

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РФ
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**HUMAN INTERACTIONS:
LOVE, MARRIAGE AND FAMILY
IN CROSS-CULTURAL PERSPECTIVES**

PART II

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 II предназначено для студентов первых курсов дневных отделений 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.

9. Under what circumstances do an unmarried couple live together? This process is called **cohabitation**.
10. How do people feel about unmarried people living together?
11. Under what circumstances should an individual visit the apartment of a friend of the opposite sex? What is the possible expectation if you do?

3. Sometimes when people visit another country, they are surprised by what appears to be a lack of rules. This feeling is particularly noticeable when they try to understand the relationships between men and women.

Below are situations in which you might find yourself in the United States. In pairs read each situation, decide what is appropriate, and choose the answer the best fits the circumstance. Then compare it with the behaviour in your culture.

1. You are a young woman at a party. A man across the room catches your eye and smiles. You think he looks pleasant, and you would like to meet him. What should you do?
 - a. Turn your eyes away.
 - b. Go to a group of your friends and ignore him.
 - c. Smile.
 - d. Get angry because he is so rude.
2. You are a young man in a cafeteria at school. You see a young woman you would like to meet. What should you do?
 - a. Make noises and follow her.
 - b. Go up to her and tell her she is beautiful.
 - c. Pinch her.
 - d. Ignore her.
 - e. Catch her eye and smile.
3. A young woman is on a date. Her date says, "Let's go to my place." What does that usually mean?
 - a. He wants her to go to his apartment and have sex with him.
 - b. He wants her to meet his parents.
 - c. He is very proud of his apartment and wants to show it to her.
4. You have gone out with someone four or five times, and you like the person very much. What touching in public is acceptable?
 - a. None.
 - b. Holding hands.
 - c. The man may put his arm around the woman's shoulder or waist.
 - d. Kissing hello and good-bye on the lips.
 - e. Passionate kissing.

5. Where do people usually go on a date?
 - a. the movies
 - b. dinner
 - c. for dessert or a light snack
 - d. bowling
 - e. the beach
 - f. party
 - g. theater
 - h. roller skating
 - i. sporting events
6. When you go on a date, should you bring your date a present?
 - a. Yes
 - b. Only if it is a special occasion such as a prom.
7. If a man asks a woman to go to the movies or to dinner, who should pay?
 - a. They should split the bill.
 - b. The woman should pay.
 - c. The man should pay.
 - d. It depends on the circumstances.
8. When arrangements are made to go on a date, where does the couple usually meet?
 - a. They meet at the restaurant or theater.
 - b. The man picks up the woman at her home.
 - c. It depends on the circumstances.

Pre-reading

1. Read the following phrases and give the equivalents in Russian:

- a. to get a date
- b. a limited set of girls
- c. to go far beyond (its) original courtship function
- d. mate selection
- e. to average one or more dates per week
- f. to go steady
- g. a personal exploration
- h. gender-related role expectations
- i. to guide and evaluate dating interactions
- j. proactive dating script
- k. private domain
- l. to exert a powerful influence on
- m. to be chaperoned by adults
- n. how much freedom in dating is allowed

Reading

1. Read the text. Find the phrases given above in the text and explain the meaning of the complete sentences in your own words.

2. Explain the meaning of the quotation given by Friedrich Nietzsche from *Thus Spoke Zarathustra* in your own words:

He who would learn to fly one day must first learn to stand and walk and climb and dance: one cannot fly into flying.

Friedrich Nietzsche, *Thus Spoke Zarathustra*, 1883

3. Read these statements and find evidence in the text to support them.

- 1) Adolescent females appear to be more interested in intimacy than adolescent males.
- 2) Dating varies cross-culturally.
- 3) Male dating scripts are proactive.

Text.

Dating

Dating takes on added importance during adolescence. As Dick Cavett (1974) remembers, the thought of an upcoming dance or sock hop was absolute agony: "I knew I'd never get a date. There seemed to be only this limited set of girls I could and should be seen with, and they were all taken by the jocks." Adolescents spend considerable time either dating or thinking about dating, which has gone far beyond its original courtship function to become a form of recreation, a source of status and achievement, and a setting for learning about close relationships. One function of dating, though, continues to be mate selection.

Most girls in the United States begin dating at the age of 14, whereas most boys begin sometime between the ages of 14 and 15 (Douvan & Adelson, 1966). The majority of adolescents have their first date between the ages of 12 and 16. Fewer than 10 percent have a first date before the age of 10, and by the age of 16, more than 90 percent have had at least one date. More than 50 percent of high school students average one or more dates per week (Dickinson, 1975). About 15 percent date less than once per month, and about three of every four students have gone steady at least once by the end of high school.

Female adolescents bring a stronger desire for intimacy and personality exploration to dating than do male adolescents. Adolescent dating is a context in which gender-related role expectations intensify. Males feel pressured to perform in "masculine" ways, and females feel pressured to perform in "feminine" ways.