professor of History, University of Houston)

Questions

1. What are the main reasons of public concern about the family? 2. Why do parents spend less time with their children? 3. What are some of the reasons for divorce according to the author of the article? What other reasons can you add? 4. How can you prove that in spite of all modern challenges family is not a dying institution? 5. What does the author mean when he speaks about greater emotional and economic investment of parents in their children? 6. What are the sources of outside help to the families in trouble?

PROBLEMS OF A FAMILY

TASK 8. Read and translate the following text into Russian.

Use the information from the article as a starting point for discussion about the problems of a modern family.

- Before-reading task: transcribe, practise the pronunciation and translate the following words: alas; crèche; pressure; repentance; boast; paternal; pregnancy, scarcely; subconsciously; burden; subsistence; catastrophically; catastrophe; evil; mutual; vacuum; jointly.

What's Happening to the Family?

“If you are going to marry one day think of the possible divorce”, – those were exactly the words that the mother of a family quite happy in our understanding told her daughter. Alas, nobody can be sure to avoid the divorce at any stage of the married life. Conditions that destroy the family exist too long. With almost total poverty a child can't be afforded by many. Every family having children knows well how much you should pay for clothes, food, crèche, kindergarten and now even school.

But the financial problem is not the only one. There may hardly be a person who has never faced the problem of living conditions. And the heaven in a hut can't last forever, even if you are with someone you love. A woman is so busy that she simply has no time to communicate at any level except domestic and she is bringing her children up over telephone; these reasons can't but make the atmosphere at home formal. And not all can overcome the pressure which is growing up every year, but no matter who says desperately: “I can't stand it any longer, I want a divorce”, blaming the husband (or the wife) for all troubles, yet all further problems will fall upon the woman's head. Sometimes women are naïve enough to believe that a man can't leave the children. “He is so fond of them.” And this may be true. Yet a man is different from a woman, he has no biological need in

seeing his child constantly. And when the former wife threatens: “You will never see your child again!”, wishing to cause repentance and fear she may achieve quite an opposite effect. A man can be boasting with his wonderful grown-up son not seeing him for years without any feeling of loss, but the former wife will call for his paternal feelings in vain when she needs any form of help. Not every man, even very strong and kind is capable for the daily-round deed.

Therefore it is not very wise to make the man marry just to legalise relations that caused “incidental” pregnancy. The sense of duty will scarcely transform into the feeling of love. And the man will subconsciously feel that he is deceived. Such marriage can hardly be safe. A child will add to the family happiness only if he is loved and expected by both parents and not a burden for the young family. So a woman should be very prescient when choosing the husband and account the situation when she may be left alone. Where shall I live? Unfortunately many couples for years stay under the same roof after the divorce, this is impossible to imagine in any civilised country. There are strong doubts that a man will be generous enough to leave everything including the flat to his wife: he often has no place to go. How to make living? There are women – and many – who do not think of their career after marriage supposing it their husbands’ duty to support the family. In case of a divorce these women risk to be left without means of subsistence, and sometimes it may be too late to get a new profession.

So a woman has no right to be thoughtless about marriage, because finally in the family she has to fulfil most part of work over the house, to take care of children, to earn the same money as men and in case of divorce even worse troubles fall to her lot. They often say that there are catastrophically many lonely women in our country. That’s right, there are a lot of lonely women. But is it actually a catastrophe? Perhaps women who have considered all variants decided that of two evils to be alone is less than together with a child without father or with her former husband in one room?

Has the family died then? Perhaps it will be more proper to say that it has changed in quality though has suffered losses in quantity. And the main reason, for

this is that a woman has changed. She is not satisfied with the role of a housekeeper. She wants to have a profession; she does not want to be dependent on another person. She has her own opinion, own hobby, she is interesting. And you may meet a lot of happy families based exclusively on mutual interests and respect. Among these couples there are childless as well but it does not form vacuum in the family because each of them is self-valuable and interesting to the other. As for the question of children – to have or not to have – each family should decide it for itself, jointly. Then even the thought of divorce won't arise. So whom to marry? Only the one whose way of thinking is close to yours, a man who is your friend, who respects a woman and personality in you. But for this you have to be such.

Sharing information.

Work in pairs. Look at the chart, write your names. Each student says who in his or her household usually does the different household chores (for example, mother, father, son, daughter, grandmother, grandfather, both mother and father, and so on). Discuss the questions in the chart about your household and write each student's answers. When you are finished, discuss the questions that follow the chart.

NAMES

WHO COOKS?

WHO CLEANS?

WHO REPAIRS THINGS?

WHO TAKES CARE OF CHILDREN?

WHO MANAGES MONEY/ PAYS BILLS

1. What do men usually do?
2. What do women usually do?
3. What do both men and women do equally? Why?

Read the paragraph. Then follow the directions below.

One important chore in household with children is taking care of the children. In some households, family members take care of the children. In other

households, families want additional help, so they use child care. They hire people to take care of their children.

A. INTRODUCING THE TOPIC

1. Look at the list. Imagine you need child care. Rank the things to consider when choosing child care in order of importance from 1 (most important) to 11 (least important)

- The child care is cheap.
- It's convenient (near my work or home)
- The child-care worker is friendly and caring with children.
- The child-care worker is female.
- The child-care worker is male.
- The child-care worker speaks my language.
- The child-care worker is from my culture.
- The child-care worker has experience.
- The child-care worker has training, for example, he or she studied child-care in school.
- The child-care worker is someone I know, not a stranger.
- The child-care worker is my relative.

2. Now compare your answers in a group. Tell why each item is important or not important to you.

Read the paragraphs.

Guess the meaning of the underlined words. Then match each word with its definition. Write the number of the word in the blank.

Families all over the world are different – there is no (1) typical family. In different families, men and women sometimes do different (2) household chores such as cooking and cleaning. But, there is one question all families with children have: Who takes care of the children when the parents work? Who does the (3) child care?

There are a few choices for working parents. One choice is to take the children to a day-care center. Parents can bring their children to the day-care center before work and pick them up after work. Another choice is to (4) hire a (5) sitter whose job is to take care of children. A sitter may take care of children in his or her house or come to the family's house. Another choice is to hire a (6) nanny. A nanny usually lives with a family and takes care of the children. Sometimes (7) child-care workers go to school where they get (8) training in taking care of children.

_____ a. a person who takes care of children in the family's home or in his or her home

_____ b. give a job to

_____ c. education to learn how to do something

_____ d. work in the house such as cooking and cleaning

_____ e. people who take care of children

_____ f. a person who usually lives with a family and takes care of the children

_____ g. usual or regular

_____ h. taking care of children while parents work

You are going to listen to an interview on a TV talk show.

Listen to the introduction. Then answer the questions.

1. What is the talk show about?

a. men and women

b. child care

c. children

2. Who is Julie Jones going to interview?

a. a parent

b. a nanny

c. a young child

3. What are three questions you think Julie Jones will ask?

- a. _____
- b. _____
- c. _____

Read the list of issues. Listen to the TV talk show.

Put the issues in order from 1 to 5. (Which issue is discussed first, second, third, and so on).

- _____ The difference between a nanny and a sitter
- _____ Child care in the United States
- _____ What a nanny does
- _____ What one husband thinks about male nannies
- _____ How this man became a nanny

Listen to the TV talk show again.

Circle the letter of the sentence that is true.

1. a. More than 50 percent of families with children in the United States pay for child care.
b. Fewer than 50 percent of families with children in the United States pay for child care.
2. a. A woman is sometimes called a nanny.
b. A man is sometimes called a nanny.
3. a. A male and female nanny do the same things.
b. A male and female nanny do different things.
4. a. A sitter usually does household chores.
b. A nanny usually does household chores.
5. a. This male nanny thinks child care is women's work.
b. This male nanny doesn't think child care is women's work.
6. a. This male nanny went to a special school.
b. This male nanny didn't go to a special school.
7. a. Most parents like male nannies.

- b. Some parents like male nannies.
 - 8. a. The woman who hired this male nanny was surprised.
 - b. The woman who hired this male nanny wasn't surprised.
 - 9. a. At first, the woman's husband didn't like the man being alone with his wife.
 - b. At first, the woman's husband liked the man being alone with his wife.
- 25
- 10. a. This male nanny has friends who are nannies.
 - b. This male nanny doesn't have friends who are nannies.

Listen to the excerpts from part A.

Discuss these questions with a partner.

Excerpt One

Who likes male nannies? Why? Think of three reasons.

Excerpt Two

1. Are male nannies the same as fathers? What are some differences?
2. Think back to when you were a child. Would you have liked a nanny? If yes, would you have liked a male or a female nanny? Why?

TASK 9. Read the text.

1. Before reading the next text, look at the words below. How many of them do you know? How many of them could you guess? (for example by splitting the words up: sub-servient; co-habitation)

subservient

impediment

cohabitation

apt

relapse

strive

chore

gender

prey

loot

2. Now look at these words in sentences. It should be easier to guess their meaning.

a. Woman, long considered the inferior sex, are therefore expected to be subservient to men.

b. Intolerance can be a serious impediment to successful marriage.

c. Any relationship which involves cohabitation presents problems which are avoided if one lives alone.

d. Married couples behave in predictable ways. For example, they are apt to take on certain roles in the family.

e. In the early days of marriage husbands and wives strive to be on their best behaviour. Later, however, they may relapse into their bad old ways.

f. Gender roles tend to be allocated in marriage. For example, women are expected to be responsible for cleaning, cooking and other household chores, while men are the breadwinners.

g. The hunter instinct survives in men. Women are still regarded as prey, to be caught and conquered.

h. Traditionally, men bring home the loot in the form of the weekly pay packet.

3. How many of the above statements on marriage do you agree with?

4. Think of ways in which you can describe the roles of husband and wife in marriage and the family. List in order of importance. For example,

Wife: cook, mother

Husband: breadwinner, handyman

5. What factors do you think help to make a marriage survive happily? List them in order of importance. For example,

friendship, good financial position

The following texts are both about marriage. The first is from a magazine about human behaviour.

6. While you read the first text, decide if you agree or disagree with the writer's views, and note your reactions in the margin. If you agree, put Y; if you agree strongly put YY; if you disagree put X; and if you disagree strongly, put XX.

Traditionally, the woman has held a subservient position in marriage partnerships. While her husband went his way she had to wash, stitch and sew. Today the move is to liberate the woman, which may in the end strengthen the marriage union.

Perhaps the greatest impediment to friendship in marriage is the amount a couple usually see of each other. Friendship in its usual sense is not tested by the strain of daily, year-long cohabitation. Couples need to contrive separate interests (and friendships) as well as mutually shared ones, if they are not to become inured to the more attractive elements of each other's personalities.

Married couples are apt to exert themselves for guests – being amusing, discussing with passion and point – and then to relapse into dull exhausted silence when the guests have gone. They may compound the boredom by starting to accuse each other of points of inattention or illogicality or “disloyalty” that they noticed in the other.

As in all friendship, a husband and wife must strive to interest each other, and to spend sufficient time-sharing absorbing activities to give them continuing common interests. But at the same time they must spend enough time on separate interests with separate people (without jealousy on the other's part) to preserve and develop their separate personalities and keep their relationship fresh.

For too many highly intelligent working women, home represents chore obligations, because the husband only tolerates her work and does not participate in household chores. For too many highly intelligent working men, home represents dullness and reproaches – from an overdependent wife who will not gather courage to make her own life. In such atmosphere, the partners grow further

and further apart, both love and liking disappearing. For too many couples with children, the children are allowed to command all the time and attention, allowing the couple no time to develop liking and friendship, as well as love, allotting them exclusive parental roles.

We live in an industrial society with universal education and universal suffrage and the ability to control the number of children we can cope with. Yet we nurture many gender prejudices suited only to slave or tribal societies.

However almost in spite of ourselves – in spite of our conditioning – we are seeking friendship between men and women. Most of the media deride the possibility – after all, if every man is not to regard every woman as dangerous prey and every woman is not to regard every man as a dangerous source of loot and flattery, a major part of sensationalist reporting and fiction is lost.

But it seems that friendship is possible between people of different gender. And it is also possible between people who are sexually involved with each other. It does not seem too soon for friendship to be recognized as a desirable component of the marital relationship. There can be few more rewarding activities than learning to make friends with your married partner.

*from **The Family of Man***

7. Compare your reactions to the text with those of a friend. Decide on which points you agree, on which points you disagree, and why.

8. Look back at the text for factors which the author considers might be a danger in marriage. Group them under the headings: Boredom Gender Roles Parenthood

The second text is from a women's magazine. It is about a young couple with a small baby. The questions below are about the problems that can arise for such a couple.

9. First look at the questions; then, as you read, write down Ann and Brian's answers to them.

a) At what point in their marriage should a couple have a baby?

b) A wife with a good career may have to give it up when she has a baby; what dangers are inherent in this?

c) How should a husband react to the boredom a wife may feel when she has to look after the baby all day?

d) To what extent should the husband be involved in looking after the baby?

e) Should husband and wife have separate evenings out?

Ann and Brian Stainton are a modern, intelligent couple who felt it was essential to establish their marriage and strengthen their relationship before having a baby. Ann also wanted to prove herself in her career, which she has done during the first five years of marriage, becoming personal assistant to two top executives in large London organisations.

We were sitting in the dining-area of their large L-shaped lounge. Ann, aged 25, made a graceful picture as she poured out coffee, her long hair framing her oval face. Her husband Brian is 30, enthusiastic, articulate and much more aware than most husbands of what it means for a career wife to find herself cut off from the challenge of mental stimulus of a responsible job.

“I worried about becoming a cabbage,” she admitted. “I’m a person who needs people, who thrives on mental challenges. There are few neighbours with babies and anyway, I don’t want to be eternally discussing child-care and recipes.

“The telephone is my lifeline and I keep in touch with office friends. I also listen to the radio a lot – the talks, the discussions, the phone-ins. I became quite terrified that Brian would find me a dull companion.” She turned to him and challenged: “Do you find there’s not so much to talk about now I’m home all day?”

There was silence while Brian considered. “I know you’re concerned about this and there had been conflict I’ve had to overcome. I mean before, the two of us were at work, both earning and with jobs of equal importance and we talked mainly about them. I must admit I fought the temptation to say, “Don’t bother me –

I've had a rotten day, I want to watch the telly and my job is all-important now and I want to relax.'

"A selfish attitude, I know, because I've only got to put myself in Ann's shoes, and I'd feel as frustrated as she if I had to face an evening of near silence after a day spent in a one-sided conversation with Joel and the cat! So we do range over a whole lot of topics, discussing what Ann's heard on the radio or what I've read in the papers. I'd say our horizons on the talk front are far wider. But it was another pattern we had to learn."

I asked if they ever went visiting friends in the evening, taking Joel with them. "We tried it, but it didn't work very well." Ann confessed. "Joel is a happy, contented baby if kept to his routine. But if we were going out, he didn't sleep and then would cry from overtiredness. I think it will be easier when he's older. We're both determined to try and make him fit into our lives as far as possible."

Ann and Brian had agreed that he should be totally involved with the care of the baby. "Anyway, bathing and feeding Joel was a two-person job at first," Ann said. "He cried and his little arms and legs seemed to be moving in all directions and so Brian saw to the nappy end while I dealt with the upper half!"

Had they ever thought of separate evenings out? Lots of young parents had an evening each at leisure classes or spent a night visiting friends.

"Frankly, we prefer one another's company." Brian replied, "and if you're not careful, separate interests can lead to an even wider separation in your pattern of living".

from Woman's Own

10. Look back at the second text on marriage and choose one of the alternatives in the questions below;

- 1) a cabbage means
- i) a lazy person
- ii) a dull person
- iii) a happy person

- iv) a lonely person
- 2) thrives means
 - i) has no need of
 - ii) feels physically healthy
 - iii) feels cheerful
 - iv) is stimulated by
- 3) a phone-in is
 - i) a telephone conversation with a friend
 - ii) a radio discussion conducted by telephone
 - iii) a special kind of telephone
 - iv) a radio programme about telephones
- 4) challenge is to say something
 - i) quietly
 - ii) sadly
 - iii) boldly
 - iv) angrily

Write short summary on one of the following problems.

1. The role and functions of a family in one's life.
2. Challenges and opportunities of a modern family.
3. Family pattern and gender roles.
4. Marriage contract and romantic love.
5. Young people in the west don't hurry to get married.
6. Divorce and one-parent families.
7. Problems of young families in our country.

CHILDREN UPBRINGING

Study the following words and word combinations.

1. Having a baby

1. gynaecologist
2. obstetrician
3. midwife
4. foetus
5. womb
6. fertility drug
7. pregnant
 - to be pregnant
 - pregnancy test
8. mother-to-be
9. to expect
 - expecting
 - an expectant mother
10. childbirth
11. motherhood
12. confinement
13. to deliver
14. miscarriage
15. premature
16. incubator
17. Caesarian operations
18. forceps delivery
19. morning sickness
20. ante-natal

21. post-natal
22. labour
 - induce labour
23. breast-feeding
24. bottle-feeding
25. bib
26. carry-cot
27. cot, crib
28. dummy
29. high-chair
30. nappy
31. pram
32. pushchair
33. potty
34. rattle

2. A happy child is:

1. able to cope with difficulties;
2. active;
3. affectionate;
4. balanced;
5. communicative
6. confident;
7. conscientious;
8. courteous;
9. disciplined;
10. enthusiastic;
11. friendly;
12. getting along (comfortably) with others;
13. good-natured;
14. gregarious;

15. hard-working;
16. industrious;
17. kind;
18. loving;
19. motivated;
20. open;
21. outgoing;
22. polite;
23. responsive;
24. secure;
25. self-disciplined;
26. sociable;

3. A happy parent is:

1. approving;
2. caring;
3. communicative
4. confident;
5. considerate;
6. consistent;
7. firm;
8. friendly;
9. gregarious;
10. just;
11. kind;
12. kind-hearted;
13. patient;
14. reassuring;
15. reasonable;
16. self-possessed;
17. self-restrained;

18. sensible;
19. sensitive;
20. sociable;
21. sympathetic;
22. thoughtful;
23. tolerant;
24. understanding;
25. unselfish;

4. An unhappy problem child is:

1. aggressive;
2. anxious;
3. arrogant;
4. belligerent;
5. bored;
6. bullying;
7. coarse;
8. cold;
9. confused,
10. delinquent;
11. demanding;
12. depressed;
13. disobedient;
14. disrespectful;
15. distressed;
16. destructive;
17. disturbed
18. dull;
19. fearful;
20. frustrated;
21. harsh;

22. humiliated;
23. hurt;
24. impersonal;
25. impudent;
26. inactive;
27. indifferent;
28. insolent;
29. listless;
30. lonely;
31. loveless;
32. misbehaving;
33. mixed-up;
34. naughty;
35. neglected;
36. offensive;
37. repressed;
38. resentful;
39. restless;
40. rough (rude);
41. self-centred;
42. self-indulging;
43. self-interested;
44. selfish;
45. self-willed;
46. shy (timid);
47. stubborn;
48. submissive;
49. sulky;
50. undisciplined;
51. unrestrained;

52. unruly;

53. unsociable;

54. wilful;

5. A bad parent is:

1. annoyed;

2. babying;

3. cruel;

4. disapproving;

5. fussy;

6. impatient;

7. inconsiderate;

8. inconsistent;

9. impulsive;

10. indifferent;

11. indulging;

12. insensible;

13. insensitive;

14. intolerant;

15. irresponsive;

16. irritable;

17. loveless;

18. moralising;

19. nagging;

20. pampering;

21. permissive;

22. repressing;

23. self-centred;

24. self-interested;

25. sentimental;

26. tough;

- 27. uncompromising
- 28. unfair;
- 29. unjust;
- 30. unreasonable;
- 31. unwise;
- 32. unable to cope with difficulties;
- 33. violent;
- 34. wrong-doing;

Put each of the words and phrases from the box on the next page in the passage below.

pregnant born maternity ward midwife prams cots
 deliver call obstetrician parents crawl expecting

When a woman is (a) _____ a baby, we say that she is (b) _____ . Babies are (c) _____ either at home or in the (d) _____ of a hospital. It is the job of a (e) _____ or a (f) _____ to (g) _____ new babies. The proud (h) _____ must soon decide what to (i) _____ the child. For the first six months of their lives most babies are taken out in (j) _____ and sleep in (k)_____. At eight months or so they learn to (l) _____ along the floor, and they can usually walk soon after their first birthday.

Use the topical vocabulary in answering the following questions.

1. What traits of character would you name as typical for a normal happy child? Consider the following points with regard to his attitudes to: a) his family, parents; b) school, teachers, studies, rules and regulations; c) his classmates; d) his friends. 2. What traits of character would you consider prominent in a difficult child, a problem child? Consider the points given above. 3. What traits of character are brought up by excessively harsh discipline and pressure? 4. What traits of character would be brought about by lack of discipline and control, by pampering

or permissiveness? 5. How would you describe a good parent? 6. What traits of a parent would you consider most favourable for a child? 7. What are the dangerous symptoms of a problem child? 8. What kind of parents' attitude may make a child irresponsible, and unable to cope with difficulties? 9. Under what circumstances would a child grow confident self-possessed, able to cope with difficulties?

TASK 10. Read and translate the text, fulfill the task after the text.

This will help you to remember and use the key words in the text.

HAVING A BABY

The day I got the results of the pregnancy test – positive, 'pregnancy confirmed' – I was over the moon. I sat down and made out a shopping list straightaway.

List for Baby

cot (or crib)

for baby to sleep in

pram and pushchair (and a carry-cot)

to transport him or her

2 dozen nappies

for him or her to wear (underneath)

safety-pins

for his or her nappy

high-chair

for him or her to sit in at meal-times

bib

round his/her neck when he's/she's eating

dummy

for him or her to suck

rattle

for him or her to shake

toys and dolls (and a teddy-bear)

for him or her to play with

potty

for him or her to sit on to avoid nappies as soon as possible

masses of cotton wool

for general cleaning and wiping

I couldn't believe it: me a mother-to-be! Actually pregnant! Expecting! 'An expectant mother' – that was my favourite description of me. My friends all joked about me being on some kind of fertility drug, conceiving as I did so soon after our wedding.

I had the customary morning sickness for a while, but after that, no trouble. I went along to the ante-natal clinic every fortnight and started doing all the proper breathing exercises like an excited child. And I read! Book after book on the subject of childbirth: how big the foetus is in the womb at the various stages, the pros and cons of confinement at home, how 15% of pregnancies end in miscarriage, the dangers of this and that. Some of it wasn't very pleasant reading, I can tell you.

The feeling of relief was indescribable when, at the beginning of the fifth month, the doctor said he could hear the baby's heartbeat. He was a fully-trained gynaecologist, by the way – or was he an obstetrician? – I can't remember. A few days later I felt the first kick, and that was a pretty exciting moment, too. It was in the twenty-eighth week that things began to go wrong. I had had several blood tests before, but after this one I was told my blood pressure was far too high – there was a risk of blood poisoning – and I would have to go into hospital. There followed a period of heartburn, cramp, vomiting and insomnia. I kept overhearing bits of conversations: 'may have to induce labour', 'if the baby is premature, we'll...' etc. My mind was filled with visions of incubators, induction, Caesarean operations and appalling complications. And the baby wasn't due for another six weeks!

When the time came, I was in labour for twenty-three hours. I remember shouting through a haze as they took me into the labour ward: 'No drip! No drugs!

No stitches! Please!’ I came out having had them all, and in the end it was a forceps delivery – or so I’m told.

After all that, I just looked forward to the simple joys of motherhood. When they told me I couldn’t breast-feed and she would have to be bottle-fed, my post-natal depression really started. Some nights I would lie awake mumbling ‘Never again’.

It’s been pretty well the same story each time, but after the fifth I gave up saying ‘Never again’. I really do think that the stork system of having babies has a lot of advantages.

Find all these figures and places in the text.

Then show how they are relevant, as in the examples below:

Example: 15% - That’s how many pregnancies end in miscarriage.

1. 28th
2. 23 hours
3. at least 5
4. 2 dozen
5. the ante-natal clinic
6. every 2 weeks
7. the labour ward

Translate the following dialogue from Russian into English.

- И вы с Джил действительно решили уехать в эту дыру?

- Куда ты сказала? Будь добра, не называй Визингтон дырой. Это очень симпатичное местечко и всего 20 минут на машине от Манчестера.

- А где вы будете там жить?

- Там не трудно снять квартиру. И, между прочим, платить за нее придется поменьше, чем в Бристолле.

- Что-то я еще хотела спросить. Да! А магазин? Я знаю, что Джил не особенно любит готовить.

- Там не далеко есть супермаркет и магазин замороженных продуктов, и прекрасная больница Кристи.

- А зачем это вам вдруг понадобилась больница?

- Разве я тебе не говорил, что у Джил скоро будет ребенок?

- Что ты сказал ребенок? Ну-ка повтори еще раз!

- Ребенок!

- Что же ты сразу не сказал? Когда? Как Джил себя чувствует?

- Спасибо, все прекрасно. Мы думаем, в декабре. Да, пока не забыл, у тебя не сохранилась моя старая плетеная коляска? Джил говорит, что они сейчас в моде.

- Прости, я не расслышала, что ты сейчас сказал. Я вспомнила тебя маленького. Вроде бы совсем недавно ... Коляска, говоришь? Конечно, сохранилась. Как забавно, что бывает мода на коляски.

- Даже на погремушки. У тебя, кстати, не осталось моих старых?

- Я все соберу, когда будет время, и привезу к вам в Визингтон. А сейчас иди! Джил, должно быть, ждет тебя. Всего хорошего и большой привет от меня Джил!

- Спасибо.

TASK 11. Read and translate the following texts into Russian.

Use the information from the articles below as a starting point for discussion about the problems of children upbringing.

A.

• Before-reading task: transcribe, practise the pronunciation and translate the following words: desolate, inevitable, hamburger, café, desperately, to maintain, queue, to collapse, marital, percentage, survey.

As it is now on Sundays, there are 111,000 fathers trailing a sometimes desolate, often confused little army of 185,000 children around zoos, parks,

museums and the inevitable hamburger cafés – divorced Dads-for-a-day desperately trying to establish and maintain loving relationship in queues for an ice-cream or cinemas. This is family life lived in public in Britain of the ninetieth, where one in three marriages collapses, the highest marital breakdown percentage in Europe. Modern research has shown that, however difficult the circumstances, fathers are doing the right thing by maintaining regular contact with their children.

Surveys show that the children of divorced parents who suffer least emotional damage are those in regular contact with their parents.

(from Times Educational Supplement)

B.

• Before-reading task: transcribe, practise the pronunciation and translate the following words: sacrifice; average, nappy, justifiable, assumption; to assume; absurd, ridiculous; obsessed; to comprehend; to hinge; mission; maturity; to mature.

The Children

by C. Northcote Parkinson

Granted that children may be desirable we have next to decide upon their number. A family comprising one boy and one girl might be thought well balanced.

The large family of five or more is not, however, generally desirable. While it may offer a good upbringing to the children this is only by a sacrifice of the parents. Five children at an average interval of two years must imply a quarter of a century, more or less, spent in changing nappies and supervising homework. This is justifiable only on the assumption that the children matter more than the parents. But why should this be assumed? There are instances, to be sure, where the fact is evident, but the theory that parents should always live for their children is absurd. That the child might be an Isaac Newton is true, but the father might be Johann

Sebastian Bach. To conclude that each generation must matter less than the next is ridiculous and will lead us nowhere...

All that is left for the child-oriented parent is the prospect of becoming a grandparent. This is merely an opportunity to make the same mistake again. It is true that a grandmother is sometimes the answer to the baby-sitter problem, but this hardly justifies her in making a baby-sitting career. For the sad fact is that marrying early has changed the pattern of grand-maternity. The girl who marries at 18 may be no more than 37 her daughter acts as hastily. The only solution is to be less obsessed with children from the outset. First to benefit from this more careless attitude are the children themselves. Where mother and father devote themselves to parenthood, children gain a wrong notion of their own importance. Taking themselves too seriously, they feel that their point of view is significant; that the world of today is something, which only they can comprehend, and that the future of mankind must hinge on what they say and do. This sense of mission has led some politicians to believe that young people have a new maturity. The fact is that to have matured at even the normal speed they would have needed, from the beginning, to have talked a great deal less and learnt a great deal more.

C.

- Before-reading task: transcribe, practise the pronunciation and translate the following words: to worsen, mortality, to cease; insurance policy; to recede; immune; persuasion; compulsion; cash allowances; maternity leave; expanded; privileges; psychology.

Why So Many One-child Families?

Over half of Russian urban families have only one child. Many people put it down to the birth of a child worsening housing and economic conditions. But the latest investigation have shown that the higher the income of a family, the fewer children it has.

The reason is, to a large extent, social progress. Today one does not need “reserve children”, because child mortality is relatively low. And children have

ceased to be parents' "insurance policy" in case of illness or old age. Meanwhile every new child takes up more time, and care, affecting parents' ability to meet their cultural and intellectual requirements and participating in public life. As a result, the desire to have more children recedes to the background.

To keep the population stable takes about 260 births per 100 families. For population growth, at least three children per family are needed. Reduced rates of population growth are not the only cause for alarm. Statistics show that in families with one child relations are less stable than in families with several. Of course, it would be wrong to suggest that all marriages with one child will necessarily end in divorce, while couples with several children are immune.

An only child can also get accustomed to being spoiled, which can develop into selfishness.

The problem will not be solved by persuasion or compulsion. The conditions must be created that will make a family want to have more children.

The country demographic policy should combine cash allowances, a paid maternity leave, an expanded network of child-care centres, improved working conditions for women, privileges for large families, better housing conditions, and many other measures. However, it is clear that the problem cannot be solved by economic measures alone. We need a shift in the psychology of people who prefer to have one child.

TASK 12. Read the paragraph. Then follow the directions.

Ideas about how to punish children have changed over time. Also, they differ from culture to culture and family to family. Some parents believe that spanking children is the best way to punish. Others think that parents should never hit their children. Most parents punish their children in the same way that they were punished by their parents. Although all parents agree that children must learn the difference between right and wrong, there is a lot of disagreement about the best way to teach them this lesson.

Discuss these questions in a group

1. How did your parents punish you? How did you feel about the punishment then? How do you feel about it now?
2. Do you think it is a good idea for parents to punish their children by spanking or hitting them? Why or why not?
3. What other types of punishment could parents use?

A ten-year-old boy did something wrong. How should his parents punish him? Read the four situations at the top of the chart, then read the possible things the boy's parents could do to punish him. Put a check next to the punishment you think are best in each situation. (You can check more than one possible punishment). Then compare your answers with those of the other students and explain your choices.

HOW SHOULD PARENTS PUNISH A 10-YEAR-OLD BOY WHO ...

BROKE A WINDOW WHILE PLAYING BALL IN THE HOUSE?

HIT ANOTHER CHILD?

STOLE MONEY FROM A PARENT?

STARTED A FIRE WHILE PLAYING WITH MATCHES?

1. Yell at the child
2. Send the child to bed without dinner
3. Not let the child watch TV for a week
4. Make the child do an unpleasant task, such as clean the bathroom
5. Spank the child
6. Hit the child with a belt or stick
7. Other

TASK 13.

The following letter was written to a newspaper advice column. Read the letter. Then match the boldfaced words and phrases with the definitions below. Write the numbers in the blanks.

Dear Gabby,

My husband and I disagree about how (1) to discipline our children. We have different ideas about how to punish them when they (2) misbehave, or do something bad. He thinks that it's (3) acceptable to spank them, but I think it is not right to hit them. He says that we should do it (4) for their own good, so our children will learn right and wrong. He says our children must (5) respect us, so they will listen to us and do what we say.

I disagree. I believe that spanking, hitting, or any (6) corporal punishment is form of (7) child abuse and is very harmful to children. I think it is a form of (8) violence. It's easy to (9) go too far and hurt them by mistake, even leaving a (10) bruise or other mark on their body. I think people who hit children should (11) be arrested by the police and put in jail. To tell the truth, I (12) admit that I sometimes feel like hitting my children when I am very angry, but I think that it's wrong. What should my husband and I do?

Signed, Confused Mom

- ___ a. action that cause hurt or harm
- ___ b. obey
- ___ c. all right
- ___ d. go beyond the limit
- ___ e. treatment that hurts a child
- ___ f. do something wrong
- ___ g. in order to help them
- ___ h. punish
- ___ i. a dark mark on the body caused by being hit
- ___ j. tell the truth
- ___ k. punishment that physically hurts the body
- ___ l. be taken by the police for committing a crime

Listen to an excerpt of the report. Answer the questions.

1. What opinion do you think will be presented in the report?

_____ Supporting spanking _____ Opposing spanking _____ Both opinions

What words did you hear that made you choose your answer?

2. The reporter interviews several different people in this report. Who do you think will give an opinion about spanking?

_____ Police officer _____ Parent _____ Teacher _____ Doctor _____ Child

Listening for Main Ideas. In the report you will hear different people's opinions about spanking. You will also hear many reasons for their opinions. Do the people being interviewed support spanking or oppose it? Listen to the report and check each person's opinion. Then write at least one reason for each opinion.

OPINION

SPEAKER

SUPPORT

OPPOSE

REASON(S)

1. Dale Clover
2. Rhoda Moore
3. Taylor Robinson
4. Dr. John Oparah
5. Dr. Beverly Lau

Listening for Details. You have listened to the speakers' opinions and have identified at least one reason for each opinion. Now listen for all the reasons. What does each speaker believe about spanking? Write Y for "yes" if the statement expresses the speaker's beliefs. Write N for "no" if the statement does not express the speaker's beliefs.

Dale Clover, parent: 1. _____ Spanking is the only way to keep my son out of trouble.

Rhoda Moore, parent: 2. _____ Pain helps children learn right and wrong.

3. _____ Spanking is done out of anger.

4. ____ Her children don't understand why they are spanked.

Taylor Robinson, parent: 5. ____ Spanking teaches children to solve problems with violence.

6. ____ Spanking teaches children to talk about problems.

Dr. John Oparah, doctor: 7. ____ Many children don't respect their parents.

8. ____ Parents who spank should be treated like criminals.

9. ____ Some children say they will call the police if their parents spank them

Dr. Beverly Lau, doctor: 10. ____ Children who are spanked misbehave less often.

11. ____ Children who are spanked are less violent.

12. ____ 85% of cases of serious child abuse start when a parent spanks a child and the punishment goes too far

Listening Between the Lines.

Parents say to their children, "Do as I say, not as I do." For example, parents who smoke cigarettes may tell their children, "Don't smoke." Children learn, however, not only by listening to what their parents say, but by watching what their parents do. We don't always know which has a stronger effect.

What do parents and doctors believe about how the children learn? Do they think that children learn more by watching what their parents do or by listening to what their parents say? Listen to the excerpts from the radio report. Each speaker has an opinion about how children learn. Check (☐) each speaker's opinion in the chart. Then write the reasons for the opinion. Compare your answers with your classmates.

OPINION

SPEAKER

WATCHING

LISTENING

REASON(S)

Excerpt 1

Rhoda Moore

Excerpt 2

Taylor Robinson

Excerpt 3

Dr. John Oparah

Excerpt 4

Dr. Beverly Lau

Expanding the Topic. Experts Opinions. What are the effects of spanking as children get older and become adults? Listen to four people's opinions about the long-term effects of spanking. Listen once and check (☐) if each person supports or opposes spanking. Then listen again and write the reasons for his or her opinion. Fill the chart with the information you hear.

OPINION

SPEAKER

SUPPORT

OPPOSE

REASON(S)

1. Donald Sterling
2. Dr. Phyllis Jones
3. Dr. Armando Mazzone
4. Lois Goldin

Discussion. Discuss these questions in the group.

1. Compare beliefs about spanking and discipline in the United States with beliefs in other cultures. Use the information you heard in the listenings. How are the beliefs similar? How are they different?

2. Corporal punishment is sometimes used to punish students in school, criminal in jail, and soldiers in the military. Do you support corporal punishment in

these situations? Do you support corporal punishment in any other situation? Why or why not?

3. Do you think parents discipline their sons differently from their daughters? If so, what are these differences? Why do you think there are differences?

TASK 14. Read and translate the following text.

• Pre-reading task. Consult the dictionary and find the meaning of the following words and word combinations. Train their pronunciation.

puberty, adolescents, to exaggerate, privacy, curfew, peer pressure, self-esteem, to falter, anonymous, vulnerable, marijuana, cocaine, boredom, abuse, addiction, juvenile delinquent, violation, theft, robbery, rape, assault, disrupted, reckless, syringes, tattooing, body piercing, suicide, self-esteem, nurturing, lax, to excel.

Family relationships change most about the time of puberty. Conflict can increase between parents and adolescents, and closeness between them diminishes somewhat. Changing adolescent views on family rules and regulations may contribute to increased disagreement between young people and their parents. Some people very often talk about a “generation gap” – a gap between the views of the younger generation of teenagers and the views of their parents. But talk about a generation gap is sometimes exaggerated. Although young people may distance themselves from their parents as they enter adolescence, this period is not normally a time of family stress. Most conflicts take the form of minor arguments over day-to-day issues. In many families, the decline in closeness between parents and children in early adolescence results from the adolescent’s increased desire for privacy. In addition, teenagers and parents may express affection for each other less often. Generally, this distancing is temporary, and family relationships become closer and less conflict-ridden during middle and late adolescence.

When American parents and teenagers argue, usually it is about simple things. The most common reason for their arguments is the teenagers' attitude towards other family members. One more common reason is that parents want their children to help more about the house. The third most common basis for arguments between parents and teenagers is the quality of teenagers' school-work. Some other traditional disagreements are over such things as curfew, whether or not to attend religious services, and the friends with whom the young people spend their leisure time.

However, there exist some more, more serious, problems. Peer pressure, changing family conditions, mobility of families and unemployment are just a few reasons why some young people may try to escape reality by turning to alcohol or drugs.

A young person's move from elementary school to middle school or junior high school can be difficult. In elementary school, the child had a single homeroom teacher who knew him or her personally. In middle school or junior high, the child usually has a different teacher for each subject. In elementary school, children are rewarded for trying hard. In middle or junior high school, grades are based more on performance than on effort, young people must learn to work more independently. For such reasons, many students are temporarily disoriented during the transition between schools. Their self-esteem falters, and their grades may drop off slightly. Their interest in school activities declines. They may feel anonymous, isolated, and vulnerable.

Many adolescents in industrialized countries experiment with alcohol, tobacco, and marijuana or cocaine. Adolescents may experiment with such substances because of a desire to fit in with their friends. Many adolescents see smoking, drinking, and using drugs as a key to popularity. Other reasons adolescents experiment with drugs and alcohol include boredom, and a desire to feel grown-up – that is, they see drugs as a way to prove they are adults and no longer under adult control. Young people who abuse drugs and alcohol are more likely to experience problems at school, to suffer from psychological distress and

depression, to have unsafe sex, and to become involved in dangerous activities. Alcohol and drugs often contribute to automobile accidents, the leading cause of death among American teenagers. Adolescent substance abusers also expose themselves to long-term health risks that result from drug addiction or dependency. Many young Americans join organizations to help teenagers stop drinking. In some schools, students join anti-drug programmes. Young people with drug problems can also call special telephone numbers to ask for help.

About one million people run away from home each year. Most return after a few weeks, but turn to crime and become juvenile delinquents. Why are young people committing crimes? Among the causes are poor family relationships (often the children were abused or neglected while growing up), bad neighbourhood conditions and peer pressure. Violations of the law are far more common among adolescents and young adults than in any other age group. Violent crimes and crimes against property peak during high school. Violent crime is a serious concern to youths as well as to adults. Adolescents are the age group most likely to become victims of such crimes as theft, robbery, rape, and assault. However, adolescents may also commit such violent crimes. Delinquents who repeatedly commit serious crimes typically come from disrupted or badly functioning families, and they frequently abuse alcohol or drugs.

Many adolescent health problems result from behaviors that can be prevented. These behaviors include substance abuse, reckless driving, unprotected sex, and violence. One particular concern is sexually transmitted diseases, such as AIDS, among teenagers. Some people mistakenly consider AIDS a homosexual disease, but the virus can be transmitted from male to female or female to male. The virus is also transmitted through needles and syringes that are used in taking drugs. It may even be spread by tattooing or body piercing if the instruments were previously used on an infected person.

The suicide rate among teen-agers has risen dramatically since the mid-1900's. Four factors in particular place an adolescent at risk for a suicide attempt: (1) suffering from low self-esteem or an emotional problem, such as depression;

(2) being under stress, especially in school or because of a romantic relationship; (3) experiencing family disruption or family conflict; and (4) having a history of suicide in the family or a friend who has committed suicide. Any threat of suicide demands immediate professional attention.

Americans work hard to make their families successful. Though they face a lot of pressures, such as divorce problems, career demands, money worries, unemployment and generation gap. To adapt to these pressures the families are changing, but they are not going to disappear. Certain constants remain in family life. Among the most important is an adolescent's need for parents who are both nurturing and demanding. This combination of warmth and strictness is associated with healthy psychological development. Children raised by loving parents who maintain clear and constant personal and social standards are more likely to have good feelings about themselves than children brought up by harsh or lax parents. Adolescents raised with both warmth and firmness are more likely to excel in school, to have close and satisfying relationships with others, and to avoid trouble with drugs and delinquency.

Say it in another way.

somebody who has reached puberty but is not yet an adult; to state that something is better, worse, larger, more common, or more important than is true or usual; occurring or tending to be the same every day; a disagreement in which different views are expressed, often angrily; time for a teenager to come home at night; free time during which one may have a rest; influence on a person by the people of the same age group; a narcotic; confidence in your own merit as an individual; open to emotional or physical danger or harm; a state of physiological or psychological dependence on a drug liable to have a damaging effect; an act that violates a law; the people living one near the other; the act or an instance of illegally taking something that belongs to somebody else, especially by using force, threats, or violence; an unlawful threat of bodily violence or harm to somebody else, or an attempt to do such violence or harm; an instrument consisting

of a piston in a small tube, used in conjunction with a hollow needle or tube for the withdrawal and ejection of fluids and for cleaning wounds; a permanent picture, design, or other markings made on the skin by pricking it and staining it with an indelible dye.

Explain in your own words the meaning of the following words and word-combinations and use them in sentences of your own.

generation gap; minor arguments; desire for privacy; peer pressure; religious service; anonymous; abuser; to fit in with the friends; long-term health risk; juvenile delinquency; reckless driving; body piercing; suicide; unemployment.

Answer these questions.

1. What does generation gap mean? 2. Do you think it is often exaggerated? 3. Do you feel generation gap in your family? 4. What are the most common disagreements between parents and children in the USA? Are they the same in your country? 5. What can children – parents misunderstanding lead to? 6. What difficulties can be created by the move from elementary to high school? 7. Why do teenagers start using drugs and alcohol? 8. What is the leading cause of death among American teenagers? 9. What organisations may help teenagers stop drinking and using drugs? 10. Do we have such organisations in Russia, in our city? 11. What are the reasons of juvenile delinquency? 12. How can AIDS be transmitted? 13. What are the ways of preventing many adolescent health problems result from their behavior? 14. What factors can place an adolescent at risk for a suicide attempt? 15. What pressures do families face today? 16. Do you agree with the statement that the best parents are those who are both nurturing and demanding?

Find equivalents to the following words and word combinations.

период полового созревания; подросток; уменьшаться; преувеличивать; повседневные проблемы; любовь, привязанность; свободное время; влияние

сверстников; начальная школа; оценки; самооценка становится заниженной; ранимый; быть таким же, как все; скука; автокатастрофа; принятие наркотиков; наркозависимость; малолетний правонарушитель; совершить преступление; нарушать закон; возрастная группа; воровство; грабеж, разбой; изнасилование; неосторожное вождение автомобиля; венерические заболевания; СПИД; шприц; татуировка; прокалывание разных частей тела (пирсинг); попытка самоубийства; совершить самоубийство; проблемы с деньгами; нестрогие родители; хорошо успевать в школе.

TASK 16.

Our rights are based on the rules of our society and differ from country to country. Many rights depend on your age and are decided by law. Other rules are decided by your parents. Are parents strict in your country?

Do your parents allow you to ...?

How old you have to be to ...?

Drink alcohol

Vote in an election

Smoke

•get married

Stay out all night

leave school

Have friends to sleep at your house

drive a car

Hold a party at home

buy alcohol

Listen to the text about the generation gap problems in Great Britain.

Fill in the gaps in the text.

Since the _____ teenage views of life and parents' opinions have been in _____, a difference is often called the generation gap. Teenagers in Britain today still say 'Our parents don't understand us'.

By _____ with young people in other industrialized nations. British teenagers have a great deal of _____. School, _____ and young people themselves place a lot of importance on being independent. Many teenagers have _____ and lively social lives, and most students over _____ live and study away from home. Young people even leave home _____ a flat with friends and this is considered a _____ sign of independence. _____ independence is also an important part of _____, especially after the age of 18.

In the early _____ Channel _____ featured a series of youth _____ in a programme called _____. The presenters, the audience and the viewers were teenagers and the programme motto was '_____'. The most popular topics for discussion (chosen by British teenagers) were: _____ job, exam _____, parents' reaction to boyfriends or girlfriends, television programmes for young people, _____ and _____.

British parents would like to be _____ until their children reach _____ but it seems that young Britons want to be '_____ ' as early as possible. Over _____ the 14-16-year-olds in Britain already go to nightclubs and _____ for an alcoholic drink even though this is against the _____.

TASK 17. Read the following letter.

Quit school and left home

Dear Terry,

Our sixteen-year-old son has just quit school and left home. He is an only child and my husband and I have always tried to be good to him.

He told us he is an adult now. He said that he was going to find an apartment somewhere, get a job and live his own life. We've checked and found that he has not gone to live with friends or with a girl.

We want him to come back home. At least we would like to know where he is. He has not sent us an address or a phone number, and he hasn't contacted us since he left a month ago.

What should we do?

Mrs. A.G. Hartford.

If you were Terry, what advice would you give Mrs. A.G.? Why?

1. Your son is old enough to take care of himself. 2. Don't worry. Your son will contact you when he feels he had made a clean break. 3. Go to the police. 4. Ask your son's friends for advice. 5. Something else? What?

Write a letter to Mrs. A.G. Hartford beginning with:

Dear Mrs. Hartford,

Of course you are worried about your son, but ...

Give your reasons:

1. Have you ever read letters like these in newspapers or magazines?
2. Would you ever write to a magazine about a problem?
3. Do you find letters like this amusing?
4. Do you think letters like this are real, or do magazine writers make them up?
5. Do you think that advice in column like this should be taken seriously?

Discuss the following problems with your group-mates.

1. Why do teenagers run away from home? 2. What do you think about jobs that involve listening to other people's problems and giving advice (marriage councillor, guidance councillor, psychiatrist). Would you like a job like this? Why?

Why not? 3. Sometimes people say, “Don’t tell me your problems. I have enough of my own. Do you think that this is a common attitude in today’s world? Relate an incident to prove what you say.

TASK 18. Read these extracts from interviews with teenagers in Britain for National Opinion Polls in 1991.

Write one sentence for each person to describe what they are allowed or not allowed to do.

Young voices, old problems

ANDREA, 13, from Finchley, north-west London: My mum let me out on my own when I was about 10 – I could go anywhere really, as long as I let her know. I always had to be back by about 7 pm. My mum will slap me across the face if I am rude to her.

KRISTY, aged 17, from York: I think years ago there were so many restrictions and my mum was brought up really badly. She’s 37 now. She was not allowed to go anywhere or do anything, which is why she got married at 16, just to get away. I go to nightclubs and pubs, even though I shouldn’t. My mum likes me to be in by about one o’clock in the morning and she never goes to sleep before I am in. She doesn’t say I have to be in by then, but I am.

HANNAH, 14, Golders Green, north-west London: when I was eight I was allowed out on my own as long as it was not far and my parents knew where I was. Normally I was allowed to stay out until dark. My parents have never hit me. If I am naughty they sit me down and explain why I was wrong and ask why I did it.

CLAIRE, 16, from Goole: I am an only child so I am spoilt. I don’t really feel I have any restrictions at all. As far as drugs or real drinking is concerned, my mum knows I would never do anything like that anyway. She trusts me and I do not let her down. I will definitely be stricter. I get away with murder but my kids will not.

ALISON, aged 16, from Bath: I’m going out tonight to a club and it will be 3 am before I get in. I have just finished my GCSEs so my parents won’t mind so

long as they know I'm catching a taxi home and what time I will be in. I started going to clubs when I was 14. Sometimes I used to get into arguments with my parents about it. Although I've been going in pubs since I was 14, I don't drink a lot.

JEREMY, 16, from Glasgow: I think I've had a clear sense of what's right and wrong since I was 10. I've been living with an older cousin and his wife for the past year. There are rules, like during the week when there's school, in bed by 12, no smoking in the flat. I think I'm a lot harder on myself now than I was when I was younger.

Source: Independent on Sunday, 4 August 1991

Answer the following questions.

1. Who has the strictest parents in your opinion? 2. Do these teenagers have to be home earlier or later than you? 3. Are you allowed to do the same things? 4. Do you think it is dangerous to allow ten-year-olds out on their own without an adult? 5. Are your parents stricter than the parents of these teenagers?

Speak about the problems of generation gap in Great Britain and in Russia.

Comment on the proverbs.

1. Seven baby-sitters can't say why their only baby lost her eye.
2. Don't teach your granny to suck eggs.
3. As the tree, so the fruit (Like mother, like daughter).
4. As you sow, you shall mow.

TASK 19. Read and translate the following text.

• Pre-reading task: find the meaning of the following words and practise their pronunciation: in consequence, docile, prone, frustration, adult, hence, docility, to flourish, pals, to thrive, aloof, recreation, status, adolescence, urban, yearning, embittered, dignity, physician, flatly, meanness.

THE DIFFICULT CHILD

The difficult child is the child who is unhappy. He is at war with himself, and in consequence, he is at war with the world. A difficult child is nearly always made difficult by wrong treatment at home.

The moulded, conditioned child, the child who is disciplined and repressed – the unfree child, whose name is a Legion, lives in every corner of the world. He lives in our town just across the street, he sits at a dull desk in a dull school, and later he sits at a duller desk in an office or on a factory bench. He is docile, prone to obey authority, fearful of criticism, and almost fanatical in his desire to be conventional and correct. He accepts what he has been taught almost without questions; and he hands down all his complexes and fears and frustrations to his children.

Adults take it for granted that a child should be taught to behave in such a way that the adults will have as quiet a life as possible. Hence the importance attached to obedience, to manner, to docility. The usual argument against freedom for children is this: life is hard, and we must train the children so that they will fit into life later on. We must therefore discipline them. If we allow them to do what they like, how will they ever be able to serve under a boss? How will they ever be able to exercise self-discipline? “To impose anything by authority is wrong. Obedience must come from within – not be imposed from without.”

The problem child is the child who is pressured into obedience and persuaded through fear. Fear can be a terrible thing in a child’s life. Fear must be entirely eliminated – fear of adults, fear of punishment, fear of disapproval. Only hate can flourish in the atmosphere of fear.

The happiest homes are those in which the parents are frankly honest with their children without moralising. Fear does not enter these homes. Father and son are pals. Love can thrive. In other homes love is crushed by fear. Pretentious dignity and demanded respect hold love aloof. Compelled respect always implies fear.

The happiness and well-being of children depend on a degree of love and approval we give them. We must be on the child's side. Being on the side of the child is giving love to the child – not possessive love – not sentimental love – just behaving to the child in such a way the child feels you love him and approve of him.

Home plays many parts in the life of the growing child, it is the natural source of affection, the place where he can live with the sense of security; it educates him in all sorts of ways, provides him with his opportunities of recreation, it affects his status in society.

Children need affection. Of all the functions of the family that of providing an affectionate background for childhood and adolescence has never been more important than it is today.

Child study has enabled us to see how necessary affection is in ensuring proper emotional development; and the stresses and strains of growing up in modern urban society have the effect of intensifying the yearning parental regard.

The childhood spent with heartless, indifferent or quarrelsome parents or in a broken home makes a child permanently embittered. Nothing can compensate for lack of parental affection. When the home is a loveless one, the children are impersonal and even hostile.

Approaching adolescence children become more independent of their parents. They are now more concerned with what other kids say or do. They go on loving their parents underneath, but they don't show it on the surface. They no longer want to be loved as a possession or as an appealing child. They are gaining a sense of dignity as individuals, and they like to be treated as such. They develop a stronger sense of responsibility about matters that they think are important.

From their need to be less dependent on their parents, they turn more to trust adults outside the family for ideas and knowledge.

In adolescence aggressive feelings become much stronger. In this period, children will play an earnest game of war. There may be arguments roughhousing and even real fights. Is gun-play good or bad for children?

For many years educators emphasized its harmlessness, even when thoughtful parents expressed doubt about letting their children have pistols and other warlike toys. It was assumed that in the course of growing up children have a natural tendency to bring their aggressiveness more and more under control.

But nowadays educators and physicians would give parents more encouragement in their inclination to guide children away from violence on screen.

The world famous Dr. Bahjamin Spock has this to say in the new edition of his book for parents about children care: “Many evidences made me think that Americans have often been tolerant of harshness, lawlessness and violence, as well as of brutality on screen. Some children can only partly distinguish between dramas and reality. I believe that parent should flatly forbid programmes that go in for violence. I also believe that parents should firmly stop children’s war-play or any other kind of play that generates into deliberate cruelty or meanness. One can’t be permissive about such things. To me it seems very clear that we should bring up the next generation with a greater respect for law and for other people’s rights.”

Answer the following questions.

1. What makes a child unhappy?
2. Why do you think a child who, according to the text “sits at a dull desk at school” will later sit “at a duller desk in his office”? What is implied here?
3. Why do many adults attach such importance to obedience? Is it really in the child’s interests?
4. What are the usual arguments put forward against giving more freedom to the child? Are the arguments well-founded?
5. Why is it wrong to pressure a child into obedience?
6. What kinds of fear does a child experience?
7. What kind of atmosphere is necessary for child’s proper emotional development?
8. What new traits and habits emerge in adolescence?
9. How and why did Dr. Spock’s attitude change regarding the adolescents games of war?
10. Why is it so dangerous for children to be exposed to violence?
11. How should the new generation be brought up?

Summarise the text in three paragraphs specifying the following:

1. The prime importance of home in the upbringing of children.
2. The negative and harmful role of fears in a child's life.
3. The impact of aggressive gun-play on children's character.

Below are the statements expressing different opinions.

Imagine that you are expressing these opinions, try to make them sound convincing, hold your line.

1. The parents' permissiveness breeds contempt in children.
2. The child is born selfish and he will need the best part of his life to get over it.
3. Popularity and success in life seldom come to totally self-centred people.
4. Enjoying things is essential to a child's development.
5. Enjoying comes mostly from using skills for real achievement.
6. Enjoyment may come not only from personal experience but also from passive enjoyment.

TASK 20. Read the text, answer the questions given below.

THE BELL FAMILY CHARTER

Housework: All members of the family must do an equal share of the housework according to age and ability. A list of duties will be put up each week.

Free time: Children and parents have an equal right to free time.

Visitors: Children have a right to bring friends home whenever they like.

Bedtime: Bedtime will be fixed according to age. Children of 15 may go to bed when they like.

Rules for parents: Parents must not break promises. Parents must not cancel plans suddenly. Parents must not criticise their children in public.

N.B. Parents are not always right.

a) What is your opinion of the charter?

b) What does it imply?

c) Do you agree or disagree with the following statements? What are the arguments for and against each one?

1. Boys should do so much work as girls do.
2. Small children should be given job too.
3. Children should be given as much free time as adults.
4. Parents must not do anything to upset their children.

d) Talk it over:

1. What duties do parents have that children don't?
2. How will you bring up your children?

Team with your partner and discuss the following rules for parents.

Extend on the items given below.

1. Take a good look at yourself; consciously or unconsciously children pattern themselves on their parents. If you have certain traits you don't want your children to inherit, make a constant effort to get rid of these qualities. In other words, one of the most effective ways to child control is self-control.

2. Be relaxed. If you are ill at ease with children, they know it and become uneasy themselves. Children are very sensitive to tension.

3. Assert your authority. From the beginning try to make it clear to the children that while you love them and make any reasonable sacrifices for them, they are not rulers and have limited privileges and definite obligations.

4. Don't expect miracles. The rule is particularly important in trying to cope with children. It is both unfair and unwise to expect miracles in dealing with children. Unfair, because very often they simply haven't reached that level of achievement yet. And unwise, because if you constantly demand more than a child can give, you damage his confidence and may even end by making doubt his value as a human being. Modern children grow physically and mentally very fast. But their rate of emotional growth is the same as it was always.

5. Be consistent. Few things upset a child more than indecisive and erratic treatment from two people who represent law and order and stability in his world – his parents.

(From: “The secret World of Kids” by A. Linkletter)

Work in pairs or in small groups.

Discuss problems of children upbringing outlined in the extracts below.

A. Timidity is another common personal defect in children. A reasonable amount of timidity is normal enough. But some children are more fearful than others. Don't force the child to face his fears! Most children outgrow their timidity.

B. Selfishness. Many parents complain that their children are self-centred, never think of anyone but themselves. Have no sense of responsibility. Won't share things and so on... Selfishness is often prolonged in kids by parents who tend to make slaves of themselves for the children's benefit.

C. Permissiveness. It is high time to stop being permissive to children. It is urgent to change your attitude and learn to take a stand and be tough in your love.

Work in groups of three or four.

Decide which of the following statements you agree or disagree with. Discuss these with the other members of your group. Be ready to report your discussion to other groups:

1. There's never a problem child, there are only problem parents.
2. Anyone who expects quick results in child upbringing is an incurable optimist.
3. Under dictatorial control adolescents work submissively, show little initiative.
4. Happiness may be defined as the state of minimal repression.
5. Healthy children do not fear future, they anticipate it gladly.
6. The adults who fear that youth will be corrupted by freedom are those who are corrupt themselves.

Pair work.

Agree or disagree with the statements below. Be sure to provide sound arguments.

Consider the following points and extend them whenever possible.

- a) Children are not supposed to have their opinions, but if they do, the adults ignore them.
- b) The difference between a child and an adult amounts to achieving the state of independence.
- c) The most painful time is adolescence with intense feelings, lack of confidence and rebellion against authority.
- d) The essence of happiness is complete freedom from care.
- e) Most adults think of their childhood as happiest time.

Group discussion. "New Prospects in Education".

Here are a number of predictions which have been made by futurologists.

1. In his book Alvin Toggel suggests that in future there will be advertisements like the one below.

- Would you like your children to be brought up by "professional parents"?

DON'T WORRY ABOUT PARENTHOOD!

We'll bring out your children and make them into responsible, successful adults.

1. Excellent food and education.
2. Just visit your children once a week.
3. Minimum five-year contract.

- What would be some advantages and disadvantages?
- Would you like your children to be brought up by "professional" parents?

2. Alvin Toggel also suggests that children won't go to school. They will study at home instead with video-tape, cassettes, other electronic aids.

- Would you like this arrangement?
- What do you think of such "electronic cottage" school?
- Imagine what some of the consequences might be.

3. In what way, do you think, the advertisement above reflects the new trends in child rearing?

RECOMMENDED TOPICS FOR EXAM

1. Russian family pattern. How different it is from the family patterns in other countries.
2. Family patterns existing in the English speaking countries.
3. Challenges and opportunities of modern families.
4. The role and functions of a family in one's life.
5. Family pattern and gender roles.
6. Engagement and marriage traditions and superstitions in our country and in other countries of the world.
7. Families with many children versus families with one child.
8. Having a divorce. Problems of one-parent families.
9. Is it necessary to provide a "Conjugal Preparation Course" for high school students? Why? How can they help in their future family life?
10. Positive and negative sides of Marriage Contracts. Marriage contracts and romantic love.
11. Generation gap. What does it mean for parents and children? Do the problems of Fathers and sons differ in various countries?
12. Problems of children upbringing. Difficult children.
13. An ideal way of children's' upbringing. Punishment and permissiveness.

READ & CONSIDER

About Raising Children

An English translation of a Spanish publication of the Texas Agricultural Extension Service, Texas A&M University, entitled “Acerca de la Crianza de Ninos.”

"Based on your experiences with your own children, what is the best advice that you could give about raising children?"

This question was posed to 50 adults who had raised their own children "successfully." Their children, all grown, are considered successful since they are productive adults that apparently have adjusted well to our society. Able parents are those that have the best chance of knowing what will truly bring the best results in the family environment. The results of the survey reveal what seems to be a "parenting instinct" when it comes to raising children. Although the majority of respondents were members of traditional two-parent families, these principles can be applied in other circumstances. For example, single parents or parents in families where both work outside of the home may not have a lot of time to spend with their children but the quality of their time together--playing and talking with their children and doing things together as a family--is equally important. Similarly, although the interviewed parents emphasized the importance of good matrimonial relations and the importance of spending time with your spouse, single parents should make time to spend time alone or participate in activities with other adults.

The most frequent responses of the parents can be summarized in 10 basic principles about which there seems to be general agreement. Although they are not new, these rules of raising children can serve as a useful guide for parents, teachers, daycare workers and others that care for children.

Love Abundantly

The most important job is to love and be truly interested in your children. This not only gives them a sense of security, belonging, and support, but also soothes the difficulties of childhood. The love of a mother or father should be special in two ways: First, love should be constant and unconditional--love must always be there, even when the child is behaving terribly. Second, the parents should express and show their love openly so that the children never doubt its presence. This means that parents should hug and praise their children at every possible opportunity.

Discipline in a Positive Way

Discipline means establishing and adhering to rules of behavior. After love, the parents stress the importance of giving a clear direction and making sure that the children comply with your rules of conduct. Discipline is an essential preparation for the outside world. It will make your child happier and better behaved. It is better to use positive statements and say "Do this" more often than "Don't do that." It is essential to punish the child when you say you will. Be firm saying what you will do and doing what you have said. Punish them as soon as possible after the bad behavior.

Don't lay the burden on your spouse saying, "Wait till your father (or mother) gets home!" Aside from being firm and prompt with your punishment, the parents describe the following qualities of positive discipline.

Be consistent.

Don't weaken the rules established by your spouse. Disagreements over raising the child should be settled in private— never in front of the children.

Be clear.

Establish clear rules and explain them clearly in advance. The child should never be in doubt about the rules. Administer the punishment in private. If it is possible, never punish the child in front of others. This tends to provoke enmity in the child and may make him act even worse in order to save face.

Be reasonable and comprehensive.

Explain why instructions are being given: "The stove is hot. Please get away from it so that you don't burn yourself." Nevertheless, don't be afraid to say, "Do it because I say so." Try to understand the child's point of view and meet him halfway. This will give you better relations.

Be flexible.

With adolescents, negotiation is a useful approach. Once in a while, it is good for the parent and child to adjust the rules a little. Also, what works with one child may not work with another. The personality of the child is a key factor.

Discourage continuous dependence.

Try to increase the role of the child when it comes to decisions that affect his or her life. When your children reach adolescence, encourage them to be independent, knowing that you have done everything possible to teach them good morals.

Be authoritative.

If you hesitate or are indecisive, or if you feel guilty when you discipline your children, you may be doing it badly. Remember that you have years of experience, so be firm in your decisions. Never let a child change your mind about a punishment that you feel is necessary. Have confidence in your own common sense. The parents also discussed the most effective type of punishment. They said that when a child hurts someone else or destroys property, the child should apologize and, when necessary, make restitution with his or her own money. Sending them to their room or denying them some favorite activity was also considered a good punishment. What is more, the fathers and mothers generally agreed that spanking (a rapid slap on the butt) the child is OK when necessary. They warned that the child should never be bruised, hit in a head, or hit just to

satisfy the anger of the parents. This corresponds to the majority of surveys which show that the majority of parents (approximately 85 percent) spank their children once in a while.

Spend Time Together

"Spend a lot of time with your children" was a frequent recommendation. The parents said that this time should be spent:

Playing — Spend some time every day playing with your children. The only purpose of this play should be to have fun--not to influence them.

Talking together—Have real conversations with your children--times when both listen and respond sincerely.

Giving instructions —Actively give instructions to your children to do such routine activities like cooking or repairing something.

Encouraging family activities —Family spirit and a feeling of belonging develop by doing things together. Take a walk together regularly, eat special meals, and spend holidays together. Attend social, sports, and religious events together. One father recommended that families watch less television, playing family games or playing musical instruments together instead. Another said "you can't bribe children with things (toys and television) instead of spending time with them."

Attend to Personal and Matrimonial Necessities

Some parents pointed out that personal adaptation is an important first step in raising children effectively. One noted that in order to get along well with children one had to like one's self. Another said, "You don't need to sacrifice yourself completely for the family but rather set aside a little time for personal enjoyment." About treating yourself well, this parent thought, "You avoid the sensation of being mistreated, abused and taken advantage of when something goes wrong." A good sense of humor about one's own faults as well as the misfortunes of life was also thought to be an important part of personal adaptation.

Parents also commented that love, respect and fidelity between spouses added necessary security in a family. Two comments made during the survey are especially useful:

“A house where love is expressed openly is a house where the children flourish. Expressing your love for your children with words is not enough. Parents should make an effort to let the children see passion and tenderness in the matrimonial relationship. Parents should not underestimate the importance of showing delight each time their spouse enters the house. A greeting in the morning and a good-night kiss help to create an environment which encourages a similiar tenderness in the children.”

“A husband and wife will probably be successful parents if they give the highest priority to their marriage. It may seem that such closeness would put the children on a lower level but this is rarely the case. Happy mothers and fathers have the greatest chance of having happy children when the role of the child is clearly and carefully defined. Households where the children are central do not produce happy parents nor children.”

These observations put in relief what many parents do not admit to themselves but what experts are finding: children tend to diminish rather than strengthen the intimacy between husband and wife. Recent studies reveal that the satisfaction that couples feel tends to diminish after the birth of the first child. With minor variations, the said satisfaction remains at the lower level while the children are growing up and improves only when the youngest child has left the house. So, one parent pointed out that it is necessary to maintain the intimacy with your spouse by means of free week nights, weekends without the children, tender greetings and considerate surprises.

Teach Them Right From Wrong

Many of the responses pointed out the importance of actively teaching values and basic morals so the children can comport themselves well in society. Parents found the following methods of socializing their children useful: assigning household tasks and responsibilities; religious affiliation; insistence that the

children treat others with kindness; respect and honesty; emphasis on table manners and social graces in the house; part-time jobs outside of the house when the children are old enough and setting examples of integrity and honor. The successful parents also emphasized that they thought that parents should state their morals clearly and discuss them with their children.

Specific commentaries include:

“Make the children conscious of correct values: conduct, financial responsibility and so on. When they misbehave, parents should communicate in a way that encourages them to listen — don’t be rigid or permissive but firm, so that the children know your exact position.”

“Teach your children to respect other people, be honest and treat others as they themselves would want to be treated.”

“All children should be taught the difference between right and wrong, respect for others and their property, and respect for their elders.”

“Teach them the value of truth. I remember telling the children many times that if they tell us the truth, we will do everything possible to help them, that by knowing the real facts, we will be able to deal with erroneous statements on the part of others. However, if they lie to us, we will be of little help because we will not be able to count on them.”

Develop Mutual Respect

The parents emphasized the necessity of insisting that all the members of the family treat each other with respect. This means that parents should behave respectfully towards their children. Parents should say “thank you” and “excuse me” when necessary, apologizing to the children when they are wrong, show an active interest in the activities and TV programs of the children, always be honest and sincere with the children, not favor one child in the family, fulfill their promises and show faith in the character and judgment of the children. Parents should also insist on being treated with respect by the children. If parents treat each other with respect and love and teach the children to respect them, a solid base will be established.

Truly Listen

Parents should truly listen to their children from their earliest years. This means giving their entire attention, putting aside their own thoughts and beliefs and trying to see the child's point of view. As one parent said: "Without worrying about how busy you are, listen to your child as a person. Listening means understanding and communicating and not only the physical act of hearing." It also means talking in the child's language encouraging the expression of feelings — good and bad and letting the child show anger or disgust without the fear of losing your love.

Give Direction

While giving direction to your children when they have problems, the parents recommended being brief and stating your ideas in a few sentences instead of presenting a long discourse. They also felt that it is useful to make the child understand that although you are always willing to discuss problems, before you offer solutions you hope that they have given it some thought and tried to find the answer themselves.

Other suggestions about advising children were:

"Don't impose your opinions, likes or dislikes, offer them strictly as your opinion not as a law."

"Forbidden fruit is always tempting, so it is better to step lightly when talking about undesirable activities, TV programs, etc. Children will usually respect your opinion if it is honest and will tend to follow your direction instead of simply "finding out for themselves."

Encourage Independence

Recognizing how hard it is to let go of your children, the parents advised gradually permitting them more and more freedom and control over their own lives. Fostering independence, you will gain the love and respect of your children. Initially, children should be given the liberty of deciding minor issues; later the range of issues can be increased little by little.

The parents also observed that children need the support and encouragement of their parents during their adolescence and young adulthood. One parent said:

“Once your children reach adulthood, stay out of their affairs. But always be ready when they need you.”

Be a Realist

Developing realistic expectations about raising children was also mentioned. It was advised that one should expect mistakes and recognize that external influences — such as peer pressure — will increase as the children mature. They felt that raising children was a series of “hard times and tender moments.”

Being a parent is not an easy job and it is easy to feel insecure and confused at times. The traditional approach to raising children, using common sense, seems sensible and stable compared to passing theories and fads.

SELECTED BIBLIOGRAPHY

1. Encarta Encyclopedia Deluxe 2003. © Microsoft Corporation
2. World Book Encyclopedia. © 2000 World Book, Inc.
3. Bromhead Peter. Life in Modern America. Longman, 1996.
4. Bromhead Peter. Life in Modern Britain. Longman, 1995.
5. McDowall David. Britain in Close-up. Longman, 2000
6. Laverly Clare. Focus on Britain Today. Phoenix ELT, 1993
7. O'Driscoll James. Britain. Oxford University Press, 1997
8. Ramsey Gaynor, LoCastro Virginia. Talking Topics. Longman, 1997.
9. Практический курс английского языка под ред. В.Д. Аракина. М., 1998.
10. Разговорный английский язык. Войтенко В.М., Войтенко А.М. М., 1994
11. Методические указания по обучению чтению и устной речи на английском языке студентов университета по специальности «социология». Составитель доц. Кузнецова О.А., РГУ, Ростов-на-Дону, 1994
12. Меркулова Е.М. и др. Английский язык для студентов университетов. – Санкт-Петербург: Союз, 2001
13. Сидоров Е.А. По Лондону и Великобритании. Учебное пособие на английском языке. Ростов-на-Дону, 1995

АУДИРОВАНИЕ

1. Dialogue. Talking Topics, Gaynor Ramsey, Virginia LoCastro, Longman Group UK Ltd, 1997, p.39
2. My childhood. Talking Topics, Gaynor Ramsey, Virginia LoCastro, Longman Group UK Ltd, 1997, p.37
3. Who's taking care of the children. North Star Focus on Listening and Speaking (Basic), Laurie Frazier, Robin Mills, Addison Wesley Longman, Inc., 1998, p. 79-85

4. A Marriage Agreement. North Star Focus on Listening and Speaking (Intermediate), Helen S. Solórzano, Jennifer P. L. Schmidt, Addison Wesley Longman, Inc., 1998, p. 182-191

5. Punishment. A Radio Report. North Star Focus on Listening and Speaking (Intermediate), Helen S. Solórzano, Jennifer P. L. Schmidt, Addison Wesley Longman, Inc., 1998, Introducing the topic, Listening for main ideas, p. 157-165

6. The Generation Gap. Focus on Britain Today. Clare Laverly. Phoenix ELT, 1993, p. 47

Bringing Up Children. Методичні вказівки до курсу практики усного та писемного мовлення для студентів III курсу. – Південноукраїнський національний педагогічний університет ім. К. Д. Ушинського. / О. М. Юргелевич. – Одеса, 2010. – 94 с.

Підписано до друку 16.11.10. Формат 60×90 ¹/₁₆.

Печать офсетна. Папір типографський № 3.

Тираж 100 екз.