

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

**Государственное образовательное учреждение
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**«НИЖЕГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ
ЛИНГВИСТИЧЕСКИЙ УНИВЕРСИТЕТ
ИМ. Н. А. ДОБРОЛЮБОВА»**

PRESS REVIEW

Сборник текстов для тематической дискуссии

Учебно-методические материалы для студентов

IV курса филологического факультета

(английский язык)

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Предлагаемые материалы предназначены для формирования умений работы с периодическими изданиями, в процессе которой совершенствуются умения чтения, говорения, письменной речи.

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Составитель К.Г. Голубева, канд. филол. наук, доцент

Рецензент А.А. Бодрова, канд. филол. наук, ассистент

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Введение

Пособие предназначено для студентов IV курса, обучающихся по специальности «Филология», и имеет целью способствовать формированию и развитию навыков чтения, говорения, письма в рамках тем, предусмотренных программой «Практический курс иностранного (английского) языка»: “Upbringing”, “Marriage and Family Relations”, “Youth Problems”.

Пособие охватывает 5 разделов, каждый из которых включает публицистический текст и задания к тексту, состоящие из глоссария и практическую часть, предназначенную для формирования умений работы с периодическими изданиями, в процессе которой совершенствуются умения чтения, говорения, письменной речи.

Глоссарий обеспечивает расширение словарного запаса студентов за счет углубления знаний о парадигматических и синтагматических связях лексических единиц в системе языка (антонимия, синонимия, словообразование, сочетаемость, употребление предлогов, стилистическая принадлежность).

Активный словарь закрепляется при выполнении практических заданий, иллюстрирующих и тренирующих то, как тематические лексические единицы реализуются в речи. Задания типа “Agree or disagree with the following statements and comment on them”, “Answer the following questions either in pairs or in small groups”, а также ролевые ситуации обеспечивают развитие умений как подготовленной, так и неподготовленной речи в монологической и диалогической формах в условиях групповой дискуссии и ролевой игры.

Text 1

The Sacred Responsibility of Fathers

Fathering can be very rewarding – and very demanding. From a spiritual perspective, fathering is both a joyous blessing and a challenging, sacred responsibility. A father's active involvement profoundly affects his children and generations to come. Children who have fathers who are involved in their lives - - whether the children are biological, adopted, or step children -- have a better chance of excelling socially, emotionally, and academically.

Children need fathers to provide them with the necessities of life, such as wholesome food, clothing, and shelter in a safe neighborhood (whether he lives with his children or not). As a father provides this stability, his children feel secure and have higher self-worth. They're better able to develop normally, including performing well in school, developing healthy relationships with *peers*, and achieving in their individual interests.

A father is also responsible for providing emotional, social, and spiritual protection and support for his family. Children need reassurance, kind and loving discipline, and spiritual leadership.

Not only children benefit when a father is involved. Their father, too, benefits. As his children look to him as an example of how to express feelings and emotions, he learns about empathy, sensitivity to emotions, and how to express his own emotions. When a father hears his child crying or knows his child is hungry, he becomes more caring and *nurturing* and learns *to put others' needs ahead of his own*.

Many men feel there are barriers that keep them from being *involved*. They might feel inadequate as a provider or unprepared for the emotional demands of fatherhood. Some have false beliefs about the role of fathers, such as the idea

that moms should provide all the nurturing and dads should simply provide materially. All these barriers can be overcome by learning more about fatherhood through books, community support groups, and other men who are good fathers.

Below are suggestions for becoming more involved with your children:

- Show genuine interest in your children's daily experiences. Ask them questions about what they do each day. Open-ended questions ("What did you like best about your field trip?") offer more chance for discussion than yes-no questions ("Did you learn anything?")
- Attend parent teacher conferences at your child's school. Rearrange your schedule if you need to.
- Spend time listening and talking about your child's day.
- Choose an interest you and your child both share and plan activities around that interest.
- Attend your child's events, such as sports games, music recitals, plays, school events.
- Tell your child stories about things you experienced when you were his or her age.
- Include your child as you plan vacations and trips so you go to places and do things that interest him or her.

Below are ideas for how fathers can relate to their children in specific age groups.

Infants

- Talk to your infant in a pleasant soothing voice, using simple language.
- Play with your baby.
- Feed your baby, change his or her diaper, be part of bedtime routines, and go to doctor appointments.

Toddlers

- While bathing your child, play-act with toys like boats, ducks, water wheels, cups and saucers, etc. Don't be afraid to act over-dramatic.
- Take your child to a park with swings, low slides, and small climbing equipment. Stay alongside her as she plays.

Preschoolers

- I. Show love and affection by hugging, kissing, wrestling, tickling, giving horse rides.
- II. As you help your child dress, teach him how to tie shoes, undo buckles, and do up buttons or zippers.
- III. Tune in to the moments when your child is spontaneously adventurous, such as deciding to build a fort with sheets and blankets, and be willing to drop things so you can join her.

Six- to eight-year-olds

- Work on a project together that integrates different skills, such as science, math, art, social development, and language. For example, build a play store, buy an aquarium, produce a family newspaper, make a nature collection, make a book, build something out of wood, etc.
- Work together mowing the lawn, trimming the edges, weeding, planting, fixing the car, etc.

Eight- to twelve-year-olds

- Coach your child in how to handle difficult social situations by giving him hypothetical scenarios. For example, ask your child: "If someone's bullying you on the playground, what can you do about it?" Then discuss options for handling the situation.

- Work together planting and caring for a garden, fixing a bike, building a model airplane, organizing the garage, etc.

Teenagers

- Set aside a time when you and your spouse can discuss with your teenager his or her future plans and goals, including high school activities, dating, college, marriage, career, etc.
- Meet your teenager's friends. By making your house available for parties, watching videos, or informal gatherings, you can more easily meet and have fun with your teenager's social group.

More ideas can be found at <http://fatherwork.byu.edu>

Written by Jeremy Boyle, Research Assistant, edited by David C. Dollahite and Stephen F. Duncan, Professors in the School of Family Life, Brigham Young University.

Suggested Reading

Farrar, S. (2003). *Point man: how a man can lead his family*. Portland, OR: Multnomah

Meurer, D. (2002) *Stark raving dad!: A fairly functional guide to fatherhood*. Grand Rapids , MI: Bethany House.

Suggested Websites

<http://fatherwork.byu.edu>

www.fathers.com

Glossary

- to preside over [pri'zaid] – to lead or be in charge of a meeting, ceremony, etc
- righteous ['raitʃəs] – morally right and good, morally acceptable. Noun righteousness.
- a peer – a person who is the same age or who has the same social status as you.
- affection – the feeling of liking or loving sb/sth very much. Adj. affectionate. Syn. loving.
- to nurture – to care for and protect sb. while they are growing and developing, to help sb./sth. to develop. Noun nurture.
- to put smb's needs ahead of one's own. – to consider sb's desires, interests, etc more important than your own.
- involved in sth. – taking part in sth. Opp. uninvolved.
- an infant - a baby or very young child.
- a toddler - a child who has only recently learnt to walk.

WORD STUDY ACTIVITIES:

I. Replace the underlined words with words that have similar meanings

1. They were children brought up by loving parents.
2. They asked if I would lead the committee meeting.
3. They simply worshipped their baby son.
4. He didn't show any love for his wife.
5. He was filled with fair anger.

II. Fill in the gaps using the words from the glossary

1. The party ... over one of the worst economic declines.
2. It's important to ... a good working relationship.
3. He was a self-sacrificing father. He always put his children's needs his own.
4. I was so ... in my book I didn't hear you knock.

5. She's only recently learnt to walk. She's just a
6. Children are worried about failing in front of their

DISCUSSION ACTIVITIES:

I. Agree or disagree with the following statements and comment on them

1. The father's involvement in upbringing does not affect his children as much as the mother's attention.
2. Stability and a secure background that a father should provide help children develop normally.
3. Biological children are more sensitive to their fathers' care.
4. Caring for a child moulds a father spiritually.
5. Learning more about fatherhood helps fathers overcome psychological barriers in child rearing.

II. Comment on the advice given to fathers in the article. What recommendations do you find especially important? Why?

FOLLOW UP ACTIVITIES:

I. Role play: Parent Teacher Conference on the Role of Fathers in Upbringing

1. Distribute the roles:
 - a. Psychologists and teachers giving professional advice
 - b. Experienced parents sharing their ideas about fatherhood
 - c. Fathers speaking on their problems dealing with children and asking for advice
2. Prepare cue cards with useful language.
3. Act out the role play.

II. Write an argumentative essay on the topic "The Father's Main Responsibility in Upbringing: Providing Financial Security or Emotional Support".

Text 2

The Sacred Responsibility of Mothers

Parents have a sacred duty to rear their children in love and righteousness, to provide for their physical and spiritual needs, to teach them to love and serve one another, to observe the commandments of God and to be *law-abiding* citizens wherever they live.

Every woman who bears a child thus has a sacred responsibility to provide loving nurturance so that a child can develop toward his or her highest potential. While both mothers and fathers are essential to a child's healthy development, this article centers on the contribution and responsibility of mothers.

Mother as Nurturer

Biologically, mothers have been given the hallowed opportunity to bear children. Because they nurture the developing child in their own bodies, they almost always feel a compelling drive to protect the new, entirely dependent life they've given birth to. Most mothers also feel *inherent* motivation to comfort and guide their child. So it's natural in the vast majority of cases that a mother becomes her child's primary caregiver, especially during the first few years of life.

Infants and small children are completely dependent on their caregivers to survive. As a child grows, she becomes less physically dependent but continues to need the nurturing care of her mother, including acceptance, love, understanding, and teaching. These many hours of care each day make mothers most often the person closest to their children and the person with greatest influence. Experiences with Mom powerfully *shape* a child's perspective, attitudes, and sense of self. Without good nurturing in these early stages, a child's development can be seriously harmed.

A Mother's Contribution

Mothering is among the most complex and demanding work imaginable. Being a mom can require learning the stages of a child's development, preparing nutritionally balanced meals, and helping with algebra. The role is made even more complex by the need for individualized parenting. As a mother spends quantity and quality time with each child, she learns each child's individual needs and the best way to lovingly fill those needs.

Studies show mothers approach parenting differently than do fathers. While fathers tend to be more physical with their children, wrestling and tickling and playing ball, mothers tend to talk with their children more, explore feelings, and *foster* social skills. As children share what's going on in their lives in casual conversation, Mom gets the chance to gently guide, teach, and advise. When she does this well, her children come to see her as their number one supporter

Motherhood Often Devalued

Motherhood often is seen as a *submissive* role with few rewards. In a world that values material possessions so highly, the *intangible* and unpaid work of mothers can seem unimportant. A paycheck may become attractive because it may help Mom feel more valued and allows kids to have a higher standard of living. Women who buy into these ideas might start to think they're not needed at home. Maybe their children can take care of themselves or someone else can care for them just as well as they can. A mother might decide her children need the material advantages of life more than they need her presence.

But children need their mothers. No material possession can replace a mother who is present and available to her children. They *thrive* when Mom is home when they are, when she's loving and accepting, and when she listens to them and tries to understand. While children might complain if they don't have name-brand clothes or the latest technical gadget, as they *mature* they come to understand and deeply appreciate the gift of a mother who was present for them.

The Problem of Burnout

Pure *fatigue* is a universal experience among mothers. Add to that a society that says what you're doing isn't really very valuable and you get a dangerous combination. The risk of *burnout* for stay-at-home mothers is perhaps greater today than it has ever been. Mothers – and fathers – should *be on the alert* for and guard against this danger.

Burnout rarely occurs because of major crises. Instead, it builds from the small everyday events that happen to every mother. It's more likely to occur in mothers who have unrealistic expectations and mothers who hold themselves personally responsible for things they can't control. Researcher Carol Tannenhauser (1996) offers four ideas to help mothers – and couples -- diminish the frustrations and fatigue of motherhood.

- ***Align expectations with reality.*** What if things don't turn out perfectly? Does it really matter? As mothers sit back and look at what's truly important, it's often easier to see that life's minor follies can't spoil the big picture.
- ***Do what works for you and your child.*** Think through your own ideas about what it means to be a good mother and what parenting style is the best fit between your personality and your child's personality. Get advice when you need it, but stay in the driver's seat. You don't have to follow other people's advice if you don't feel right about it.
- ***Time take for your own rejuvenation and development.*** As valuable as it for you to be available at home, you don't have to be there every minute. You need time to yourself. If you don't *set aside* reasonable time for your own interests and development, you're more likely to burn out.
- ***Maintain a support system.*** Every mom needs a network of relatives and friends to lean on for socializing, reassurance, and childcare relief. Nurture these relationships and ask for help when you need it. When you're *under*

particular *strain*, consider supplementing your support system with professional help.

Benefits of Mothering to Mothers

Studies show that women who are mothers believe their lives have greater meaning than women who don't have children. It's difficult to measure the value of unselfishly giving of yourself to a child who depends on you. In the words of lawyer and mother Jennifer C. Braceras, mothers "reap extraordinary rewards that are impossible to quantify" (p. 2). And as researcher Ellen Galinsky (1987) points out:

Taking care of a small, dependent, growing person is transforming, because it . . . exposes our *vulnerabilities* as well as our nobility. We lose our sense of self, only to find it and have it change again and again. . . . We figure out how we want to interpret the wider worlds, and we learn to interact with all those who affect our children. . . . In the end, we have learned more about ourselves, about the cycles of life, and humanity itself.

Written by Jennifer Crockett, Wendy Woodfield, and Sarah Smith, Research Assistants, edited by Stephen F. Duncan, Professor, and Shirley Klein, Associate Professor, School of Family Life, Brigham Young University.

Glossary

- law-abiding – obeying and respecting the law . Verb to abide by sth.- to accept and act according to a law, an agreement, etc.
- inherent [in'hiərənt] in sb./sth. – that is a basic or permanent part of sb./sth. And that cannot be removed. Syn. intrinsic.
- to shape – to have an important influence on the way that sb./sth. develops.

- to foster – 1. to encourage sth. to develop. Syns to encourage, to promote. 2. to take another person's child into your home for a period of time, without becoming his or her legal parents.
- submissive – too willing to accept sb. else's authority and willing to obey them without questioning anything they want you to do. Opp. assertive. Noun submissiveness.
- intangible – that exists but that is difficult to describe, understand or measure.
- to thrive – to become, and continue to be, successful, strong, healthy. Syn. flourish. To thrive on sth (phrasal verb) – to enjoy sth. or be successful at sth., especially sth. that other people would not like.
- to mature – to become fully grown, developed, to develop emotionally and start to behave like a sensible adult. Adj. mature. Noun maturity.
- burn out – the state of being extremely tired or ill, either physically or mentally, because you have worked too hard.
- fatigue [fə'ti:g] – a feeling of being extremely tired, usually because of hard work or exercise. Syn. exhaustion, tiredness.
- to be on the alert – to be in a situation in which people are watching for danger and ready to deal with it.
- align [ə'lain] sth. with sth. – to arrange sth. in the correct position, in relation to sth. else; to change sth. slightly so that it is in the correct relationship to sth. else.
- to rejuvenate sb/sth – to make sb/sth look or feel younger or more lively. Noun rejuvenation.
- strain (to be under strain) - pressure on sb/sth because they have too much to do or manage, or sth very difficult to deal with; the problems, worry or anxiety that this produces.
- vulnerable to sb/sth – weak and easily hurt physically or emotionally. Noun vulnerability.

WORD STUDY ACTIVITIES:

I. Replace the underlined words with words that have similar meanings

1. They are citizens who respect the law.
2. The club's aim is to encourage better relations within the community.
3. New businesses flourish in this area.
4. She had a leading role in forming party policy.
5. Technology in this field has developed considerably over the last decade.
6. I was dropping with fatigue and could not keep my eyes open.
7. You will learn to cope with the stresses and pressures of public life.
8. Children are easily hurt without parental support.
9. The benefits are difficult to measure.
10. He expected his daughters to be meek and willing to obey.
11. The tasks were repetitive, lengthy and lacking any intrinsic interest.

II. Insert the right preposition

1. Violence is inherent ... our society.
2. He thrives ... hard work.
3. I'm feeling burnt-... at work – I need a holiday.
4. The police are warning the public to be ... the alert for suspicious packages.
5. Their marriage is ... great strain at the moment.
6. Domestic prices have been aligned ... those in world markets.
7. You'll have to abide ... the rules of the club.

DISCUSSION ACTIVITIES:

I. Answer the following questions either in pairs or in small groups:

1. What are the duties and responsibilities of parents?
2. Who is the child's primary caregiver? Why?
3. What does a child need becoming less physically dependent?
4. How do mother approach parenting?

5. What do children come to understand when they mature?
6. What problem are most mothers confronted with?
7. What ideas help to diminish the fatigue of motherhood?

II. Compare Text 1 and Text 2. How do the mother's and the father's responsibilities and duties in upbringing differ? In what way are they similar? Share your opinion with your group mates.

FOLLOW UP ACTIVITIES. PAIR WORK:

You are a mother (father) of a toddler. You are talking to your friend. Say how the responsibilities in child rearing are shared in your family. You are dissatisfied with the role your spouse plays because you consider it insufficient. Ask for advice. Your friend is reassuring and tells you how she/he has coped with similar problems.

Text 3

Helping Teens Avoid Risky Behavior

Parents have the sacred duty of rearing their children in love and righteousness. This includes guiding *adolescents* away from risky behaviors.

Risk Behaviors

Three common risk behaviors that parents worry about among their teens include sexual activity, *delinquency*, and substance use. Participating in these behaviors can lead to a number of poor outcomes in the later years. Unfortunately, the media have glamorized each of these behaviors so that they are now considered normal during adolescence. The good news is that parents can *counteract* the negative messages from the media in these areas.

Authoritative Parenting

According to research, the best way for parents to help decrease risky behaviors in their youth is to adopt an *authoritative* or actively involved parenting style. Authoritative parents aim for balance of the three Ls: love, limits, and *latitude*.

- **Love your teenager.** Show your teenager son that you love him. Be affectionate. Hug your daughter, provide a shoulder to cry on, comfort her when she has had a tough day. When you need to correct your teen, do so in a loving manner. For example, if Dave brings a report card home with A's and B's and one D, express your joy in the A's and B's and patiently inquire about the D. Avoid lecturing and being *coercive*. Instead, discuss ways that he can bring that D to a better grade and listen to his ideas. Support him as he follows through on the commitment he made with you. Connect with your teen through acceptance. Rather than angrily rejecting Brandon's desire to form a band, support his desire and go to his performances. Enjoy shared activities like a game of basketball with Ben or going to an ice cream shop with Susan. Let your teenager know that you care for him and desire to be there anytime he needs you. Love is the foundation of authoritative parenting; allow it to guide your interactions with your teenager.

Set limits. Teenagers need appropriate boundaries. Use your teen's temperament to figure out how best to set limits. Hart (2003) used this analogy:

“In that way, parenting is like riding a horse. For some children parents may need to hold the reins tighter. Other children may require less parental steering. And with some children, holding the reins too tightly may only lead to *defiance*. Knowing when to let up on the reins and when to tighten your grip takes a lot of creativity”.

Rather than set rules on the spot, agree upon rules with your teenager ahead of time and let them know clearly what your expectations are. Remember that the

less rules the better. When these rules are broken, be firm. If Johnny comes home 30 minutes after his *curfew*, lovingly remind him of the rule and the punishment previously agreed on. Then, take the keys for a week. Limits provide boundaries and guidelines for your teenager when they are clear and consistent. Your teenager will learn to regulate herself with your help.

- **Provide latitude.** Teenagers are growing up fast. They are seeking independence and autonomy. You can foster this growth by providing choices for your teen. When you realize that something needs to change because Lucy is spending too much time with her friends and not enough time on her homework, take her out to get a soda and tell her your concerns. Listen to what she has to say and find a balance. Allow her to make the decision while sticking to the rules that have already been put in place. Teenagers do best when they are given the chance to make decisions. When Joe suddenly wants to quit playing the tuba that he has been playing since he was eight and you want him to continue to develop his talent, find a creative solution. Advise him to wait a few months and if he still feels the same then he can stop the lessons. These choices prepare your teen for when they do become adults. They also encourage them to reason through the decisions that they make on a regular basis, like whether to smoke marijuana or not. Above all else, love your teenager when they do make decisions that you do not agree with.

Along with the above guidelines, the following ideas may also discourage risky behaviors:

- **Encourage education.** Explain and emphasize the importance of completing school. Encourage attendance and good grades as well as talk about college. Attend school functions and get to know the teachers, classes, and the homework assignments.

- **Share your values.** This can be done formally or informally. When John wanted to go on a walk with some friends, Shannon, his mother, cautioned him against doorbell ditching, explaining to him that this can be disruptive, especially to those families with young children and older adults. Explain why you feel that substances are a danger. Describe how mind altering drugs can affect the teen's decision making. Emphasize the addictive nature and dangerous side effects of using substances. Share with your teen how you feel about early sex and what brought you to that conclusion. Emphasize the negative social aspects of engaging in teen sex and express the positives of waiting. Talk about what your own decision was and how this effected your teenage years. Discuss that the popular beliefs and the seemingly good things that arise out of teenage sex are false and explain that they do not accurately depict what truly happens to a teenager when they engage in sexual intercourse. Sharing your own values warmly will encourage your teen to internalize these values. Formal and informal sharing is important as the teen continues to mature.
- **Have regular family dinners.** Teenagers need routines. Set aside a time each night for family dinner. Use the opportunity of good food to inquire into your teen's life. Find out if anything is worrying them, things they are struggling with, what things they enjoy, and how school is going. Use the time to discuss the importance of school, higher education, and your own values. Family dinners ensure that you are home with your teen at the right time. Connect with your teen. Talking with them while preparing dinner will open communication boundaries because of the informal manner. Take advantage of your teenager being home by encouraging their good behavior and expressing how proud you are of them. Be aware of your teen's activities, friends, and life in general. Your teen wants to know that you are aware of what is going on in his life. Female teens need the emotional support you can

provide through routines, affection, and identifying with what is happening with their lives in terms of friends and school. Male teens also need affection and identification. Males also need to have their parents home at key times, like after school, social events, and dates. Regularly talk with your teen about sex. As a parent, you can either be *demeaning* or inviting in your discussions. A parent that is demeaning, when asked questions about sex, will respond with accusations and lectures. An inviting parent when asked questions, will respond with honesty, warmth, and engage their teenager in a two-way discussion about the question. Be open and share your own personal values about sexual activity. At the same time, use the discussions to monitor your teenager's activities. Ask questions and stay tuned to who your teen is hanging out with, where they are going, and what your expectations are when they leave the house. Discuss the negative social consequences of having sex. This includes a bad reputation and that people will know. Help your teen know that engaging in sexual activities will not increase her popularity. Be responsive and make your teen feel comfortable by not judging, labeling, or accusing him of participating in the very activities he has questions about. Be straight with your teen, avoid being preachy.

- **Encourage religion.** Dean (2005) states that "highly religious teenagers appear to be doing much better in life than less religious teenagers" (p. 7). She offers four resources in fostering religious behavior. First, a creed to believe. Worship, music, bible study, and seminary are oft stated tools that teenagers rely upon. Second, a place to belong. Belonging to a congregation and involving the family allow teenagers to connect to a group which will provide them with support for the wise decisions they desire to make. Third, a call to live out. Teenagers who have this do not see a division between Sunday and Monday; they look forward to youth leadership; or plan on serving a mission in the future. Fourth, a hope to build onto. This includes

progress. Encourage your teenager in each of these areas by going to church with them. Your influence will guide them as they decide whether they want religion apart of their life or not.

- **Be aware of your teen's friends and their friends' belief systems.** Aside from parents, teens *glean* their values from their friends. Find out who their friends are and what their friends are doing. Invite your teen's friends to your house in order for you to get to know them. Encourage *extracurricular* activities that will introduce your teenager to good friends.

Additional Reading

Hart, C. H., Newell, L. D., & Frost, S. F. (2003). Parenting skills and social-communicative competence in childhood. In J. O. Greene & B. R. Burleson (Eds.), *Handbook of Communication and Social Interaction Skill* (pp. 753-797). Mahwah, NJ: Lawrence Erlbaum Associates.

Smith, C. & Denton, M. (2005). *Soul searching: The religious and spiritual lives of American teenagers*. New York: Oxford University Press.

Web Links

<http://casafamilyday.org/familyday/contact-us/>

<http://www.answers.com/topic/parent-child-relationships?cat=health>

http://www.heritage.org/research/family/bg2194.cfm#_ftnref31

<http://www.troubledwith.com/ParentingTeens/SexualActivity.cfm>

http://www.tyc.state.tx.us/prevention/family_life.html

Written by Amber Turner, Research Assistant, and edited by Laura Padilla-Walker and Stephen F. Duncan, Professors in the School of Family Life, Brigham Young University.

Glossary

- an adolescent [ˌædəˈlesnt] – a young person who is developing from a child into an adult. Noun adolescence.
- delinquency [diˈlɪŋkwənsi] – bad or criminal behavior, usually of young people. Noun a delinquent.
- to counteract – to do sth to reduce or prevent the bad or harmful effects of sth. Syn.counter.
- authoritative – showing that you expect people to obey and respect you.
- latitude - freedom to choose what you do or the way that you do it. Syn.liberty.
- coercive [kəʊˈɜːsɪv] – using force or the threat of force. Noun coercion.
- defiance – open refusal to obey sb/sth. Adj.defiant.
- curfew [ˈkɜːfjuː] – 1. A law which says that people must not go outside after a particular time at night until the morning. 2. A time when children must be at home in the evening.
- demeaning - putting sb in a position that does not give them the respect that they should have. Syn.humiliating. Verb to demean.
- to glean sth from sb/sth - to obtain information, knowledge etc, sometimes with difficulty and often from different various places.
- extracurricular – not part of the usual course of work or studies at a school or college.

WORD STUDY ACTIVITIES:

I. Replace the underlined words with words that have similar meanings.

1. The book is devoted to the problems teenagers face.

2. These exercises aim to counter the effect of stress and tension.
3. Nowadays, newspapers are allowed considerable liberty in criticizing the government.
4. Her tone was clear and peremptory.
5. He found it humiliating to work for his former employee.
6. These figures have been obtained from a number of studies.
7. She's involved in many additional activities.
8. Many people are in favour of a time restriction on young people.
9. They treated him as an offender.

II. Fill in the gaps using the correct form of the words in brackets.

1. ... is also termed puberty. (adolescent)
2. She resorted to ... measures in upbringing. (coercion)
3. She had suddenly turned into a ... teenager. (defiance)
4. Such images ... women. (demeaning)
5. There has been an increase in juvenile (a delinquent)

DISCUSSION ACTIVITIES:

I. Answer the following questions either in pairs or in small groups.

What are the three common risk types of behaviour among teens that parents worry about?

How can parents counteract the negative messages from the media?

Why are regular family dinners important?

Why do teens want their parents to be aware of what is going on in their lives?

Who do teens glean their knowledge from apart from parents?

II. Agree or disagree with the following statements and comment on them.

1. Authoritative parents fail to establish friendly relations with their offspring.

2. Limits and latitude cannot be combined.
3. Sharing your own values warmly will encourage your teen to accept them.
4. Accusations and lectures are demeaning methods of communication with teenagers.
5. Parents should not encourage their children's extracurricular activities to avoid peer pressure.

FOLLOW UP ACTIVITIES. PAIR WORK:

- I. Act out as teenagers. You and your friend are discussing the way your parents communicate with you. Share your experience. One of you has warm and friendly relations with your parents, the other is humiliated by his/her parents constantly judging, labelling, or accusing him/her.
- II. Write an argumentative essay on the topic "Coercion or Encouragement in Upbringing. The Best Style of Communication with Teenagers".

Text 4

Media and Clothing Market Influence on Adolescent Girls: Warnings for Parents

Once, slut was one of the most derogatory and insulting epithets that could be hurled at any woman...In today's world, however, both the term itself and the sexual promiscuity it signifies are embraced (Libeau, 2007,).

As young girls seek to assert their own identities, they are inclined to look to women they admire in pursuit of lifestyles to mimic. *Confronted with* ambiguous age boundaries and bombarded with popular cultural icons, a sexual pandemic is spreading as fashions trickle down into their closets and cultures (Cook, 2004,). Fueled by influential media and an overly provocative clothing

market, today's young females are rocketing into adult behaviors at young ages, and multiple risks are along for the ride.

Some parents raise voices of alarm at this cultural trend of young girls growing up too fast and may seek ideas for guiding their youth to embrace standards they both can agree on. In response to expressions of public concern, the American Psychological Association formed the Task Force on the Sexualization of Girls to research the issue. The task force defined sexualization as the occurrence of one or more of four circumstances: when a person's value comes solely from his or her sexual appeal or behavior; when a person is held to a standard that equates physical attractiveness (which is narrowly defined) with being sexy; when a person is sexually objectified; or when sexuality is inappropriately *imposed upon* a person (APA, 2007, p. 2).

While some parents express concern over these issues, some are likely to wonder why it is even an issue in the first place. Isn't it OK for their girls to be sexy and hot? Isn't it good for their daughters to be popular and attract boys' attention? What's the big deal? Truth be told, it is a big deal because of the consequences that almost always come hand-in-hand with trying to look sexy and hot at a young age. When a girl focuses too much on her physical appearance, she places her *self-esteem*, emotional and physical health, academic achievement, and sexual safety on the chopping block. And one of the primary avenues she's taking to the guillotine is found in her everyday media choices.

Media

In a typical week, the average adolescent spends more than 40 hours with some form of mass media often more time than they spend with their parents. The same study determined that through the media alone the typical American adolescent encounters between 10,000 and 15,000 sexual references, jokes, and *innuendos* per year (Brown & Lu, 2007, p. 754).

Yet another study revealed that children are spending more time with the media than with any other activity except school and sleeping (Roberts, Foehr, & Rideout, 2005). The APA task force's report pointed to several facets of the media that contribute to sexualization, including the Internet, movies/television, music/music videos, and literature/magazines (APA, 2007, pp. 4-5).

Internet

Nearly 9 in 10 adolescents have access to the Internet, with about 75 percent of them having access at home. Most teens reported inadvertently stumbling across pornography online, often via unsolicited emails or misleading links (Taylor & Hansen, 2007, p. 764). Social networking sites such as MySpace encourage youth to "describe themselves" on the Internet, and some girls utilize the opportunity to pose in provocative clothing and post notices of their "sexual availability" (Kornblum, 2005).

Movies and Television

Liebau states it simply: "American young people are hearing (and seeing) a lot of sex, every day, when they turn on the TV." While low sexual *inhibitions* are portrayed as "carefree and glamorous," there is a blatant lack of depictions of risks or negative outcomes associated with such behavior (Kunkel et al., 2000, p. 157). In a study that analyzed 81 primetime television shows, 84 percent of the episodes contained at least one incident of sexual harassment|an average of 3.4 instances per program (Grauerholz & King, 1997, p.143).

Most of the sexual content on primetime occurs outside marital relationships, depictions of sexual consequences are rare, and gender emphasis lies on women's physical beauty and men's physical strength. In general, "typical depiction of sexual activity has been classified as recreational rather than relational" (Brown & Lu, 2007, p. 754).

Music and Music Videos

But even the frequency of sexual content found in shows and films takes runner-up to what's filtering in on the radio. As of a study done in 2005, sexual content appeared more frequently in adolescents' music selections than in their television or movie choices (Pardun, L'Engle, & Brown, 2005).

After Britney Spears' debut album hit the pre-teen scene in the late 1990s, her debut music video was not far behind. Dancing in the hallways of a school and clad in a sexed-up and skimmed-down version of the standard plaid-and-button-up ensemble, Spears paraded in her pigtails for her youthful audience's viewing pleasure. Other stars followed suit. A few years before Spears' first video premiered, a study reported that as much as 81 percent of music videos contained sexual imagery (Gow, 1996, p. 156).

Literature and Magazines

Parents can install television filters and monitor their children's music purchases, but what about what's hitting them between the covers of their favorite books and magazines?

A 2007 study found that adolescents ranked magazines as a more important source of information than their parents, peers, or schools (Taylor & Hansen, 2007, p. 764). The primary point of many articles, text, cover lines, ads, and photographs is to attract boys' attention by looking "hot and sexy." The world of magazines is "a place where sexuality is both a means and an objective, where the pursuit of males is almost the sole focus of life (Duffy & Gotcher, 1996, p. 43).

Advertisements

They run between the scenes of television shows and crowd the pages amid the magazine articles, so what are advertisements presenting as they so frequently permeate children's lives? In a longitudinal study that analyzed advertisements

in popular women's magazines between 1955 and 2002, 40 percent of the ads featured women as decorative objects (Lindner, 2004, p. 415).

Abercrombie and Fitch, a clothing store for pre-teens and teens, riles concerned parents with advertisements featuring models wearing little more than their birthday suits. One ad depicted a naked young woman in the arms of a naked young man, and another showed a young man wearing low-rise jeans positioned so far down that there was little left to the imagination. With so much focus falling on bare skin, it begs the question, where are the *clothes* these models are selling? (APA, 2007)

Buying into Sexy

Twenty-year-old Maggie wants guys to notice what's inside/without having to reveal too much of what's outside...But is that possible? (The Art of Modesty, 2004, p. 127)

According to an article that ran in *Seventeen* magazine in June 2004, Maggie's "unique" style consisted of wearing "Gap skirts or vintage dresses" and choosing tankinis over "skimpy bikinis." While it is commendable that Maggie's story was printed in the magazine, the article did not exactly cast her style choices in a positive light. In the words of one author, Maggie's decision was "treated as noteworthy at best|and maybe even freakish" (Liebau, 2007, p. 78).

While Maggie hangs out on the "freakish" end of the spectrum," Abercrombie and Fitch is busy marketing thong underwear for 10-to-16-year-olds with slogans such as "Eye Candy," "Kiss Me," and "Wink Wink." A spokesman for the company shrugged them off as "cute and sweet" (Cook & Kaiser, 2004).

Skimpy outfits aren't the only products enticing teenaged consumers to crack open their piggy banks|Even the toy shelves are replete with opportunities to buy into sexy trends. Bratz dolls are marketed in bikinis, sitting in hot tubs, mixing drinks and standing around observing the "Boyz" (Lamb & Brown, 2006, p. 116). Bling Bling Barbie comes dolled up in a micro-miniskirt and plunging,

navel-baring silver tank top. FAO Schwarz sells dolls clad in high heels, fishnets, garter belts, and bustier.

Behavioral Risks

So what's the harm in all this? The truth is, young people have a tendency to model the characters they observe; In fact, teens who watch the most sex on television were found to be twice as likely to begin have sexual intercourse at younger ages than those who saw the least (Collins et al., 2004, p. 287). The APA task force reported that when girls are exposed to sexual content and female objectification it can *hinder* their ability to form healthy sexual relationships with their marriage partners later in life:

A woman who has learned to fear negative evaluations of her body may be more focused on her partner's judgments of her than on her own desires, safety, and pleasure (APA, 2007, p. 27).

Healthy Sexual Attitudes

Girls need not be sheltered from the reality of their sexuality; the APA task force wrote that healthy sexuality is related to greater intimacy in marriage, higher self-esteem, low levels of stress, personal happiness, and other positive benefits (APA, 2007, p. 26). Forming a sense of oneself as a sexual being is indeed a normal and healthy part of human maturation but danger occurs when this happens too soon and is fueled by the wrong influences (Arnett, 2000, p.470).

Among older adolescents and young adults, satisfaction with virginity decreased as they increased their identification with sexually active characters in the media (Baran, 1976, p. 65). While yesterday's culture equated domestic qualities with attractiveness, today's society equates sexiness with physical attractiveness (Wolf, 1991, p. 9).

One danger of viewing an excessive amount of sex-saturated media is a syndrome known as self objectification. Self objectification occurs when girls

learn to think and treat their own bodies as objects of others' desires. When a girl becomes self-objectified, she adopts a mental "third-person perspective" of her physical self and constantly assesses her body in an effort to conform to the perceived ideal (Frederickson & Harrison, 1997, pp. 182-183). Besides lower self-esteem, another troubling effect of self objectification is the adoption of negative attitudes toward the functional aspects of the body, e.g. breastfeeding, menstruation, sweating, etc (Ward, 2006, p. 148).

What Else is at Stake?

Multiple other risks come as tag-alongs with the behavioral risks and *impeded* development of a healthy sexual attitude. One study points to over-sexualization as a contributing factor to why girls drop out of higher level math classes in high school (Frederickson & Harrison, 1997).

And if sexual content in media does indeed increase sexual activity at younger ages, the physical and emotional consequences of such a trend are nothing to be ignored. The younger a female is, the more likely she is *to contract* an *STD* twice as much at 13 years old versus 21 years old (Centers for Disease Control, 2004, p. 3). More than one million teens get pregnant every year (Kirby, 1997, p.1). Teenagers who are sexually active have more difficulty sleeping and are 6.3 times more likely to attempt suicide than their virginal peers (Orr, Beiter, & Ingersoll, 1991, p. 145). Among girls aged 11 through 17, the number one wish is to lose weight (Maine, 2000, p.31). Another study found an important link between body dissatisfaction and the onset of cigarette smoking among adolescent girls (Stice & Shaw, 2003, p. 133). And the list goes on from there.

Ideas for Parents

What can parents do to help their teens steer clear of these influences? Here are some suggestions:

- **Watch what you say**

Parents, through their words or actions or lack thereof, can implicitly teach girls that they agree with media's depiction of the female ideal. Either overtly or subtly, parents can express their support for movies, television shows, and advertisements that present harmful ideals to their children.

- **Avoid self-criticism**

Remember that your children hear what you say about yourself. One study showed that girls whose mothers use "fat talk" about their own bodies were at a greater risk to develop eating disorders (Nichter, 2000, p. 120).

- **Be involved in everyday life**

Children and adolescents actively select and interpret television content and assess its reality by referring to their own experiences and knowledge of the world. If they are taught to view the content as unrealistic, then the media's influence will be limited (Chock, 2007, p. 758).

- **Media co-viewing**

One effective technique for diffusing the messages from the television is implementing a practice known as media co-viewing. According to the APA task force, when parents actively comment on and discuss the content in shows their children are viewing, it can alter the messages their children receive.

- **Keep a watchful eye**

While it is virtually impossible for parents to co-view and intervene with any and every form of media their daughters encounter, there are other methods of defense. V-chip technology allows parents to block particular programs of their choice. Also, when daughters perceive that their parents have an interest in what

they do, where they go, and who they're with, behavioral risks associated with media can be avoided.

- **Communicate**

When parents encounter a behavioral choice or sexual attitude they are opposed to, they need to actively and effectively communicate to their daughters that such actions are not acceptable. Many parents are too reluctant to criticize sexual trends or attitudes because they fear being accused of being judgmental (Liebau, 2007, p. 9). If teens are seeking sexual information in a sex-saturated world, they are going to find it|but parents can largely influence and filter *what* information they receive and *how* they receive it (Taylor, 2007, p. 764).

- **Online resources**

Media literacy training programs such as the Girls, Women + Media Project (<http://www.mediaandwomen.org/>) teach girls to view media critically and aim to create "active interpreters of messages rather than passive consumers" (Girls, Women + Media Project).

A campaign launched by Dove in recent years turns a critical eye on popular media and instead emphasizes "real beauty." Their Web site (<http://www.campaignforrealbeauty.com/>) provides multiple resources and videos to aid in promoting healthy self esteem among young women. One video urges parents to talk to their daughters "before the beauty industry does."

- **Extracurricular activities**

Participation in athletic activities can provide a buffer against media's narrow portrayal of female identity by focusing on physical competence over appearance. According to the task force, being a part of an athletic team not only provides a sense of identity and worth, but it also provides girls with a chance to

"develop a self-concept founded on what they can do rather than on how they look" (APA, 2007, p. 37).

Remember religion

Not only does increased spirituality increase mental, emotional, and physical well being, it also provides an important source of identity and purpose outside of what the media says. Additionally, the sense of community provided by a religious congregation helps girls avoid loneliness if their parents are not always available, thus keeping them from turning to media for companionship (APA, 2007, p. 38).

Conclusion

Presented by the media with a society bent on a narrow focus of female identity|one consisting of hyper-sexual attitudes, little clothing and widespread promiscuity|young girls are taught to *emulate* adult behaviors sooner than their natural pace tells them to do so. The influence of the media and provocative clothing fashions enable them to speed up their sexuality and slow down their inhibitions. Such trends are not without numerous consequences: Multiple studies have shown that behavioral risks (e.g. early sexual activity) and *impaired* development of healthy sexual perceptions are common among young women exposed to over-sexualized media. Early sexual activity brings with it a basketful of complications that impact physical, emotional, and mental health. There are several ways in which parents can intervene and combat the media's sexualized grip on their daughters. The over-sexualized society has its talons in the shopping malls and oozes its influence through every facet of the media, but parents can and should take an active role in its influence within their home and in the lives of their daughters|because the laundry list of risks is certainly worth avoiding.

Written by Katie Hawkes, Research Assistant, and edited by Sarah Coyne and Stephen F. Duncan, Professors in the School of Family Life, Brigham Young University.

Glossary

- promiscuity – having many sexual partners. Adj.promiscuous.
- to confront sth, - to deal with a problem or difficult situation. Syn. to face.
- self-esteem – a feeling of being happy with your character and abilities. Syn.self-worth. Verb to esteem.
- to impose sth on sb – 1. to force sb to have to deal with sth 2. To make sb accept the same opinion, wishes, etc as your own.
- an innuendo [ɪnju'endəʊ] (usually disapproving) – an indirect remark about sb/sth, usually suggesting sth bad or rude; the use of remarks like this
- an inhibition – the act of restricting or preventing a process or an action. Verb to inhibit.
- hinder – to make it difficult for sb to do sth or for sth to happen. Syn. hamper. Noun hindrance.
- to impede sth (often passive) [ɪm'pi:d] – to delay or stop the progress of sth. Syns hinder, hamper. Noun impediment [ɪm'pedɪmənt].
- to contract sth – to get an illness.
- STD – a sexual transmitted disease.
- to emulate sb/sth – to try to do sth as well as sb else because you admire them. Syns to follow, to imitate, to copy, to follow in sb's footsteps.
- to impair sth – to damage sth or make sth worse. Noun impairment.

WORD STUDY ACTIVITIES:

I. Replace the underlined words with words that have similar meanings

1. He is willing to face problems directly.
2. The terms of the contract were effectively forced rather than agreed.
3. There are no legal obstacles to their appealing against the decision.
4. Some teachers felt hampered by a lack of resources.
5. Young children will participate in a drama class without a restriction.
6. You need to build your self-worth.
7. Alcohol and smoking are factors which directly damage memory.
8. She hopes to follow her sister's sporting achievements.

II. Fill in the gaps using the correct form of the words in brackets

1. A lot of TV programmes encourage teenagers behave (promiscuity)
2. To be honest, she was more of a ... than a help. (hinder)
3. The level of inflation is a serious ... to economic recovery. (impede)
4. She had no ... about making her opinions known. (to inhibit)
5. They are beginning to regain their confidence and (to esteem)

III. Fill in the gaps using the words from the glossary

1. Some children suffer from low s... and expect to do badly.
2. New technology cannot be used successfully if it is simply i... on an unwilling workforce.
3. A number of practical difficulties i... the process.
4. Those precautions minimized the risk of his c... the virus.
5. Their i... about her private life were insulting.

DISCUSSION ACTIVITIES:

I. Answer the following questions either in pairs or in small groups:

1. What issues do some parents express concern over?
2. How is sexualization defined?

3. What factors contribute to this dangerous phenomenon?
4. How are low sexual inhibitions portrayed on TV?
5. What content is frequent in adolescents' music selections?
6. How is the sole focus of life represented in magazines?
7. What style should be treated as freakish according to *Seventeen* magazine?
8. What is the harm in all this? What risks does over-sexualization lead to?
9. What can parents do to help their teens get rid of these influences?

FOLLOW UP ACTIVITIES. PAIR WORK

Act out as a mother of a teenage girl and a psychologist. The mother expresses her concern about her daughter's wearing provocative clothes. Besides she does not want to study anymore and thinks that the pursuit of males is almost the sole focus of life. The psychologist points out the reasons for such behaviour and gives advice to the mother how to reduce such behavioural risks.

Text 5

Immunized Against Infidelity: "Affair-proofing" Your Marriage

In the past decade alone, therapists have flooded the shelves with studies and books on *infidelity*. Many who once avoided the taboo topic now teach couples how to protect their marriages against affairs. They also counsel those who have already struggled with infidelity about how to overcome the damage and build a better marriage.

Many couples naively insist that they don't have to worry about infidelity. "It will never happen to us." Unfortunately, infidelity is surprisingly prevalent in our society. Conservative estimates suggest that between 20 and 25 percent of all Americans will have extramarital sex sometime during their married life

(Atkins, Baucom, & Jacobson, 2001). That's up to one out of four. And the idea that infidelity only happens to bad people in miserable marriages is a myth. It can and does happen, even to good people in happy relationships.

Today's leading marriage experts have come up with many strategies for preventing infidelity from infiltrating your marriage. As you review the six preventive measures provided below, keep in mind that no one-time event or promise will affair-proof your marriage. Complete fidelity takes constant, conscientious effort. But the work is well worth the joy of having a husband or wife who is your faithful, lifelong best friend. Consider the wise words of author Peggy Vaughn: "Preventing affairs is not like having a one-time *inoculation* - or even getting occasional booster shots. It's more like taking a pill every day for the rest of your life."

Prioritize Your Marriage

"The No. 1 cause for the breakdown in marriages today is the same issue that causes infidelity. Couples aren't *prioritizing* their marriage," says Michele Weiner-Davis, a marriage and family therapist and author. "People spend time on their careers, their kids, community affairs, hobbies, sports. But they take their *spouses* for granted. It just doesn't work that way." In other words, to have a strong marriage, your spouse must come first.

- Set aside time to spend with just your spouse.
- Consciously commit to putting your marriage first. That means your spouse comes before everything and everyone else-even your kids.
- Each day tell your spouse how important he or she is to you.
- Talk about your commitment to each other. What do you love about being married? Why do you want to stay together? When you've had hard times, how did you get through them?

- Write a "mission statement" for your marriage. Frame it and put it in your bedroom, where it will be a visual reminder of your commitment to each other. You might frame it with your marriage certificate.

Avoid Temptation

Experts are increasingly concerned about two temptation arenas: the workplace and the Internet. One recent study showed that 73 percent of men and 42 percent of women who have extramarital affairs meet their partners at work. Be extremely careful with workplace relationships.

- Don't take lunch or coffee breaks with the same person all the time.
- When you travel with co-workers, meet in public rooms, not in a room with a bed.
- Meet in groups, if possible.
- Don't drink and dance with co-workers at conferences or office parties.
- Avoid cordial kisses and hugs.
- Avoid frequent conversations about your personal life and feelings.

On-line relationships are also an increasing problem. Innocent chat room visits can endanger a marriage when someone discovers a "cyberspace soulmate." When the honesty that's missing in a marriage gets spilled out on the computer screen, emotional affairs can result, sometimes leading to *adultery*. Preventive measures include:

- Avoid discussing emotional topics or personal problems over the Internet.
- Avoid chat rooms and Internet sites designed for meeting people and socializing.
- If necessary, limit your time on-line.
- Use the Internet for productive activities such as researching family history or medical issues, not for making cyber-friends.

Remember that infidelity doesn't always include sex. Emotional infidelity can breach marital trust and become as debilitating to your marriage as physical adultery. If you are sharing intimate emotional closeness with someone of the opposite sex other than your spouse in any arena, including the Internet, stop!

Know Your Boundaries

Experts say friendships with members of the opposite sex are possible and healthy if both parties know their boundaries. As one author puts it, you have to take an honest look at yourself and admit that maybe you can't always "handle it." When you honestly admit what might be a temptation to you, you will know where to draw the line.

- Know your own vulnerabilities. Are you especially curious about people? Are you extremely empathetic? Do you invite other people to share their problems with you? What might lead you to get emotionally involved with someone else unwittingly or with good intentions?
- Don't be afraid to put up emotional "walls" around yourself and your marriage. No marriage is invulnerable. All marriages need protection. You cannot have intimate relationships with opposite sex co-workers and friends and still have a great relationship with your spouse.
- Together with your spouse, set guidelines for how each of you will behave around members of the opposite sex. For example, you may decide neither of you will dance with someone of the opposite sex. Make these guidelines an agreement you hold each other accountable for.
- Instead of spending time alone with friends of the opposite sex, make friends with the person as a couple. Have him or her bring a partner and go to dinner with you and your spouse, for example, instead of going to lunch alone.

If you're wondering whether you've overstepped any boundaries, Dr. Shirley Glass says three signs indicate that a friendship between people of the opposite

sex has crossed the line into infidelity: (1) emotional intimacy, (2) sexual tension, and (3) secrecy. Also, ask yourself, "Do I say or do things with this person that I wouldn't want my spouse to see or hear?" If so, it's time to take a step back and re-draw your boundaries.

Learn Conflict Resolution Skills

According to Dr. Carlfred Broderick, "Perhaps the most important single preventative of adultery is a developed and well-oiled mechanism for dealing with strain in the marriage." It is crucial that you talk to your spouse about conflicts. Harboring resentment towards a spouse may lead you to seek sympathy from others, which opens you up to emotional attachments outside the marriage. Faithful marriage partners discuss their frustrations openly and honestly and try to reach fair compromises.

- Be clear. Don't expect your spouse to know what you're thinking. If you're concerned about something, don't wait for your spouse to notice-tell him or her.
- When you want to bring up a problem, don't assign blame. The following statement, for example, blames the other person and is not likely to end in a happy resolution: "The kitchen is a mess and it's all your fault!" Instead, try something like this: "The dishes didn't get washed and I think it's your dish day."
- Don't store up frustrations. Talk about what's on your mind. It's harder to deal with resentment productively when you've been stewing over it and growing more and more upset until you're ready to burst.
- Compromise. When you have a conflict, sit down and think about what you really need versus what you want and what you are willing to give up. Work out a solution that combines each of your individual needs
- If you have serious resentment over unresolved conflicts, consider seeking help from a qualified professional marriage counselor.

For more help on dealing with marital conflict, see Dr. Gottman's "*Seven Principles for Making Marriage Work*." Principles five and six guide couples through dealing with minor and major marital conflicts and avoiding resentment.

Rekindle Romance

Dr. Kevin Leman believes that "as a general rule, satisfied partners do not wander. . . . If marriage partners are getting enough attention, affection, and sexual fulfillment at home, they are not likely to stray into an affair." This tends to be particularly true of women, who are more likely to have an affair because they feel unhappy or unfulfilled in their marriage than for any other reason.

Dr. Glass points out that when someone has an affair, it doesn't necessarily mean he or she isn't "getting enough" at home. It could mean he or she isn't giving enough. Either way, adding romance to your marriage will help protect against you or your spouse looking elsewhere.

Here are some guidelines for romantic success, suggested by experts Howard Markman, Scott Stanley, and Susan Bloomberg, in their book *Fighting for Your Marriage*. Take a look at the guidelines and create your own plan for romance in your relationship:

- Focus on being romantic. Send flowers, romantic email messages, whisper suggestive desires during dinner, or touch his or her leg under the table. Simply talking as friends and sharing fun times are aphrodisiacs.
- Focus on *wooing* your partner, as opposed to taking his or her love for granted. Win his or her love on a daily basis.
- Be sensitive to your partner's rhythms, needs, and wishes. Maybe your spouse is a morning person and you are an evening person when it comes to ideal times for intimacy. If so, push yourself to be romantically interested during your partner's preferred times.
- Be imaginative and creative. Let your partner know that you care and are attracted to her and want her, but do it in a variety of ways. For example, you

might suggest going to work an hour late, or choose an intimate rendezvous at another unplanned time.

Couple Bonding

Finally, to "affair-proof" your marriage, strengthen and deepen the bond between you and your spouse. "The more a couple knows each other, the better off they are. If you strengthen the bond between the couple, there is not so much temptation to look elsewhere," says psychologist Susan Townsend.

- Spend time having meaningful conversations. Set aside a few minutes each day to talk with your spouse. Talk about what you did during the day, what you've been thinking about, what you're feeling. Avoid discussing conflicts during this time.
- If these conversations don't come naturally, try sitting down facing each other and doing something relaxing at the same time, like having a cup of coffee or listening to music you both like.
- Go out on a date with your spouse once a week and choose an activity you enjoy doing together, such as watching a movie, eating out, dancing, bowling. Consider the cost of a babysitter an investment in your marriage and family.
- Share your fondest dreams with your spouse, no matter how impossible or outlandish they might seem.
- Be honest with your spouse. Don't keep secrets from him or her.
- Regularly attend church, synagogue, or mosque with your spouse. Nurturing your spirituality together can be a powerful way to increase your bond.

For more information, check out Dr. Shirley Glass' book, *Not "Just Friends:" Protect Your Relationship from Infidelity and Heal the Trauma of Betrayal*, published by The Free Press (2003).

Written by Megan Northrup, Research Assistant, edited by Robert F. Stahmann and Stephen F. Duncan, Professors in the School of Family Life, Brigham Young University.

Glossary

- infidelity – the act of being not faithful to your wife/husband. Syn. unfaithfulness. Opp. fidelity.
- inoculate sb against sth – to protect a person or an animal from catching a particular disease by injecting them by a mild form of the disease. Noun inoculation. Syns immunize, vaccinate.
- to prioritize sth [praɪ'ɔrɪtaɪz] – to treat sth as being more important than other things. Noun prioritization.
- adultery – relations between a married person and sb who is not their husband or wife. Adj adulterous.
- to woo (of a man) – to try to persuade a woman to love him and marry him. Syn. to court.

WORD STUDY ACTIVITIES:

I. Replace the underlined words with words that have similar meanings

1. His reputation has been damaged by marital unfaithfulness.
2. The organization was formed to treat the needs of older people as more important.
3. His marriage was ruined because of his relations with his secretary.
4. He had been wooing Jane for 5 months.
5. Make sure your vaccinations are up to date.

II. Fill in the gaps using the words from the glossary.

1. The disease can now be prevented by i... .

2. Her married life was successful because she p... the needs of her spouse.
3. He was accused of committing a... .
4. At that time they had been c... for several months.
5. She remained loyal to her u... husband.

DISCUSSION ACTIVITIES:

I. Agree or disagree with the following statements and comment on them.

1. Many couples are concerned with the problem of infidelity.
2. Complete fidelity takes constant, conscientious effort.
3. Many couples face problems because they take their spouses for granted.
4. The two temptation arenas of infidelity are the Internet and night clubs.
5. Preventive measures against adultery include discussing emotional topics or personal problems over the Internet.
6. Friendships with members of the opposite sex are impossible and unhealthy.
7. Discussing problems with your spouse openly can only aggravate the problem.
8. Spouses should find time for romance in their relationship.
9. Keeping secrets may arouse your spouse's curiosity and interest.

FOLLOW UP ACTIVITIES.

I. Work in groups of three. Act out as a marriage counsellor. Give advice to a married couple who are facing problems in their relationship. The husband complains that his wife is spending too much time on her career and the wife grumbles about her husband's frequenting office parties and conferences.

II. Write an argumentative essay on the following topic: "Success in Married Life: Hard Work or a Natural Consequence of Premarital Romance".

Голубева Кристина Григорьевна

PRESS REVIEW

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Типография НГЛУ им. Н.А.Добролюбова

603155, Н.Новгород, ул.Минина,31-а