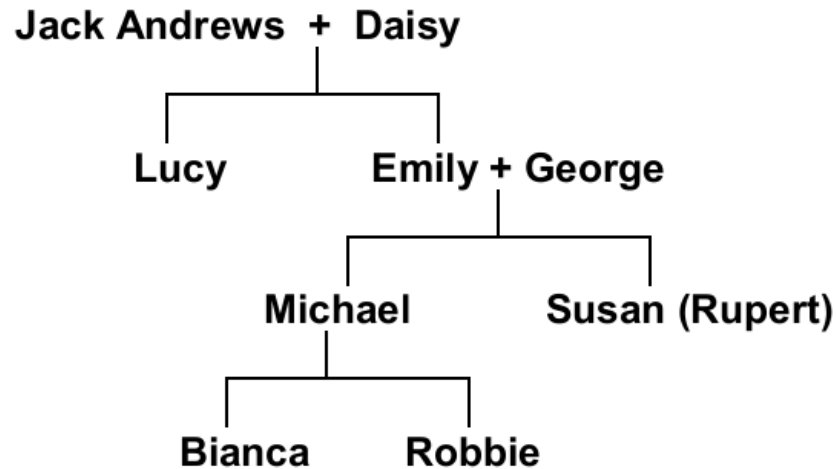


Vocabulary: family connections

Task 1. Fill in the appropriate words on subtopic 'Close and Distant Relatives'.
The Andrews Family Tree



1. Susan's parents, Emily and George, are Australian. Jack is her
2. Jack emigrated to Australia and married Daisy. Daisy is Susan's
3. They had another daughter, Lucy – so Emily has a sister. Lucy is Susan's

4. When Susan's Brother Michael got married, he had two children, Bianca and Robbie. Now Susan has a and a
5. Susan's dad died a few years ago and her mum became a
6. Emily remarried and her new husband, Bill, is a lawyer. Bill is Susan's
7. Susan's engaged. Her is called Rupert.
8. Rupert's mum died when he was at university and so Rupert's dad is a
9. Rupert's dad is getting married soon, and Maria will be Rupert's
10. When Susan and Rupert get married, Rupert's dad will be Susan's
11. Bianca is Jack and Daisy's

Task 2. (Listening) You'll hear several speakers who talk about the relatives they feel closest to. Fill in the table with the information.

Speakers	Closest Relative	The reason they feel so
Speaker 1

Task 3. Choose the most suitable word or phrase to complete the sentences below.

1. There's a **story / geography / history** of twins in our family – on my father's **tree / side / line**.
2. I was a **missing / an only / a single** child, though.
3. All the members of our football team are related **by / to / on** marriage.
4. When Mother remarried, her second husband, my **forefather / stepfather / grandfather**, gave me a new bicycle.
5. He said to me, 'Look, I know you're not my own **flesh and blood / blood and guts / skin and bones**, but let's be friends.'
6. My **ancients / ancestors / antiques** originated from a tribe of Red Indians.
7. Not many of my **skin / heart / blood** relatives are still alive.
8. My **grand grand grand / great grand grand / great-great-great** grandfather fought at the Battle of Waterloo.
9. My brother-in-law inherited \$500,000 in his uncle's **will / testament / wishes**.
10. I was left \$50 and a cat by a **distant / an unclear / a long-distance** relative; I believe it was a **double / second / dual** cousin – or perhaps it was a **grand / great / large** -aunt.
11. Peter is an orphan; he was **adjusted / adapted / adopted** at the age of two.
12. Paul comes from a broken home; he has lived with a number of **loan / foster / second-hand** parents.
13. Mary was from a single-parent family; now she's looked after by her **keeper / warden / guardian**.
14. I'm off to have lunch with my **outlaws / by-laws / in-laws**.

Task 4. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

My real parents

People tell me I take after my mother. We have (0) exactly the same blue eyes. Actually, I don't know whether there is any (1) between my birth mother and me. I have no (2) of her because I was adopted as a baby. The fact I am adopted is of no (3) to me. I don't want to look for (4) about my birth parents. Your real parents are the ones who love and look after you – that's what I (5) My mother is a (6); she works very hard and often comes home late. She sometimes worries (7) that this makes her a bad mother. She says her children (8) her life and she would like to spend more time with us. My father is a (9) artist and works at home. They are the best parents in the world. It was the (10) day of my life when they adopted me.

EXACT
SIMILAR
KNOW
IMPORTANT
INFORM
BELIEF
LAW
NECESSARY
BRIGHT
PROFESSION
LUCK

Task 5. Read the article and be ready to discuss the issues raised in it at the next lesson. Pay attention to the words and expressions in bold (make sure you can explain them in English).

Family Values in the USA

Child Raising

Acculturation, which begins **at birth**, is the process of teaching new generations of children the customs and values of the parents' culture. How people treat newborns, for example, can be indicative of cultural values. In the United States it is not uncommon for parents to put a newborn in a separate room that belongs only to the child. This helps to preserve parents' privacy and allows the child to get used to having his or her own room, which is seen as a first step toward personal independence. Americans traditionally have held independence and a closely-related value, individualism, in high esteem. Parents try **to instill these prevailing values** in their children. American English expresses these value preferences: children should **"cut the (umbilical) cord"** and are encouraged **not to be "tied to their mothers' apron strings."** In the process of their socialization children learn to "look out for number one" and **to "stand on their own two feet."**

Many children are taught at a very early age to make decisions and be responsible for their actions. Often children work for money outside the home as a first step to establishing autonomy. Nine- or ten-year-old children may deliver newspapers in their neighborhoods and save or spend their earnings. Teenagers (13 to 18 years) may babysit at neighbors' homes in order to earn a few dollars a week. Receiving a weekly allowance at an early age teaches children to budget their money, preparing them for future financial independence. Many parents believe that managing money helps children **learn responsibility** as well as **appreciate the value** of money.

Young Adulthood

Upon reaching an appropriate age (usually between 18 and 21 years), children are encouraged, but not forced, to **"leave the nest"** and begin an independent life. After children leave home they often find social relationships and financial support outside the family. Parents do not arrange marriages for their children, nor do children usually ask permission of their parents to get married. Romantic love is most often the basis for marriage in the United States; young adults meet their future spouses through other friends, at school, at jobs, and in organizations and religious institutions. Although children choose their own spouses, they still hope their parents will **approve of** their choices.

In many families, parents feel that children should **make major life decisions** by themselves. A parent may try to influence a child to follow a particular profession but the child is free to choose another career. Sometimes children do precisely the opposite of what their parents wish in order to **assert their independence**. A son may deliberately decide not to go into his father's business because of a fear that he will lose his autonomy in his father's workplace. This independence from parents is not an indication that parents and children do not love each other. Strong love between parents and children is universal and this is no exception in the American family. Coexisting with such love in the American family are cultural values of **self-reliance** and independence.

The Elderly

Societal and familial **treatment of the elderly** also reflects this independence and individualism. Their financial support is often provided by social security or welfare systems which decrease dependence on their family. Additionally, older people may seek their own friends rather than become too emotionally **dependent on** their children. Senior citizens centers provide a means for

peer-group association within one's own age group. There are problems, however, with growing old in the United States. Glorification of youth and indifference to the aged have left many older people alienated and alone.

Some families send their older relatives to **nursing homes** rather than integrate them into the homes of the children or grandchildren. This separation of the elderly from the young has contributed to the isolation of an increasingly large segment of society. On the other hand, there are many older people who choose to live in **retirement communities** where they have the companionship of other older people and the convenience of many recreational and social activities close to home.

The Nuclear and the Extended Family

The treatment of the elderly can be further understood by distinguishing between nuclear and extended family structures. In the United States the nuclear family, which consists of the father, the mother, and the children, is considered "the family." The extended family, common in other cultures, includes grandparents, aunts, uncles, cousins, nephews, nieces, and in-laws. The distinction between the nuclear and extended family is important because it suggests the extent of **family ties and obligations**. In extended families the children and parents have strong ties and obligations to relatives. It is common in these families to support older family members, to have intensive contact with relatives, and to establish **communal housing**.

The American nuclear family usually has its own separate residence and is economically independent of other family members. Relatives are still considered "family" but are often outside the basic obligations that people have to their **immediate families**. When couples marry, they are expected to live independently of their parents and become **"heads of households"** when they have children. It is not unusual in times of financial need for nuclear family members to borrow money from a bank rather than from relatives. Grandparents, aunts, uncles, and cousins, then, are not directly involved in the same way as they would be in an extended family structure.

Familial Roles

In both nuclear and extended families, the culture **imposes set roles** upon parents. Traditionally the male has been responsible for financial support of the home and family members. The female has often been responsible for emotional support, **childraising**, and housekeeping. However, these parental functions are no longer fixed. The prescribed role of the man as "bread-winner" and the woman as housewife is changing. These changes include working mothers, "househusbands," and an increasing number of day-care centers for children. Yet, traditional roles may be preserved even in households where the wife is working.

Stability and Change in the Family

It is almost impossible to describe a "typical American family» because the United States is such a heterogeneous country. Although members of ethnic, racial, or economic groups may assimilate into the educational and employment system of the establishment, they often maintain their cultural heritage within the home. Many families have strong religious or ethnic backgrounds which continue to contribute to the preservation of the **close-knit extended family**. At one time, traditional roles and religion had a much stronger influence on the nuclear family. Now economic conditions, societal attitudes, and job mobility in the United States compete with traditional influences.

Changes in the American family structure are evidenced by increased rates of separation and divorce. In certain areas of the country these trends have resulted in a growing number of **"single-parent" families**, remarried parents, and communal lifestyles. This does not indicate, however, that the institution of marriage is crumbling. It is estimated that four out of five divorced couples eventually remarry other people. These shifts in family relationships may be interpreted as a breakdown or, alternatively, as an adaptation of the American family to changing roles, attitudes, and values. The changes, according to the more traditional viewpoint, represent a breakdown in the family structure, a disintegration of values, and a decline of morality. Others, who believe it is necessary to adapt to a rapidly changing society, believe these shifts in family structure are inevitable and positive.