

## TOPIC 1: FAMILY, ADOPTION, FOSTER CARE

### TASK 1 FAMILY, ADOPTION & FOSTER CARE. QUOTATIONS

**TASK 1A DISCUSSION.** Discuss the following the message communicated by the below posters. Would you add another picture?

Use the following phrases:

- The picture shows ...
- I believe the author of the picture wanted to say/show that...
- I agree with the message of the picture because...
- I disagree with the message of the picture because...
- My picture would show ... because ....

1



3

2



4



Picture 1 taken from: <https://cz.pinterest.com/pin/422353271280682845/>

Picture 2 taken from: <http://www.brucesallan.com/2015/02/24/divorce-returns-dadchat/#more-23121>

Picture 3 taken from: <http://revjanepage.blogspot.cz/2013/10/skeletons.html>

Picture 4 taken from: <https://www.linkedin.com/pulse/what-intrafamily-adoption-bryanne-farr>

## **TASK 2 WHAT KIND OF FAMILY IS YOUR FAMILY?**

### **TASK 2A Create a family mind map.**

#### **Task 2B Match these different kinds of families with the definitions on the right.**

- 1 a rich family
- 2 a close family
- 3 a dysfunctional family
- 4 a single-parent family
- 5 a talented family
- 6 an average family
- 7 an influential family
- 8 an ambitious family
- 9 a nuclear family
- A a step family

- A They want to be successful.
- B Only one parent lives with the children.
- C They have a lot of money.
- D They have strong relationships.
- E They have a certain amount of power.
- F They have a lot of personal problems.
- G They are all good at something.
- H There is nothing special about them.
- I This family type consists of two parents and children.
- J Two separate families create a new unit.

*Adapted from: MacAndrew, R. & Martínez, R. (2001). Taboos and Issues. Thomson, Heinle, pp. 32*

### **TASK 2B Choose two kinds of families and try to characterize them under the following headings.\_**

Opportunities

Difficulties

### **TASK 3 HAPPY FAMILIES**

#### **TASK 3A DISCUSSION. In pairs discuss the following.**

- 1 What makes YOU happy? Order your priorities in order of importance.
2. What makes a happy family? Brainstorm a list of things which contribute to a happy family life.

Then watch a video of children describing their happy family and make notes on what they say.

<https://www.youtube.com/watch?v=DzlxG2B2neU>

#### **TASK 3B The following recording contains the words and phrases below.**

- s**\_\_\_\_\_ **p**\_\_\_\_\_ = person who is the only parent to their child or children
- c** \_\_\_\_\_ = a thing that happens as a result or effect of something you do
- s** \_\_\_\_\_ **in the c** \_\_\_\_\_ = secret, information that people do not want others to know about
- a** \_\_\_\_\_ = someone who is THIS was taken into the home of another family and  
legally became their child

#### **TASK 3C Before listening, make sure you understand the following vocabulary.**

- 1 to get together with relatives for Christmas and the New Year =
- 2 to give attention to an issue =
- 3 the break-down of a traditional family =
- 4 the parents are divorced or separate =
- 5 children are brought up by a single parent =
- 6 families make people happy =
- 7 last on the list =

- 8 to stay in an unhappy marriage for the sake of the kids =
- 9 socially (un)acceptable =
- 10 to find out their relative has committed a crime =
- 11 report sth to the police =
- 12 the consequences are tough =
- 13 skeleton in the closet =
- 14 to hide uncomfortable secrets =
- 15 biological parents =

Adapted from: [http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2010/12/101230\\_6min\\_english\\_families\\_page.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2010/12/101230_6min_english_families_page.shtml)

**RECORDING 1** **TASK 3D** Listen to the recording and make notes under the following headings.

appropriate age for children to go to school on their own

breakdown of a traditional family

single parent families

skeletons in the closet

**TASK 3E VERBS.** Complete the gaps with the correct forms of the following verbs.

*ATTEND, BRING UP, COMMIT, GROW UP, MAKE*

- 1 A great number of people say they would report their family member to the police if he or she \_\_\_\_\_ a crime.
- 2 A number of children \_\_\_\_\_ by single parents.
- 3 A number of children \_\_\_\_\_ in single-parent families.
- 4 Some people who want to be better parents even \_\_\_\_\_ parenting classes.
- 5 Families \_\_\_\_\_ people happy.

**TASK 3F PREPOSITIONS. Complete the sentences with suitable prepositions.**

- 1 At what age should children be able to go to school \_\_\_\_\_ their own?
- 2 Many unhappy couples stay together \_\_\_\_\_ the sake of the kids.
- 3 What age do you think it's appropriate \_\_\_\_\_ children to go to school unaccompanied by an adult?

**TASK 3G WORDFORMATION. Complete the gaps with the correct forms of the words in brackets.**

- 1-2 In the UK it is \_\_\_\_\_ to live in a family with one parent only. (SOCIETY, ACCEPT)
- 3 Skeletons in the closet are \_\_\_\_\_ secrets about someone's life. (COMFORT)

**TASK 4 MARRIAGE – FOR BETTER OR WORSE**

**TASK 4A Read these two opinions about divorce. Which one do you agree with more?**

**Julia Casper – getting divorced for the sake of children**

The only surprising thing about divorce is that it does not happen more often. What people want from a marriage may be the same when they get married, but, as we all know, people can change.

What he wants may be very different from what she wants five years down the line. Very often, men have the attitude of “She looks after me and she is there when I want her, but I have my own life.” Women, on the other hand, think, “He is my best friend, I want him to share my interests, my emotions and my life.” One or both of the partners begins to feel trapped. They start to live separate lives, which results in tension, arguments and battles, which then also has a negative effect on the children if there are any. So, what is the point of staying together? It's better for children to

grow up in a relaxed, loving environment with one parent than in a tension-filled home with both parents.

Of course, it's better to avoid splitting up – it hurts everyone, especially the children – but if a marriage is over, it's best to accept the situation and move on before harm is done.

*Adapted from: MacAndrew, R. & Martínez, R. (2001). Taboos and Issues. Thomson, Heinle, pp. 16.*

**Sue Hardcastle – staying together for the sake of the children**

Too many people see the divorce as the easy way out. I admit that in some cases it may be necessary – for example, if your partner was physically or mentally abusing you. Getting divorced should be absolutely the last option. It's not just a lifestyle choice.

Part of the problem is that people seem to have an impossible idealistic way of marriage. They expect love, romance and excitement to fill their lives all the time. But the fact is, married life is not always perfect love and harmony. There will be arguments and disagreements. It is boring at times, and especially when children come along, it can be hard work! You've got to be willing to make the effort to make a

relationship work. It is this effort which makes marriage a rich and satisfying experience.

And what example is it to children if you decide to split up? What message does it give? "When things get difficult, you can just quit." It's no surprise those parents divorce often get divorced themselves. How can they believe in the possibility of a permanent relationship if the people they most trusted could not do it?



**TASK 3C** Mark the sentences below with “S” if they say what Sue says and “J” if they are what Julia says.

- 1 People expect too much from a marriage.
- 2 Children can experience negative things in a bad marriage.
- 3 Children whose parents split up can find it difficult to trust other people later in life.
- 4 Living with one parent can be better than living with both.
- 5 You should not give up just because a relationship is difficult.

*Taken from: MacAndrew, R. & Martinez, R. (2001). Taboos and Issues. Thomson, Heinle, pp. 16.*

**TASK 3D** Complete the text below with the correct forms of these words.

**BREAK, BREAK DOWN, LAST, SIGN, SPLIT UP, WORK**

In the USA couples sometimes 1 \_\_\_\_\_ a contract before they get married called a “prenuptial agreement“, which puts in writing what will happen to their money and things they have if the marriage 2 \_\_\_\_\_. It does not surprise me that some of these marriages don't 3 \_\_\_\_\_ long. Before it has even started, the happy couple are already planning what to do when the marriage does not 4 \_\_\_\_\_. And of course, a prenuptial agreement only works if both partners are reasonable. But what happens if one person does not want to 5 \_\_\_\_\_ and is against the divorce? Or what happens if someone tries to 6 \_\_\_\_\_ the contract? Well, what it really means is lots of work – and money – for the lawyers!

*Taken from: MacAndrew, R. & Martinez, R. (2001). Taboos and Issues. Thomson, Heinle, pp. 16.*

**TASK 3E** Give reasons for and against a divorce.

| Reasons for a divorce | Reasons against a divorce |
|-----------------------|---------------------------|
|                       |                           |

**TASK 5 PRIVATE FOSTERING**

**TASK 5A** Watch a video produced by an organization Foster Care Support Foundation.

<https://www.youtube.com/watch?v=CnO25IzzYgU>

Brainstorm your ideas on the video. Write down your ideas.



**TASK 5B Study the following items.**

- 1 foster care = \_\_\_\_\_
- 2 guardian** = \_\_\_\_\_
- 3 local authority = \_\_\_\_\_
- 4 care order** = \_\_\_\_\_
- 5 close family members, close relatives = \_\_\_\_\_
- 6 crime = \_\_\_\_\_
- 7 to break the law = \_\_\_\_\_
- 8 to assess the child's needs = \_\_\_\_\_
- 9 to be financially supported by = \_\_\_\_\_
- 14 to ensure that children are safe** = \_\_\_\_\_
- 15 to live with a disability = \_\_\_\_\_

*Adapted from: [http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2009/02/090204\\_6min\\_fostering.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2009/02/090204_6min_fostering.shtml)*

**TASK 5C Before you listen to the recording, study the following vocabulary. To get the right definitions, match the numbers in the left column with the letters in the right column. Complete the middle column with the Czech translations of the English words or phrases.**

| English       | Czech | Definition                      |
|---------------|-------|---------------------------------|
| 1 foster care |       | A the process of taking a child |



|                             |  |  |
|-----------------------------|--|--|
|                             |  | home and becoming its legal parents and family   |
| <b>2 adoption</b>           |  | B the process of looking after a child for a period of time but without becoming the child's legal parents |
| <b>3 a care order</b>       |  | C the ability and potential of a carer to look after a child properly and meet his or her needs            |
| <b>4 a carer's capacity</b> |  | D legal permission from the court to take a child away from the people or person they are living with      |

Definitions adapted from: [http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2009/02/090204\\_6min\\_fostering.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2009/02/090204_6min_fostering.shtml)  
 Definitions adapted from: [www.macmillandictionary.com](http://www.macmillandictionary.com)

**RECORDING 2 TASK 5D Listen to the extract of the recording and answer the questions.**

- 1 What is the difference between adoption, fostering and private fostering?
- 2 What is a care order?

**TASK 5E VERBS. Complete the with the correct forms of the following verbs.**

*ASSESS, BREAK, MEET*

- 1 You \_\_\_\_\_ the law if you don't officially inform the local authority of any private fostering arrangements you are aware of.
- 2-3 A local authority needs to be able to \_\_\_\_\_ both the child's needs and the carer's capacity to \_\_\_\_\_ those needs.

**TASK 5F WORDFORMATION. Complete the sentence with words made from the words in brackets.**

- 1-4 \_\_\_\_\_ is when someone takes a child home with them \_\_\_\_\_ and the child is \_\_\_\_\_ theirs. Fostering on the other hand is different in that the

\_\_\_\_\_ is only temporary, although official too. Foster parents simply do not become the child's legal parents. (ADOPT, PERMANENT, LEGAL, ARRANGE)

5 The child will stay with a \_\_\_\_\_ adult. (RESPONSIBILITY)

6-7 It's a crime not to tell the local authority about a fostering \_\_\_\_\_ you know about. (ARRANGE)

## **TASK 6 INTRODUCING SOCIAL PEDAGOGY INTO FOSTER CARE**

The concept of social pedagogy in foster care aims to show the impact social pedagogy can make to foster carers and the lives of the children they foster. (Head, Heart, Hands)

**RECORDINGS 3,4<sup>1</sup> TASK 6A Watch the video about the Head, Heart, Hands programme and make notes of the answers given by the foster parents to the following questions.**

TRACEY – FOSTER PARENT – video 1

1 How is social pedagogy changing the way you foster?

2 What are your hopes for the future?

*Video taken from: <https://www.youtube.com/watch?v=ZRdjEVSXG3s>*

DAVE - FOSTER PARENT – video 2

1 How is social pedagogy changing the way you foster?

2 What impact is social pedagogy having on you?

3 What has been your most exciting moment so far?

4 What are your hopes for the future?

*Video taken from: [https://www.youtube.com/watch?v=\\_B0faaPPQPg](https://www.youtube.com/watch?v=_B0faaPPQPg)*

## **TASK 7 AFRICAN CHILD ADOPTIONS**

**TASK 7A Before you listen to the recording, study the following vocabulary. To get the right definitions, match the numbers in the left column with the letters**

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<sup>1</sup>There is no transcript to these two videos.

in the right column. Complete the middle column with the Czech translations of the English words or phrases.

| English               | Czech | Definition  |
|-----------------------|-------|---|
| 1 orphan              |       | A to look after a child until he or she becomes an adult  |
| 2 to bring up a child |       | B a child whose parents have died   |
| 3 orphanage           |       | C to take someone else's child into your family and legally make him or her your own child  |
| 4 to adopt a child    |       | D home that cares for children with no parents  |
| 5 welfare             |       | E to be unable to remember a fact or piece of information   |
| 6 culture             |       | F to say very firmly that something must happen or must be done   |
| 7 to insist on sth    |       | G the health and happiness of people  |
| 8 to forget about sth |       | H 1 activities involving music, literature, and other arts, 2 a set of ideas, beliefs, and ways of behaving of a particular organization or group of people |

Definitions adapted from:

[http://www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/2012/05/120531\\_witn\\_african\\_adoptions.shtml](http://www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/2012/05/120531_witn_african_adoptions.shtml)

Definitions adapted from: [www.macmillandictionary.com](http://www.macmillandictionary.com)

**RECORDING 5 TASK 7B Complete the gaps with the words or numbers you hear. There is always one word or number per gap.**

More than 1 \_\_\_\_\_ African children have been sent for adoption.

Most of the children go to the United States, Western Europe and 2 \_\_\_\_\_ .

3 \_\_\_\_\_ is the country which sends the most children for adoption abroad.

The number of adoptions from Africa is so high especially because it is easier to get a child from there than from 4 \_\_\_\_\_ America and 5 \_\_\_\_\_ Europe.

The African Child Policy Forum 6 \_\_\_\_\_ every child should be brought up in the country in which it was 7 \_\_\_\_\_ .

Mr Bekele works in the Abebech Gobena which is an 8 \_\_\_\_\_ in Ethiopia.

Mr Bekele says they prefer 9 \_\_\_\_\_ adoptions because the children will not lose contact with their 10 \_\_\_\_\_ , their people and will not 11 \_\_\_\_\_ their language.

Adapted from:

[http://www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/2012/05/120531\\_witn\\_african\\_adoptions.shtml](http://www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/2012/05/120531_witn_african_adoptions.shtml)

**TASK 7C WORDFORMATION. Complete the gaps with words made from the words in brackets.**

- 1 The number of international \_\_\_\_\_ has increased rapidly recently. (ADOPT)
- 2 The situation is very \_\_\_\_\_. (DRAMA)
- 3 The number of adopted children has risen \_\_\_\_\_. (DRAMA)
- 4 She works in the \_\_\_\_\_. (ORPHAN)

**TASK 8 GAY FAMILIES**

**TASK 8A DISCUSSION. What legal rights do gay couples have in the Czech Republic?**

- 1 Can they get married?
- 2 Can they inherit from a partner?
- 3 Can they adopt children?
- 4 Can they get a mortgage on a house together?

**TASK 8B Read the article and underline anything you think is a good argument for or against gay marriages.**

LET'S GET MARRIED

**allowed, draw, difference, court, huge, get, public, frustration**

“We have a mortgage together, we have a cat together, we're no different from the neighbours, so why can't we \_\_\_\_\_ married?” one gay man told reporters outside the Vermont courtroom in the United States. A large group of gay couples were at the \_\_\_\_\_ to hear whether the state would change the law and allow same-sex marriages. Many expressed their \_\_\_\_\_ at not being \_\_\_\_\_ to get married. “We want to get married for the same reason as everyone else – we're in love.”

A woman campaigner for gay rights said, “Why do people want to stop gay people getting married? It makes no \_\_\_\_\_ to them, but it makes a \_\_\_\_\_ difference to a gay couple who want to make a \_\_\_\_\_ commitment.”

A spokesperson for a traditional family organisation said, “If we start to re-define what a marriage is, where do you [redacted] the line? Why not say two men and a woman can get married, or three women perhaps?”

*Taken from: MacAndrew, R. & Martinez, R. (2001). Taboos and Issues. Thomson, Heinle, pp. 32.*

**TASK 8C Discuss the following views of same-sex marriages. What views are closest to your own?**

1 Gay marriage? Why not? If two people want to make a lifetime commitment to each other, they should be allowed to.

2 It doesn't matter that they are gay. They've been together for 15 years. They should have exactly the same rights as a normal couple. What is normal anyway?

3 Marriage between a man and a woman is natural. If marriage stops being natural, where will it all end? If two men can marry, why not three or four?

4 Marriage is for the creation of children. Gay partners can't have children so they shouldn't be allowed to get married.

5 I don't care if they want to get married or not. I just wish it wasn't all over the newspapers.

6 I don't believe in marriage anyway, so it's not really an issue for me.

*Taken from: MacAndrew, R. & Martinez, R. (2001). Taboos and Issues. Thomson, Heinle, pp. 32.*

**TASK 8D In pairs try to come up with arguments for and against same-sex marriages.**

| Arguments for same-sex marriage | Arguments against same-sex marriage |
|---------------------------------|-------------------------------------|
|                                 |                                     |

**TASK 9 CHRISTIAN FOSTER PARENTS BLOCKED FROM ADOPTION**

**TASK 9A Read the article about Christian foster parents who were not allowed to adopt their foster children because of their views on adoption by same-sex couples.**



*A couple has been blocked from adopting their two foster children after expressing worries about the children being brought up by a gay couple.*

The husband and wife, who have not been named, have looked after the young children for about a year. But when they expressed an interest in adopting their foster children, they were told that a gay couple was considered to adopt them. They were shocked to hear the news and thought it was a joke.

The practising Christians, who have biological children, then formally applied to adopt the two foster children. However the council rejected the application, saying that their views about gay parenting were worrying and could be harmful to the long-term needs of the children.

The couple however thinks that a move to a new family could put the children under emotional stress. The foster father had even said it would be hard to explain the possibility of having gay parents to one of the children, who was "waiting for a new mummy."

The couple has now written to the council to protest against the decision.

They said that they had "not expressed homophobic views, unless Christian beliefs are, by definition, homophobic", adding: "We are Christians and we expressed the view that a child needs a mother and a father. We expressed our views in a modest way based on Christian principles we believe".

"We love everyone (regardless of sexual orientation) and we love the children and believe that they would benefit from the foundation offered by a mother and a father. The decision appears discriminatory to us and not related to the children's needs. The children love us: we love them. All the reports show that we are a loving, caring and stable family. What more could a child need?"

Asked how he would react if one of the children came out as gay, the husband said: "It is hard to accept, but we would accept it."

The foster parents had previously received good reviews and been praised for their "lovely care and warmth" towards the children.

Andrea Williams, chief executive of the Christian Legal Centre, which is supporting their protest, said: "This couple's viewpoint is lawful and mainstream."

*Adapted from: <http://www.telegraph.co.uk/news/2016/11/06/christian-couple-blocked-from-adoption-amid-gay-parents-row/>*

## **TASK 10 ABORTION**

**TASK 10A Read the introduction.**



**The abortion debate asks whether it can be morally right to terminate a pregnancy before normal childbirth.**

**Some people think that abortion is always wrong. Some think that abortion is right when the mother's life is at risk. Others think that there is a range of situations in which abortion is morally acceptable.**

Picture taken from: <http://www.bbc.co.uk/ethics/abortion/>  
 Text adopted from: <http://www.bbc.co.uk/ethics/abortion/>

Abortion is a medical operation in which a developing baby is removed from a woman's body so that it is not born alive.

Definition taken from: <http://www.macmillandictionary.com/dictionary/british/abortion>

There are two key adjectives used in the debate about abortion. **Pro-life** refers to a belief that pregnant women should not be allowed to have an abortion. A person holding these views may also be referred to as a pro-lifer. The adjective **pro-choice** is on the other hand used to say that pregnant women should be able to decide whether to have an abortion or not.

*Match the words on the left with their definitions on the right*

|                 |  |
|-----------------|--|
| A foetus        | 1 in favour of a woman's right to have an abortion |
| B expecting     | 2 against abortion                                 |
| C pro-life      | 3 the moment when a woman gets pregnant            |
| D pro-choice    | 4 methods preventing woman from getting pregnant   |
| E conception    | 5 pregnant   |
| F contraception | 6 a baby before it is born                         |

### 10 A Listening (3:18)

<https://www.youtube.com/watch?v=62ofBHf1s1o&t=550s>

Decide if the sentences are true or false.

*Abortion in Northern Ireland is illegal unless a woman's long-term mental and physical health is at risk.*

*Victims of rape and incest can apply for legal termination of pregnancy.*



*Due to having abortion, Sarah is treated as a criminal in Northern Ireland.*

*'Precious life' group are pro-choice.*

*'Precious life' group believe every human life must be protected in law.*

*Amnesty International representative believes opinion must not be forced on women.*

*Amnesty International representative suggests abortion is a not a private and individual matter*

*There is a socio-economic dimension to abortion in Northern Ireland.*

**TASK 10B** Different countries view abortions differently. The following text refers to the situation in one of the US states.

What about the father?

**Instead, persuade, due, legal, not, taken, prevent, further**

*A man has successfully managed to [redacted] his former girlfriend from having an abortion – at least for the time being. The clinic where the operation was [redacted] to take place agreed yesterday that they would not continue with the operation until [redacted] medical tests had taken place. Stephen Curtis, 24, took [redacted] action against the clinic, saying that the termination was against the Abortion Act rules because only one doctor was consulted [redacted] of two, and other checks on the physical and psychological state of the woman had not [redacted] place. Mr Curtis took the legal action because he disagrees with abortion. His victory is [redacted] final, however, as there is nothing to stop the woman going to another clinic. He hopes to be able to [redacted] her to change her mind.*

Taken from: MacAndrew, R. & Martinez, R. (2001). *Taboos and Issues*. Thomson, Heinle, pp. 21.

**TASK 10C** Who and what should a pregnant woman consider when thinking about an abortion? Discuss in pairs what a woman should think about when considering an abortion.

**TASK 10D DISCUSSION.** Work in pairs or small groups and decide whether you agree or disagree with the statements below.

1 It should be the woman's right to choose. Ultimately, it's her body and so it's her decision alone.

2 If you are mature enough to make a baby, then you are mature enough to take care of it.

3 Abortion is for the irresponsible.

4 I believe all life is sacred and so abortion is a criminal act to me.

5 With so many other options, like adoption, I don't see why an abortion is necessary.

6 I don't agree with late-term abortions, but I think the so-called "morning-after pill" is basically OK.

7 If abortion is illegal, it only means more backstreet abortions will happen and that dangerous for the women concerned.

*Taken from: MacAndrew, R. & Martinez, R. (2001). Taboos and Issues. Thomson, Heinle, pp. 21.*

**TASK 10E DISCUSSION. Here are some arguments used by the ProLife Alliance in the UK. What is your reaction to these arguments?**

Your life is your mother's body started at conception. Your heart started to beat 3 weeks after conception. Your brain waves could be detected at 5 weeks. Your organs were all formed at 10 weeks. Your hearing was perfect at 16 weeks. Over 180, 000 abortions are performed in Britain each year. Abortion is the most common operation in the UK. 97% are of healthy babies. 90% are for social rather than medical reasons.

*Taken from: MacAndrew, R. & Martinez, R. (2001). Taboos and Issues. Thomson, Heinle, pp. 21.*

**TASK 10 F Look at the quotes and classify them either as a pro-life statement or a pro-choice statement.**

A Like it or not, abortion is an important part of birth control for many women. Abortions save millions of families from the stress and unhappiness caused by unwanted pregnancies.

B Why should the child pay for the mistakes of the parents?

C It seems to me that people who are against abortion are interested in simplifying life. The unborn child is a simple symbol – good, new and full of promise. But life is not simple.

D Looking at my child I think of the one that we lost another who died through our "choice". That's also now very hard to get my head around.

E A friend is going to have a baby at the same time I would have been. It's difficult watching her grow and not thinking about our own child ..... but I still believe it was the right choice.

F I always knew I was and am not made to be a mother. I simply lack the "mother-gene".

G Abortion is a method of birth control? Seriously, we live in a world where you can get rid of anything so easily, even human life.

H Fearing you might not have "enough love" is not a good enough reason to terminate a potential human being.

Quotes adapted from: <http://www.bbc.com/news/magazine-34966165>, <http://www.bbc.com/news/magazine-34962532>

| Pro-life statements | Pro-choice statements |
|---------------------|-----------------------|
|                     |                       |

**TASK 10G** Write one pro-life statement and one pro-choice statement. Each statement should be between 35-50 words long.

|                                   |
|-----------------------------------|
| <p>Your pro-life statement:</p>   |
| <p>Your pro-choice statement:</p> |

**TASK 10H** The issue of abortion can be viewed from different perspectives. Work in groups of 5. Each of you will choose a different aspect of looking at abortion. Prepare a short oral presentation of the issue for your colleagues within your group. Your presentation should be about 2 minutes long.

- 1 Medical issues – health of the mother, health of the child
- 2 Ethical and philosophical issues, religious views on abortion
- 3 The rights of the mother
- 4 The rights of the child
- 5 The rights of the father

## VOCABULARY

|                       |                    |                       |
|-----------------------|--------------------|-----------------------|
| abortion              | /ə'bo:ʊ(r)ʃ(ə)n/   | potrat                |
| to abuse sth/sb       | /ə'bjuz:/          | zneužívat             |
| abuse                 | /ə'bjuz:/          | zneužívání            |
| to accept sth         | /ək'sept/          | akceptovat,           |
| přijmout              |                    |                       |
| acceptable            | /ək'septəb(ə)l/    | akceptovatelné,       |
| přijatelné            |                    |                       |
| to accompany sth/sb   | /ə'kʌmp(ə)ni/      | doprovodit            |
| to admit              | /əd'mɪt/           | připustit,            |
| přiznat               |                    |                       |
| to adopt sb           | /əd'ɒpt/           | adoptovat             |
| adoption              | /əd'ɒpʃ(ə)n/       | adopce                |
| agreement             | /ə'gri:mənt/       | dohoda,               |
| smlouva, souhlas      |                    |                       |
| to allow              | /ə'laʊ/            | dovolit,              |
| povolit               |                    |                       |
| ambitious             | /æm'bɪʃəs/         | ambiciózní            |
| application           | /,æplɪ'keɪʃ(ə)n/   | žádost,               |
| příhláška             |                    |                       |
| to apply for sth      | /ə'plɪ /           | žádat o               |
| argument              | /'ɑ:(r)ɡjʊmənt/    | argument              |
| to arrange            | /ə'reɪndʒ/         | stanovit,             |
| zařít                 |                    |                       |
| arrangement           | /ə'reɪndʒmənt/     | zde: opatření, dohoda |
| to assess             | /ə'ses/            |                       |
| zhodnotit, vyhodnotit |                    |                       |
| attention             | /ə'tenʃ(ə)n/       | pozornost             |
| attitude to           | /'ætɪ'tju:d/       | postoj k              |
| authority             | /ɔ:'θɒrəti/        | zde: úřad             |
| to avoid              | /ə'vɔɪd/           | vyhnout se            |
| biological            | /'baɪə'lɒdʒɪk(ə)l/ | biologický            |
| brain                 | /'breɪn/           | mozek                 |
| to bring sb up        | /'brɪŋ ap/         | vychovat              |
| capacity              | /'kæpəsəti/        | kapacita,             |
| potenciál             |                    |                       |
| care                  | /keə(r)/           | péče                  |
| carer                 | /keə(r) ə/         | pečovatel             |
| Christian             | /'krɪstʃən/        | křesťan,              |
| křesťanský            |                    |                       |
| commitment            | /'kɒmɪtmənt/       | závazek               |
| *conception           | /'kɒnsepʃ(ə)n/     | početí                |

|                               |                           |                   |
|-------------------------------|---------------------------|-------------------|
| <i>to</i> concern             | /kən'sɜ:(r)n/             | týkat se,         |
| dotýkat se                    |                           |                   |
| concerning sth / sb           | /kən'sɜ:(r)n ɪ/           | týkající se       |
| consequence                   | /'kɒns kwəns/             | důsledek          |
| couple                        | /'kʌp(ə)l/ pár,           | dvojice           |
| crime                         | /kra m/                   | trestný čin       |
| culture                       | /'kʌltʃə(r)/              | kultura           |
| disability                    | /,d sə'b ləti/            | postižení         |
| disagreement                  | /,d sə'gri:mənt/          | neshoda,          |
| nesouhlas                     |                           |                   |
| discriminatory                | /d 'skr m nət(ə)ri/       | diskriminační     |
| divorce                       | /d 'vɔ:(r)s/              |                   |
| rozvod                        |                           |                   |
| <i>to</i> divorce sb          |                           | rozevést se s     |
| <i>to</i> get divorced        |                           | rozevést se       |
| <i>to</i> express sth         | / k'spres/                | vyjádřit          |
| faith                         | /fe θ/                    | (náboženská)      |
| víra                          |                           |                   |
| <i>to</i> forget about sth/sb | /fə(r)'get/               | zapomenout        |
| na                            |                           |                   |
| ( <i>to</i> ) foster          | /'fɒstə(r)/               | pěstoun, stát     |
| se pěstounem                  |                           |                   |
| fostering                     | /'fɒstə(r) ɪ/             | pěstounství       |
| <i>to</i> get rid of          |                           | zbavit se         |
| *guardian                     | /'gɑ:(r)diən/             | poručník          |
| ( <i>to</i> ) harm            | /'hɑ:(r)m/                | uškodit, způsobit |
| újmu, škoda, újma             |                           |                   |
| harmful                       | /'hɑ:(r)mf(ə)l/           | škodlivý          |
| <i>to</i> hide sth/sb         | /ha d/                    | schovat           |
| <i>to</i> hurt                | /hɜ:(r)t/                 | bolet             |
| * <i>to</i> ensure            | / n'ʃɔ:(r)/               | zajistit          |
| <i>to</i> exchange            | / ks'tʃe ndʒ/             | vyměnit           |
| <i>to</i> expect              | / k'spekt/                | očekávat          |
| <i>to</i> improve             | / m'pru:v/                | zlepšit           |
| influential                   | /,ɪ nflu'enʃ(ə)l/         | vlivný            |
| <i>to</i> inherit sth from sb | / n'her t/                | zdědit            |
| <i>to</i> insist (on) sth     | / n's st/                 | trvat             |
| na                            |                           |                   |
| *interchangeable              | /,ɪ ntə(r)'tʃe ndʒəb(ə)l/ | zaměnitelný       |
| ( <i>to</i> ) lack            | /læk/                     |                   |
| nedostatek, trpět nedostatkem |                           |                   |
| <i>to</i> last                | /lɑ:st/                   | trvat (časově)    |
| lawyer                        | /'lɔ:ʃjə(r)/              | právník           |
| legal                         | /'li:g(ə)l/               | právní            |
| <i>to</i> marry sb            | /'mæri/                   | vzít si někoho    |
| moral                         | /'mɒrəl/                  | morální           |
| morally                       | /'mɒrəli/                 |                   |
| morálně                       |                           |                   |
| *mortgage                     | /'mɔ:(r)g dʒ/             | hypotéka          |

|                                |                       |                    |
|--------------------------------|-----------------------|--------------------|
| network                        | /ˈnet,wɜ:(r)k/        | sít' (jako         |
| sociální systém)               |                       |                    |
| orphan                         | /ˈɔ:(r)f(ə)n/         | sirotek            |
| orphanage                      | /ˈɔ:(r)f(ə)n dʒ/      | sirotčinec         |
| pedagogy                       | /ˈpedə,gɒdʒi/         | pedagogika         |
| to persuade sb to do sth       | /pə(r)ˈswe d/         | přemluvit          |
| někoho                         |                       |                    |
| pregnancy                      | /ˈpregnənsi/          | těhotenství        |
| pregnant                       | /ˈpregnənt/           | těhotná            |
| to prevent sb from doing sth   | /pr ˈvent/            | zabránit           |
| principle                      | /ˈpr nsəp(ə)l/        | zásada             |
| reasonable                     | /ˈri:z(ə)nəb(ə)l/     | rozumný, umírněný, |
| přiměřený                      |                       |                    |
| regarding sth/sb               | /r ˈgɑ:(r)d ŋ/        | týkající se        |
| to regulate                    | /ˈregjʊle t/          | regulovat          |
| to reintegrate                 | /ri:ˈ nt ,gre t/      | reintegrovat       |
| to reject                      | /r ˈdʒekt/            |                    |
| odmítnout, zamítnout           |                       |                    |
| to reflect on sth              | /r ˈflekt/            |                    |
| zamyslet se nad                |                       |                    |
| reflection                     | /r ˈflekʃ(ə)n/        | reflexe,           |
| zamyšlení                      |                       |                    |
| to remove                      | /r ˈmu:v/             | odstranit          |
| to report                      | /r ˈpɔ:(r)t/          | zde: nahlásit,     |
| podat zprávu                   |                       |                    |
| rich                           | /r tʃ/                | bohatý             |
| right                          | /ra t/                | právo              |
| satisfying                     | /ˈsæt s,fa ŋ/         | uspokojující       |
| secret                         | /ˈsi:krət/            | tajemství          |
| to share sth                   | /ʃeə(r)/              | sdílet             |
| to sign                        | /sa n/                | podepsat           |
| skeleton                       | /ˈskel t(ə)n/         | „kostlivec“,       |
| kostra                         |                       |                    |
| speed                          | /spi:d/               | rychlost           |
| to split up                    | /spl t ap/            | rozejít se (o      |
| vztahu)                        |                       |                    |
| spokesperson                   | /ˈspə(r)ɒks,pɜ:s(ə)n/ | mluvčí             |
| to support                     | /səˈpɔ:(r)t/          | podporovat         |
| tension                        | /ˈtenʃ(ə)n/           | napětí             |
| to terminate                   | /ˈtɜ:(r)m ne t/       | ukončit            |
| termination                    | /,tɜ:(r)m ˈne ʃ(ə)n/  | ukončení           |
| (to) trust                     | /trʌst/               | důvěřovat,         |
| důvěra                         |                       |                    |
| unacceptable                   | /,ʌnəkˈseptəb(ə)l/    |                    |
| neakceptovatelné, nepřijatelné |                       |                    |
| to value sth/sb                | /ˈvælju:z/            | vážít si, cenit    |
| si                             |                       |                    |

## SELECTED PHRASES

|   |   |
|---|---|
| at her own speed                              | = jejím vlastním tempem                     |
| to assess the child's needs                   | = vyhodnotit potřeby dítěte                 |
| to be involved in illegal activity            | = účastnit se nelegální činnosti            |
| biological parent                             | = biologický rodič                          |
| birth control                                 | = kontrola porodnosti                       |
| to break the contract                         | = porušit smlouvu                           |
| to break the law                              | = porušit zákon                             |
| care order                                    | = (soudní) nařízení týkající se péče        |
| to change one's mind                          | = změnit názor, rozmyslet si něco           |
| to do harm                                    | = způsobit újmu                             |
| to draw a line between                        | = vymezit hranici mezi                      |
| to ensure that children are safe              | = zajistit, že děti budou v bezpečí         |
| everyone concerned                            | = všichni dotčení                           |
| for medical reasons                           | = z lékařských důvodů                       |
| foster care                                   | = pěstounská péče                           |
| lifestyle choice                              | = volba životního stylu                     |
| to go to school unaccompanied                 | = jít do školy bez doprovodu                |
| to live with a disability                     | = žít s postižením                          |
| local authority                               | = místní úřad                               |
| the marriage broke down                       | = manželství ztroskotalo                    |
| to meet the the child's needs                 | = naplnit potřeby dítěte                    |
| tension-filled home                           | = vypjaté domácí prostředí                  |
| to perform an abortion                        | = provést potrat                            |
| *prenuptial agreement                         | = předmanželská smlouva                     |
| public commitment                             | = veřejný závazek                           |
| to physically or mentally abuse sb            | = fyzicky a psychicky někoho zneužívat      |
| to reject the application                     | = zamítnout žádost                          |
| to sign a contract                            | = podepsat smlouvu                          |
| a single parent                               | = rodič samoživitel                         |
| skeleton in the closet                        | = kostlivec ve skříni                       |
| socially acceptable                           | = společensky přijatelné                    |
| socially unacceptable                         | = společensky nepřijatelné                  |
| to stay together for the sake of the children | = zůstat spolu kvůli dětem / pro dobro dětí |
| to take legal action                          | = podniknout právní kroky                   |
| tension-filled home                           | = vypjaté domácí prostředí                  |
| to terminate pregnancy                        | = ukončit těhotenství                       |