

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РФ  
ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ  
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«ВОРОНЕЖСКИЙ ГОСУДАРСТВЕННЫЙ  
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**HUMAN INTERACTIONS:  
LOVE, MARRIAGE AND FAMILY  
IN CROSS-CULTURAL PERSPECTIVES**

**PART I**

Учебно-методическое пособие для вузов

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## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебно-методическое пособие «Human Interactions: Love, Marriage and Family in Cross-Cultural Perspective» Part I предназначено для студентов первого курса дневного отделения гуманитарных специальностей Воронежского госуниверситета.

Целью данной работы является развитие у студентов необходимого уровня коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной, профессиональной и научной деятельности. Пособие также призвано обеспечить развитие информационной культуры, расширение кругозора и повышение общей культуры студентов, воспитание уважения к духовным ценностям разных стран и народов.

Пособие состоит из 4 разделов, приложения и списка литературы. Для каждого раздела определены: тематика учебного общения, проблемы для обсуждения и типичные ситуации для всех видов устного и письменного речевого общения. В центре каждого раздела – текст, в ходе работы с которым отрабатываются рецептивные и продуктивные виды речевой деятельности.

В завершающую часть работы в рамках каждого урока входят пересказ основных положений текста, обсуждение ключевых моментов темы урока, написание эссе в рамках пройденной темы, поиск дополнительной информации по теме и ее презентация. Все упражнения рассчитаны на формирование умений и навыков, необходимых для осуществления различных видов речевой деятельности, а также на развитие письменной коммуникации.

На каждый раздел рекомендуется отводить 2,5 аудиторных часа и 2,5 часа для самостоятельной работы, хотя в зависимости от уровня подготовленности студентов программа может меняться.

Авторы надеются, что данное пособие будет соответствовать принципам коммуникативной направленности, культурной и педагогической целесообразности, интегративности и одновременно автономии студентов в процессе овладения иностранным языком, а также позволит студентам соответствовать уровню выпускных требований по дисциплине «Иностранный язык» с учетом специфики вуза и потребностей студентов.

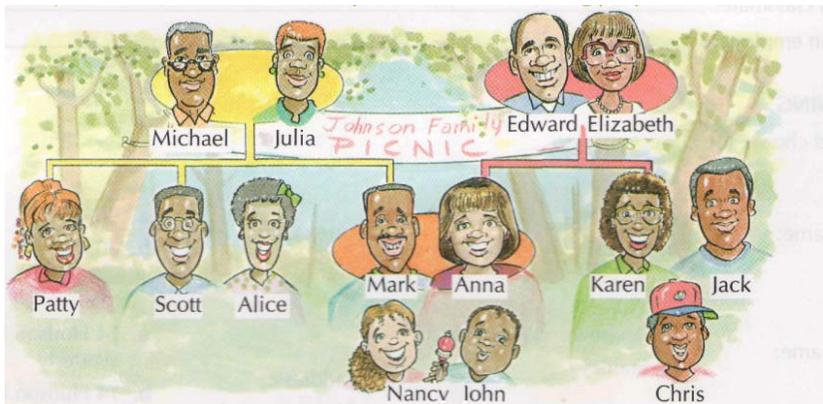
3. Replace the underlined words with a single word.



Here are my wedding pictures. Here's (1) my father's father. The woman next to him is (2) my father's sister. Here's (3) my mother's brother, (4) his wife, and (5) their children. Over here is (6) my sister's son, and behind him are (7) his two sisters and (8) his father. These are (9) my husband's parents. What a family!

1. my <i>grandfather</i>	4. my	7. my
2. my	5. my	8. my
3. my	6. my	9. my

4. Using the family tree below, tell the relationships between the following people.



- |                    |                       |                   |       |
|--------------------|-----------------------|-------------------|-------|
| 1. Michael : Julia | <u>husband : wife</u> | 6. Edward : Nancy | _____ |
| 2. Michael : Patty | _____                 | 7. Edward : Jack  | _____ |
| 3. Patty : Mark    | _____                 | 8. Elizabeth :    | _____ |
| 4. Julia : Alice   | _____                 | Chris             | _____ |
| 5. Alice : Nancy   | _____                 | 9. Anna : Patty   | _____ |
|                    |                       | 10. John : Chris  | _____ |

Draw your own Family Tree and tell the class about your family background.

5. Read the words related to the life events and give their equivalents in Russian. Choose the most stressful events for you. Discuss in class and draw a chart of top ten stressful events.

- starting/leaving school
- changing jobs/school
- moving house
- divorce
- mp sickness/addictions
- assuming a caretaking role
- assuming a kin-keeping role
- parent-children conflict
- remarriage
- adjustment in a father/mother custody family

**Pre-reading**

Scan the text. Choose the heading from the list (A-D) for each part (1-4) of the text.

- A. Parenting Styles
- B. The Diversity of Families
- C. Cultural Ethnic and Social Class Variations in Families
- D. Some Features of Typical American Family

**Reading**

1. Read the text and fill in the gaps with the words given below. Change the forms of the words where necessary.

- |                      |                    |                |
|----------------------|--------------------|----------------|
| to nurture           | a lack             | reliant        |
| to abuse             | limits             | matters        |
| adjusted             | to exhort          | differences    |
| full-time            | income             | distant        |
| poverty              | to rear            | ability        |
| to promote           | to be uninvolved   | newly marriage |
| (socially) competent | the extent         | neighborhood   |
| to treat             | to be affectionate | obedience      |
| to be overemphasized | verbal exchange    | related stress |
| caregiver            | demands            | support        |

2. Look at these statements and find evidence in the text to support them.

- a) There is a great variety of families in each country.
- b) There are social class differences both in child - rearing values and in parenting behaviors.
- c) An extended Black family provides social support.
- d) The roles of mother and father in Mexican families are different.

Text.

## Part 1.

Children grow up in a diversity of families. Some children live in families that have never experienced divorce, some live virtually their entire childhood in single - parent families, and yet others live in stepfamilies. Some children live in \_\_\_\_\_, others in economically advantaged families. Some children's mothers work \_\_\_\_\_ and place them in day care, while some mothers stay home with their children. Some children have siblings, others don't. Some children's parents \_\_\_\_\_ them harshly and \_\_\_\_\_ them, other children have parents who nurture and support them.

Some experts believe attachment to a \_\_\_\_\_ during the first several years of life is the key ingredient in the child's social development, increasing the probability the child will be socially \_\_\_\_\_ and well \_\_\_\_\_ in the preschool years and beyond. Other experts believe secure attachment has been \_\_\_\_\_ and that the child's temperament, other social agents and contexts, and the complexity of the child's social world are also important in determining the child's social competence and well-being.

## Part 2.

Parents want their children to grow into socially mature individuals, and they may feel frustrated in trying to discover the best way to accomplish this. Developmentalists have long searched for the ingredients of parenting that \_\_\_\_\_ competent social development in children. For example, in the 1930s, John Watson argued that parents were too \_\_\_\_\_ with their children. In the 1950s, a distinction was made between physical and psychological discipline, with psychological discipline, especially reasoning, emphasized as the best way to \_\_\_\_\_ a child. In the 1970s and beyond, the dimensions of competent parenting have become more precise.

Especially widespread is the view of Diana Baumrind (1971), who believes parents should be neither punitive nor aloof, but should instead develop rules for their children and be affectionate with them. She emphasizes three types of parenting that are associated with different aspects of the child's social behavior: authoritarian, authoritative, and laissez-faire (permissive).

Authoritarian parenting is a restrictive, punitive style that \_\_\_\_\_ the child to follow the parent's directions and to respect work and effort. The authoritarian parent places firm limits and controls on the child with little