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ТЕСТОВЫЕ ЗАДАНИЯ
к 4 разделу учебника Аракина В.Д.
«Практический курс английского языка»
по дисциплине «Практика устной речи»
по теме «Bringing up Children»
для студентов 3-го курса
направления 6.020303 «Филология»
специальности 7.02030304 «Перевод»
дневной формы обучения

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Тестовые задания к 4 разделу учебника Аракина В.Д. «Практический курс английского языка»: методические указания к практическим занятиям по дисциплине «Практика устной речи» для студентов 3 курса направления 6.020303 «Филология» специальности 7.02030304 «Перевод» дневной формы обучения / Сост. Осадчая И.Ю. – Севастополь: Изд-во СевНТУ, 2013. –28 с.

Цель: настоящие методические указания тестовые задания предназначены для проверки уровня сформированности лексико-грамматических навыков говорения на тему «Bringing up Children» учебника Аракина В.Д. «Практический курс английского языка» для студентов 3 курса.

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CONTENTS

Test 1	3
Test 2	3
Test 3	4
Test 4	5
Test 5	6
Test 6	7
Test 7	8
Test 8	10
Test 9	11
Test 10	11
Test 11	12
Test 12	13
Test 13	14
Test 14	15
Test 15	17
Test 16	18
Test 17	19
Test 18	20
The keys	21
Bibliography	28

TEST 1

Fill in the gaps with the phrasal verb “to stand”.

1. The enemies _____ for a moment and then started the fight.
2. The army _____ when the commander spoke to them.
3. My boss _____ racism in the work place.
4. It _____ that you can't rip off a bank and evade penalty.
5. Children's hair _____ when they saw Freddy Krueger that is why they took to their heels home as quick as possible.
6. Salvador Dali is a brilliant surrealist painter and his pictures _____ from that of the others.
7. The weather was fine and the trees _____ still in a windless forest.
8. In the democratic society everyone has an opportunity to _____ even if everybody is against him.
9. The USA _____ the United States of America.
10. I _____ for him and said I had always found him to be honest.
11. Don't be nervous. The agreement _____. Mr. Jackson will be back in time and will sign all the necessary documents.
12. – Who is it?
– I can hardly guess. He _____ us. Let's wait till he faces us.
13. Tom, don't _____, please. You prevent me from reading an absorbing book.
14. Romeo hid under cloud of night and _____ the wall listening to Juliette's declaration of her love to him.
15. During the Cold War people _____ to get a piece of bread.
16. The dinner is perfect but who is going to _____?
17. My friend promised to me that we would always _____, but one day he decided to go away never to come back.
18. Robert is a basketball player that is why he _____ 6 foot in height.

TEST 2

Fill in the gaps with the phrasal verb “to take”.

1. You have betrayed your family. _____ yourself _____ and never come back!
2. Our son has _____ his grandfather. He is so much like him.
3. This task _____ too much time. I'm afraid I won't cope with it in time.
4. This new English teacher makes all the material so accessible that I can _____ every lesson.
5. You've got a promotion! My congratulations! When are you planning to _____?
6. Robert wanted to make a gorgeous present for his wife. He has been _____ and doesn't know what to do now.
7. Hurry up! Our plane is _____ in 15 minutes!
8. My dear, we live in such a big house, but we've run out of money. Maybe we should _____ to earn a little? Two or three people more here won't be a pain in the neck.
9. The bus stopped to _____ passengers.

10. He is a very powerful man and he is eager to marry her. I'm afraid he won't _____.
11. I'm too tired to struggle the stream. Can you _____ rowing?
12. When you are too young and depend on your parents you should obey them and _____ until you are of age at least.
13. At first it had been really uncomfortable to wear brackets, but later I _____ them and stopped paying any attention.
14. Nowadays a lot of old buildings with ancient architecture are _____ and new supermarkets are built up instead.
15. I met a couple of French girls while I was hitch-hiking round Europe. It was a long trip. I _____ with them and they made great traveling companions.
16. After that happy event I've put on weight and have spent months in gym. It _____ to lose weight and now I want to _____ all my clothes or just change them.
17. Good morning children. Let's start our lesson with a short dictation. You are to _____ everything I'll tell you.
18. It's too stuffy here. I'd like to _____ my jacket and open the window to have some extra air.
19. The Blacks bought a little residence by the sea and _____ spending their holidays there.
20. According to the report, scientists from the American University of Materials have invented some totally new material that _____ water in no time!

TEST 3

Translate the sentences with speech patterns from Russian into English.

1. Не спросив разрешения, он вошел в дом.
2. Не дожидаясь ответа, она начала разговор.
3. Еще раз взглянув на часы, мистер Блэк направился к дому своего друга.
4. Не съев ни единого кусочка пирога, Нэнси выбежала из гостиной.
5. Он развернулся и ушел, не дождавшись ее ответа.
6. Дэйв интересуется историей больше, чем когда-либо.
7. Он хочет найти хоть какую-то работу больше, чем когда-либо.
8. Пол работал усерднее, чем когда-либо.
9. Андрей пробежал дистанцию и устал больше, чем когда-либо.
10. Мы хотим отправиться в путешествие больше, чем когда-либо.
11. С какой стати мне одалживать тебе деньги?
12. С какой стати мне ехать за границу?
13. С какой стати Сара должна их приглашать?
14. С какой стати Скарлетт играть на сцене?
15. С какой стати ты беспокоишь начальника по пустякам?
16. Она достаточно умна, чтобы принимать участие в викторине.
17. Он недостаточно высок, чтобы играть в баскетбол.
18. Барбара не достаточно хорошо поет, чтобы ее приняли в хор.
19. Она достаточно красива, чтобы участвовать в конкурсе красоты.

20. Рон достаточно трудолюбив, чтобы получить повышение.
21. Я люблю кататься на коньках, также как и мои друзья.
22. Она не любит прощаться, так же как и ты.
23. Пол хочет научиться играть в футбол, так же как и Боб.
24. Человек не может знать столько, сколько и компьютер.
25. Мистер Финч не любит опаздывать, так же как и его жена.
26. Зрители, во время просмотра триллера в кинотеатре, кричали от страха.
27. Джэк сделал комплимент Диане, и та покраснела от смущения.
28. Пьеса была настолько смешной, что публика покатывалась от хохота.
29. Он привел в исполнение свой план и улыбнулся от удовольствия.
30. Дети читали анекдоты и покатывались со смеху.
31. Гари приготовил фейерверк в честь дня рождения Мэри! Как, должно быть, сильно он ее любит.
32. Ребята рассматривали книгу с яркими иллюстрациями. Как, должно быть, она им нравилась.
33. Как она, должно быть, невнимательна, что забыла ребенка в парке.
34. Какое, должно быть, утешение ответственный сын для матери.
35. Как должно быть, дети любили свою няню!

TEST 4

Find the synonyms and match a word in A with a word in B.

A

B

a slight tap or stroke given with the hand	level-headed person
unchanging, usual, habitual	to stand up for smb.
to say in a shrill loud voice	to stand out
to be the right shape or size	to scream with laughter
to give or send one's affectionate greeting	to level
balanced person	not to be had for love or money
to look pleased	to shift one's ground
extreme dislike or ill-will	to stand for
mean or low	to stand treat
favour, support	to be head over heels in love with smb.
to know as much as others	to stand to reason
to make flat	to scream
to laugh until one cries	to stand
a very funny person/ thing	hatred
impossible to get by any means	to be on the same level

to begin to love	to stand one's ground
to adore somebody	to fit
to be outlined or prominent	regular
to defend or support smb.	hateful
to be firm	a perfect scream
not to be firm	to stand on end
to go without saying	smile of fortune
to remain unchanged	a pat
to provide and pay	to give (send) one's love to
to mean	to fall in love
to rise up on the head as a result of fright or astonishment	to be all smiles

TEST 5

Fill in the gaps choosing the right synonym and translate the sentences.

friend *acquaintance* *Ally* *companion*

1. I don't socialize with them – they're more _____ than friends, really.
2. I met a couple of French girls while I was hitchhiking round Europe. They made great travelling _____.
3. A _____ is a _____ indeed.
4. I've made a lot of enemies in this job, so I need all the _____ I can get.

Love *adore* *Fancy* *have a crush on*

5. She's head over heels in love. She absolutely _____ him!
6. When I was at primary school I _____ my English teacher.
7. It's obvious that you _____ Carol. Why don't you ask her out?
8. Soldiers fought at war with _____ for their country.

Talk *chat* *gossip* *have a word with*

9. I love to _____ with my friends. It's fun to talk about other people.
10. – What are you two talking about?
– We're just _____ about what was on TV last night.
11. Your mother is concerned over something. You should _____ to her and find roots of her problem.

12. John wants to _____ you. I think he wants to discuss your trip to Poland.

hate *abhor* *Despise* *loathe*

13. I _____ the smell of fish – it makes me feel sick.

14. The managing director said he _____ racism in the workplace.

15. She _____ him because he's never worked and has always lived off other people.

16. I _____ troubling you but it's a matter of life and death.

laugh *chuckle* *Giggle* *snigger*

17. I wish you wouldn't keep _____ in that unpleasant way when I make suggestions.

18. Don't _____ at her! She is too vulnerable.

19. The little girl _____ hysterically when her Dad tickled her.

20. She _____ to herself quietly as she read the magazine.

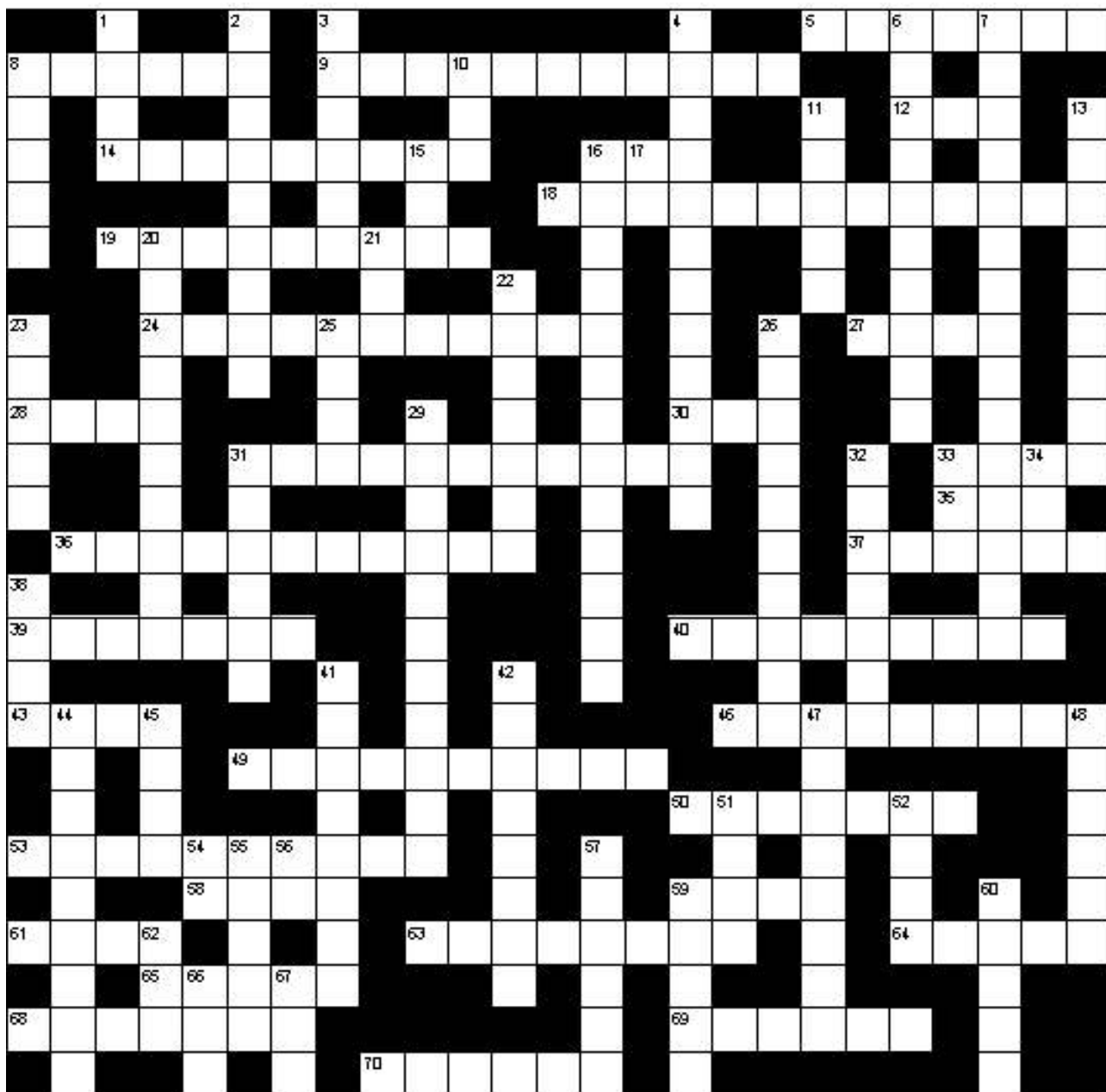
TEST 6

Translate the sentences using word combinations and phrases.

1. Журналист опубликовал статью в газете, и редакторы были очень довольны его работой.
2. Вчера я провела в классе контрольную работу по математике на тему «Сложение правильных дробей», и, само собой разумеется, ученики написали ее на отлично.
3. Майк решил самостоятельно починить мобильный телефон. Он вошел в свою комнату, уверенный в том, что справится. Но разобрать телефон оказалось легче, чем собрать снова.
4. С помощью калькулятора можно мгновенно умножить шестизначные числа.
5. Роберт не подготовился к экзамену, поэтому старался списать у соседа по парте правильные ответы.
6. Перед тем как начать играть, каждый пианист должен отрегулировать стул под свой рост.
7. Вы не могли бы рассказать нам еще немного о героях Великой Отечественной Войны?
8. Конечно, я знаю Рэйчел, ведь мой дом находится недалеко от её дома.
9. Выпускники школы в этом году будут выполнять задания по проверке общего уровня их знаний.
10. На экране обучающей машины вспыхнуло новое задание.

TEST 7

Do the crossword below on the theme “Education”.



ACROSS	DOWN
5. Reasons for bad behaviour (7)	1. Calculations (4)
8. Programme of study in a single area (6)	2. Staying late as a punishment (9)
9. Formal test (11)	3. Division (6)
12. National Extension College (3)	4. For both the gifted and the less capable (5, 7)
14. The system of choosing the more able to go to better schools (9)	6. Monitoring performance all the time (10)
16. Commander of the	7. Type of state Secondary School for pupils who fail the selection test (9, 6)
	8. To select those at the very top (5)
	10. Madame (3)

order of the British Empire (3)	11. Government controlled (5)
18. Mixed (13)	13. Not compulsory (9)
19. Quick stream (4, 5)	15. Short for holidays (3)
24. Polite phrase for less gifted pupil (4, 7)	16. For students from all kinds of backgrounds (13)
27. $2+2=$ (4)	17. The verb "Entre" (2)
28. English, History and Music, for example (4)	20. Measurement of academic performance (10)
30. An electrically charged atom (3)	21. How old you are (3)
31. In the private sector (11)	22. A bad joke! (7)
33. A corpse (4)	23. To live as well as study in a school (5)
35. Short for advertisements (3)	25. Noisy (4)
36. Private school for pupils going on to Public Schools (11)	26. System for dealing with wrong-doers (10)
37. Formal method of checking intelligence (2,4)	29. Being given the chance to do something (11)
39. Higher (7)	31. Pictures (6)
40. Private - costing money (3, 6)	32. Not state (7)
43. Please reply (4)	33. A wooden implement used for playing cricket (3)
46. System of fast, medium and slow lanes (8)	34. Department of Social Security (3)
49. Broad programme of education (10)	38. At a distance (4)
50. Selective State Secondary School (7)	41. System of physical punishment (3)
53. You have to do it (10)	42. Being given the same as other people (3)
58. A weak effort (4)	44. Stage of compulsory education following Primary (9)
59. The director of a school (4)	45. An upper class word for "homework" (4)
61. A theory or notion (4)	47. Type of education for those who need to catch up (3)
63. Voluntary (8)	48. Talented (6)
64. For both boys and girls (5)	51. A lively Scottish folk dance (4)
65. The very best thing you can hope for (5)	52. The smallest particle of a chemical element (4)
68. The first stage of compulsory education (7)	54. Opposite of "down" (2)
69. Private school for elite	55. Opposite of "higher" (5)
	56. Therefore (2)
	57. Being able to select different schools (6)
	59. Agreeable (5)
	60. Exclude permanently from school (5)
	62. An objective (3)
	66. Not living in the school (3)

aged between 13 and 13 (6) 70. Between Primary and Secondary (6)	67. An old word for "yes" (3)
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TEST 8

Read the text below very attentively for 10 minutes. Use the word by word reading and answer the following questions:

1. Do all the pupils wear uniform? What kind of uniform it is?
2. When does the school year begin?
3. Do all the Japanese agree with this date?
4. How long does the lesson last?
5. How much time do the pupils spend on their homework? Why?
6. Why are exams the most exhausted period for pupils?
7. Can mother attend lessons instead of her offspring?
8. What nickname such mothers have? What does it mean?
9. How long can children scrounge off their parents?
10. Are there any cleaners in Japanese schools?
11. Do girls have any ease-up at school? Why?

SCHOOLS IN JAPAN

Where does the school year start in April?

In primary school children usually wear children's garments. In the secondary school and in establishments for higher education the uniform is obligatory. It can be white shirt with dark trousers – for boys, and skirts – for girls. Or it can be even “sailor fuku”, that means “sailor costume”.

The beginning of the school year is on the 6 of April, cos' in the pride of the spring cherry tree blossoms. There is a movement in Japan, that stands for beginning of the school year on the 1st of September but it's not popular enough.

Little Japanese start their education at the age of 6. And by this time they must know how to read, write and count.

Lessons at school begin at half past 8 as usual, and each lesson lasts 50 minutes. There is no homework in primary school, but in the secondary school and in universities it is so large, that children have to spend 5 or 6 hours a day doing their tasks. That's why, in spite of holidays, Japanese pupils and students are the busiest in the country.

Exams are the most exhausted period for them. Pupils have to know ALL history in chronological order, names of ALL emperors and revolt leaders. And the main thing is not to try to discuss the reasons of historical events. Examiners dislike such students. Good marks get industrious and disciplined pupils, that obey and never stick to their ground.

Mothers always keep in touch with teachers and force their offsprings to study thoroughly. No one can evade mothers' watchful eye. They know as much as teachers, because they used to study the same way. Sometimes mother attends lessons

if her child is ill. Such crazy mothers deserve their nickname “keyku mama”, that means – mother, that is obsessed by education.

Children can scrounge off their parents until they are 25 or even 30.

After the lessons pupils clean the whole school and plot themselves. There’re no cleaners in Japanese schools.

It seems to us that little Japanese hate school, but girls are luckier than boys. After school when boys by the sweat of their brow do homework, girls can go shopping, spend time in coffee house or look through some magazine. Because Japanese believe that woman’s first consideration is motherhood. That’s why girls have some ease-up at school.

TEST 9

Find the “odd one out”. There may be more than one answer.

	A	B	C
1.	coeducational	mixed	single sex
2.	compulsory	voluntary	optional
3.	state school	public school	independent school
4.	primary	nursery	secondary
5.	grammar school	comprehensive school	non-selective school
6.	streaming	mixed ability grouping	ability grouping
7.	continuous assessment	final examinations	intelligence testing
8.	experience	innocence	naivety
9.	an adolescent	an adulterer	a youth
10.	forgetful	senile	virile
11.	a pensioner	an octogenarian	a senior citizen
12.	elderly	old	antique
13.	antiquated	old-fashioned	veteran
14.	to respect	to revere	to worship

TEST 10

Do the exercise on the topical vocabulary. Match the word from the first column with the synonym in the second and with the antonym in the third column.

solicitude	peaceful and relaxed	to keep anger under control
friend	to meet	to be ashamed
to speak firmly	to let the steam off	impatient
to loose one’s temper	to be consistent	to beat
calm and quiet	to smack up	diminish

to be proud	realistic	mental
to be fair	touchy	irresponsible
true	progress	idealized
material	intimate	not to interfere
responsible	to have no favourites	to be unfair
to spank	tolerant	stressful and shocking
to live up to	to cut short	not to justify
to pat	overstate	neglect
exaggerated	to be gratified	failure
resentful	to stroke	nonchalant
to interrupt	answerable	authoritarian
patient	care	to stumble
accomplishment	physical	to pat

TEST 11

Use the topical vocabulary and fill in the gaps choosing the correct variant from a, b, c given bellow.

- Responsible parents ___ their children very carefully.
a scream at **b** bring up **c** encourage
- Nowadays many psychologists are apt to believe that children should grow only in the atmosphere of ____.
a love and secure **b** hatred and fear **c** idleness and inactivity
- Parents should have a ___ picture of child's personality.
a idealized **b** exaggerated out of all proportion **c** realistic
- Family is the first instance where a child can learn ____.
a to be quarrelsome **b** to interrupt **c** to be polite
- At school teachers often ___ out of children.
a beat the daylights **b** try to drag negative streaks **c** shake the life
- It's society that teaches a child ____.
a to be ashamed of himself **b** to become full of resentment **c** the art of living
- ___ children can often have admonitions and warning.

a uncomfortable**b neglected****c curious**

8. Wise parents naturally concentrate on a child's ____.

a strength**b weakness****c whims**

9. Grandparents usually adore their grandchildren and are ____ for them.

a friends**b authoritarian****c business partners**

10. If you have a little child you should learn ____.

a to let steam off**b to put fat in the fire****c to keep anger under control**

TEST 12

Use the topical vocabulary and translate the sentences from Russian into English.

1. Мне нравится, как Джонсы воспитывают детей. Никогда не слышала, чтобы они кричали на них, ни разу не видела, чтобы они впадали в ярость, били их, отчитывали. Не удивительно, что их дети такие способные, разумные, ответственные и с хорошими манерами.

2. Миссис Струв считает, что следует поощрять умственное и физическое развитие детей. В основе всего должны быть любовь, уважение и терпение. Дети ценят, когда взрослые в своих поступках последовательны, справедливы, доброжелательны, когда они умеют выслушивать с пониманием и сочувствием.

3. Важное значение в воспитании детей имеет поощрение, нужно создавать дружескую, спокойную атмосферу, а не авторитарную. Необходимо иметь реалистическое представление о достоинствах ребенка и уметь сконцентрироваться на его сильных, а не слабых чертах характера.

4. Никогда бы не подумала, что ты способна мстить за пустяковую обиду, которую тебе нанесли случайно. Нельзя быть такой обидчивой. Почему бы не «выпустить пар» другим способом? Держи себя в руках.

5. Подход к наказанию тоже должен быть эффективным. Нежелательной формой наказания доктор Спок считает крик, игнорирование, шлепанье. Детям нужно давать выбор. Их нужно поощрять, уважать и понимать.

6. Дети всегда склонны не подчиняться взрослым, даже если они и в трудном положении. Может, они и не оправдывают ваших ожиданий, но не перекладывайте вину на них, все равно они попытаются уйти от ответственности. Вам потребуется приложить много усилий, чтобы завоевать доверие детей.

7. Очень важно воспитать в детях чувство ответственности. Но его нельзя навязывать. Дети, которым постоянно навязывают свою волю, не способны мыслить самостоятельно и принимать решения.

8. Дети принимали как само собой разумеющееся, что отец должен любить их и баловать. Но такая чрезмерная любовь может испортить детей, превратить их в хлюпиков и людей не способных добиваться успеха в жизни.

9. С первого дня жизни ребенка родители чувствуют на себе постоянную ответственность за него. Многие из них не знают, какую же модель поведения

выбрать: баловать ребенка или же не чураться физическими методами воспитания.

10. Очень сложно стать для ребенка близким другом и сохранять авторитет. А если в семье несколько детей, то родителям следует постараться, чтобы каждый ребенок чувствовал любовь и защиту, и не появилось любимчиков.

TEST 13

Do the crossword below on the theme "Youth and Old Age".

ACROSS	DOWN
1. having the weaknesses or diseases of old age (6)	1.a person over 60 or 65 years of age (6, 7)
4. naivety or freedom from moral wrong (9)	2.untruth (3)
6. garment worn by women to support the breasts (3)	3.an object of particular admiration as a representative symbol of something (4)
8. a person in their eighties (12)	5.run faster or farther than (6)
12. with intent (6)	6.a ludicrous person or jester(7)
13.a person who likes lazing at home, particularly watching TV (5, 6)	7.voluntary sexual intercourse between a married person and another person (8)
14.often confused with "make" (2)	9.knowledge resulting from practical acquaintance with facts or events (10)
15.a retired person (9)	10.out of date or old-fashioned (10)
16.a word usually used to describe old objects of some value (7)	11.young adult (10)
17. a person who has grown old in military service or in an occupation (7)	12.to adore as divine (7)
19.story (4)	14. a person who trembles or totters from age (8)
20.a verse (4)	16. the length of time that a person has existed (3)
24. prompt (3)	18. hold in deep respect (6)
26. plural form of the verb BE (3)	21.watering-place in the desert (5)
28. terminal point (3)	22.object pronoun corresponding with T (2)
29. South East (2)	23.young person, not old enough to vote (9)
31.having masculine vigour or strength (6)	25. not in good health - out of practice (5)
32.adult; complete in natural development (6)	27. a dull or apathetic person (6)
35.people who come from Israel (8)	30.50 % (4)
36.where the sun rises (4)	31.the sixth sign of the zodiac, which the sun enters about 23 Aug (5)
37.not good at remembering to do things (9)	33.recounted (4)

38.a polite word for old (7)	34.a British nobleman; also a superior type of tea (4)
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TEST 14

Read the article below for 5 minutes. Use the skimming reading to answer the following questions:

1. What is the essential ingredient of a civilized society?
2. What is recounted by Jeffrey Moussaieff Masson and Susan McCarthy in “When Elephants Weep”?
3. Does Nancy Eisenberg agree with Carolyn Zahn-Waxler’s statement?
4. Children should be helped to recognize their own feelings or to express them?
5. Can freedom that child receives help him/her to regulate emotions?
6. Should children be threatened with a loss of love for their misbehavior?
7. Is “Lion, Witch and Wardrobe” the book written by Marilyn Sadler?
8. For older children, Dr. Greenspan suggested books like “To Kill a Mockingbird” and “The Diary of Anne Frank”, did he?
9. Which old saying can be made as a rule: “Do as I do” or “Do as I say”?

EMPATHY’S NATURAL, BUT NURTURING IT HELPS

My grandson Chasen was on a first-grade bus trip when a classmate got carsick. The other children quickly moved away, mumbling words of disgust. Chasen went over, put his arm on the boy’s shoulder and asked, “Are you O.K.?”

Chasen’s teacher later commended him for showing concern for a child in distress – and rightly so, if you’ll indulge a proud grandma. Empathy, the ability to put yourself in someone else’s shoes and recognize and respond to what that person is feeling, is an essential ingredient of a civilized society.

Lacking empathy, people act only out of self-interest, without regard for the well-being or feelings of others. The absence of empathy fosters antisocial behavior, cold-blooded murder, genocide.

The capacity for empathy seems to be innate, and is evident even in other species – the adult elephant who tried to rescue a baby rhino stuck in the mud despite being charged by its mother, as recounted by Jeffrey Moussaieff Masson and Susan McCarthy in “When Elephants Weep” (Delacorte Press, 1995).

Manifestations of empathy often show up early in life, as when a toddler brings a favorite toy or blanket to another child who is injured or in distress. Some experts maintain that infants display empathy when they whimper or cry upon hearing another baby cry.

Start Early

If children are to relate positively to others, they must feel secure themselves and “have a secure attachment to another person,” said Carolyn Zahn-Waxler, a psychologist at the University of Wisconsin. Infants and young children whose own distress is ignored, scorned or, worse yet, punished can quickly become distrustful of their environment and feel unsafe.

Nancy Eisenberg, a psychologist at Arizona State University, agreed. “Children need a positive, caring relationship with their parents or caretakers,” she said in an interview, “if they are to be able to go beyond themselves to care about others.”

Children should also be helped to recognize their own feelings and express them, he wrote. By learning to identify and label their feelings, children are better able to recognize the feelings of others. For example, when a child becomes frustrated with a toy car and throws it across the room, his caretaker could say something like: “You’re feeling upset because the car isn’t working the way it should. You don’t like it when toys don’t work.”

Dr. Zahn-Waxler says the kind of discipline a child receives should “help the child regulate emotion, to calm down rather than become more agitated.” She advises parents to stay calm: “The more emotionally aroused you are, the more aroused the child is likely to become. Hitting or screaming at a child results in anger and fear and interferes with the child’s ability to care for others.”

Dr. Eisenberg emphasized that in addition to avoiding physical punishment, “children should never be threatened with a loss of love” for misbehavior.

Even very young children need to know how their behavior affects others, experts say. They need to have it explained why certain behaviors are hurtful or helpful, and how to make up for bad behavior.

“Be really explicit, because children can’t draw conclusions as easily as an older person,” Dr. Taylor said.

Also helpful, she said, is reading books and talking about how people (or animals) in a story feel and why they feel that way.

One such book, “P. J. the Spoiled Bunny,” by Marilyn Sadler (Random House, 1986), can help children appreciate the effects of being selfish and stubborn and always demanding one’s way. The story helps children see how someone’s actions affect the attitudes and responses of others. P. J. learns in the story that by behaving differently he could have more fun with his friends.

For older children, Dr. Greenspan suggested books like “To Kill a Mockingbird” and “The Diary of Anne Frank.” Even televised events of natural disasters can help, by encouraging a child to imagine what it must be like for people whose lives are devastated by an earthquake or tsunami.

Modeling Empathy

Parents and teachers can set a good example of empathetic behavior by how they behave themselves. The old saying “Do as I do” has particular relevance for fostering empathy in children.

“Parents need to be models of altruism, compassion and caring,” Dr. Zahn-Waxler said. “It’s not enough to talk the talk. You need to be seen doing it and you need to show caring behavior toward your child.”

TEST 15

Read the article below for 3 minutes. Use the skimming reading to train your ability to remember numbers and answer the following questions:

1. How old was the boy?

2. Where was he from?
3. How old was his grandmother?
4. When did firefighters found the boy?
5. On which floor did he live?
6. How long did it take to bring the fire under control?
7. How old was Donna Clarke?

BOY, 11, LEFT ALONE, DIES IN CONEY ISLAND FIRE

An autistic 11-year-old boy died on Tuesday from a fire that investigators believe he set himself after his grandmother left him home alone in Coney Island, Brooklyn, according to the authorities.

His grandmother, Melinda McLain, 59, has been charged in the case with reckless endangerment and endangering the welfare of a child, the police said.

Firefighters found the boy, Tavon Turpin, 11, shortly after noon unconscious and unresponsive inside their 15th-floor apartment at Ocean Towers, a large residential high-rise at 2970 West 24th Street, the authorities said. Tavon was pronounced dead at Coney Island Hospital, the authorities said.

Fire investigators believe that the fire started in the hallway closet of the apartment, according to the law enforcement officials. The fire took nearly an hour to bring under control. The investigators believe the boy was playing with matches or a lighter, the officials said.

The investigators found no evidence that someone else had started the fire after Ms. McLain left the apartment. It was not known how long she had been gone before the fire began.

Tavon and his grandmother were well known around the building. Neighbors said they would often see her walking him to the bus stop each morning before school.

“They weren’t very wealthy,” said Natalie Pou, who lived on the same floor, adding that Ms. McLain had difficulty breathing and sometimes had to carry an oxygen tank. “He was always happy. He would smile at you, or his grandma would tell him to smile at you.”

Donna Clarke, 44, a local cook, said she would often see Tavon when she stopped by the building to visit relatives. Ms. Clarke said that he was always in good spirits and appeared well taken care of, but that she could not imagine someone’s leaving him alone.

“You never leave your child alone at 11 years old, especially if he’s autistic,” she said. “He can’t help himself.”

TEST 16

Read what Janey and Silvio write about their parents. Are the sentences true (T) or false (F)?

My parents are great. They are very fair and they always discuss things with us. Dad worries about his little girls but Mum likes to give us enough freedom to learn from our mistakes. The only rule is that I must tell them where I’m going and who I

am with. I think my parents have got it right: they are interested in us but they don't want to control us.

Janey 16

My parents were too careful – they worried about me and my two brothers all the time. Our parents both had terrible childhoods so they wanted ours to be perfect. Every minute of our lives was spent doing expensive things – we never got time to be kids just playing on our bikes in the street. What they don't understand is that we didn't want our childhood to be perfect – we wanted it to be normal. We were spoilt and I don't think they taught us the value of working for things. I learnt that when I left home and started to spend my own money!

Silvio 21

1. Janey likes her parents. ____
2. She's got a brother. ____
3. Her parents listen to her ideas. ____
4. Her parents have lots of rules. ____
5. Her parents give her enough freedom. ____
6. Silvio's parents gave him enough freedom. ____
7. He's got brothers. ____
8. His parents had happy childhoods. ____
9. His childhood was always busy. ____
10. His parents spent a lot of money on their children. ____
11. His childhood was perfect. ____
12. His parents didn't teach him the value of things. ____

TEST 17

Read the letters and the advice. Answer the questions.

Letter A. We're having terrible problems with our fifteen-year-old son. He's stopped doing his school work, he won't talk to us, and he stays in his bedroom for hours listening to music. He doesn't have any friends and I think he's very unhappy. What's the best thing to do?

Sue

Letter B. My daughter finished university last year and came back to live at home. I thought she would find herself a flat after a few months but she seems to be very happy living with me again. She has a good job and she gives me money each month. I love my daughter and I enjoy her company but I don't want her living in my house now. Any suggestions?

Jim

Readers' Advice

1. You should be happy that your daughter wants to live with you. Don't complain, you won't like it when she leaves you and you have to live alone.

Helen

2. Get help for your son as quickly as possible. You must speak to his school and take him to see your family doctor. You must try to talk to him even if he is rude or doesn't answer.

Daphne

3. You should ask your daughter to leave. You have a good relationship so you can say this kindly. You must give her enough time to find a new home – and perhaps you can help her.

Norah

4. Why are you worried? Your son is growing up and he has to make his own mistakes. Why shouldn't he stay in his bedroom? You should give your son the freedom to grow up.

Bill

Match the letters and the advice.

Letter A: __, __.

Letter B: __, __.

Which letter did Sue (S), Jim (J), Helen (H), Daphne (D), Norah (N), or Bill (B) write?

1. is a worried parent? __
2. likes being with their child? __
3. suggests getting help immediately? __
4. wants their child to leave home? __
5. doesn't know how to help their child? __
6. thinks Jim shouldn't complain about his daughter? __
7. thinks Sue's son is normal? __
8. has a successful child? __

TEST 18

Translate the text from Russian into English.

СТАНЬ В УГОЛ!

...Разбросал игрушки, весь день ходил на голове, по уши вымазался в грязной луже. Да мало ли поводов для справедливого родительского гнева! Естественный порыв – справедливо наказать маленького дебошира. Вот только как это правильно сделать?

Для начала уясним: какую цель мы хотим достичь, подвергая малыша наказанию? Причинить физическую боль для того, чтобы ребенок испытал страх, обиду и, запомнив эти чувства, впредь ничего подобного не делал? Или помочь ему понять, почему он не прав? Первый путь может дать результат. Под страхом ремня чадо на время прекратит свои «происки». Но потом малыш поймет: делать, что хочешь, можно! Только нужно не попасться на глаза, а тот, кто сильнее, придет и всыплет. И начнет действовать исподтишка, попутно

задевая младших или более слабых детей: бить можно – с ним же так поступили. И эту установку он пронесет нередко через всю жизнь...

Попробуем пойти вторым путем. Когда ваше неугомонное чадо в очередной раз выкинет нечто, удержитесь от шлепков.

- Строго потребуйте прекратить безобразие, скажите: в вашей семье так вести себя не принято.

- Не кричите бесполезное «Почему ты?...» - а объясните, что надо сделать, чтобы исправить ситуацию. Например, пусть вытрет пол, если пролил на него чай.

- На ребенка-школьника сильно действует «заговор молчания». Подростки признаются: «Уж лучше бы накричали...»

- Предупреждайте малыша, за что и как он может быть наказан. Не угрожайте и не запугивайте, а спокойно расскажите, чем чреваты нехорошие поступки.

- Когда страсти улягутся, объясните, ребенку свою реакцию: «Ты очень расстроил меня своим поступком. Я невероятно разозлилась(ся)!» Малыш должен знать, что мама (или папа) испытывает в тот момент, когда он не слушается.

Наказывая ребенка, дайте ему понять, что вам очень неприятно это делать. Пусть кроха твердо знает: несмотря ни на что, мама его все равно любит!

THE KEYS

Task 1

- | | |
|-----------------------|-----------------------------|
| 1. Stood face to face | 10. Stood up for |
| 2. Stood at attention | 11. Stands |
| 3. Can't stand | 12. Stands with his back to |
| 4. Stands to reason | 13. Stand in my light |
| 5. Stood on end | 14. Stood leaning against |
| 6. Stand out | 15. Stood in a line |
| 7. Stood | 16. Stand treat |
| 8. Stand his ground | 17. Stand by each other |
| 9. Stands for | 18. Stands |

Task 2

- | | |
|----------------|-----------------------------|
| 1. Take off | 11. Take up |
| 2. Taken after | 12. Take it for granted |
| 3. Takes up | 13. Took to |
| 4. Take in | 14. Taken down |
| 5. Take over | 15. Took up |
| 6. Taken in | 16. Took much pain; take in |
| 7. Taking off | 17. Take down |

- | | |
|---------------------------|--------------|
| 8. Take in lodgers | 18. Take off |
| 9. Take up | 19. Took to |
| 10. Take no for an answer | 20. Takes up |

Task 3

1. He entered the house without asking for permission.
2. Without waiting for the answer, she started the conversation.
3. Having checked the watch once more Mr. Black went towards the house of his friend.
4. Nancy ran out from the living room without tasting any piece of cake.
5. He turned and left without waiting for her answer.
6. Dave is interested in history more than ever.
7. He wants to find any job more than ever.
8. Paul worked harder than ever.
9. Andrew has run a distance and tired more than ever.
10. We want to set off on a trip more than ever.
11. Why would I borrow you money?
12. Why would I travel abroad?
13. Why would Sarah invite them?
14. Why would Scarlett act on a stage?
15. Why would you disturb your boss without any reason?
16. She is clever enough to take part in the quiz.
17. He is not tall enough to play baseball.
18. Barbara doesn't sing good enough to be admitted to the choir.
19. She is beautiful enough to take part in a beauty contest.
20. Ron is industrious enough to get the promotion.
21. I like skating as much as my friends.
22. She hates saying goodbye as much as you.
23. Poll wants to learn playing football as much as Bob.
24. A man doesn't know as much as a computer.
25. Mr. Finch hates being late as much as his wife.
26. The audience was screaming with fear while watching a new thriller.
27. Jack payed Diana a compliment and she flushed with pleasure.
28. The play was so funny, that the spectators were screaming with laughter.
29. He had put into execution his plan and smiled with pleasure.
30. Children were reading anecdotes and shrieking with laughter.
31. Harry had prepared fireworks for Mary's birthday. How he must have loved her.
32. Kids were taking a good look at the book with colorful pictures. How they must have liked it.
33. How inattentive she must have been to forget her child in the park.
34. What a comfort a responsible son must have been to his mother.
35. How the children must have loved their baby-sitter!

Task 4

A

a slight tap or stroke given with the hand
 unchanging, usual, habitual
 to say in a shrill loud voice
 to be the right shape or size
 to give or send one's affectionate greeting
 balanced person
 to look pleased
 extreme dislike or ill-will
 mean or low
 favour, support
 to know as much as others
 to make flat
 to laugh until one cries
 a very funny person/ thing
 impossible to get by any means
 to begin to love
 to adore somebody
 to be outlined or prominent
 to defend or support smb.
 to be firm
 not to be firm
 to go without saying
 to remain unchanged
 to provide and pay
 to mean
 to rise up on the head as a result of fright or astonishment

B

a pat
 regular
 to scream
 to fit
 to give (send) one's love to
 level-headed person
 to be all smiles
 hatred
 hateful
 smile of fortune
 to be on the same level
 to level
 to scream with laughter
 a perfect scream
 not to be had for love or money
 to fall in love
 to be head over heels in love with smb.
 to stand out
 to stand up for smb.
 to stand one's ground
 to shift one's ground
 to stand to reason
 to stand
 to stand treat
 to stand for
 to stand on end

Task 5

- | | |
|-------------------|----------------------|
| 1. Acquaintances | 11. Talk |
| 2. Companion | 12. Have a word with |
| 3. Friend | 13. Abhor |
| 4. Allies | 14. Despises |
| 5. Has a crush on | 15. Loathes |
| 6. Adored | 16. Hate |
| 7. Fancy | 17. Sniggering |
| 8. Love | 18. Laugh |
| 9. Gossip | 19. Chuckled |
| 10. Chatting | 20. Giggled |

Task 6

1. A journalist has published his article in a newspaper and the editors took great pride of his work..
2. Yesterday I gave the pupils of my class a test in mathematic on the subject “Addition of proper fractions” and it stands to reason that they wrote it excellently.
3. Mike decided to repair the mobile himself. He came into his room aware of his abilities. But it was easier to take the mobile apart, than to put it together again.
4. A calculator can count multiplication of six-digit numbers in no time.
5. Robert hadn’t prepared for the exam, that’s why he tried to read over his shoulder the correct answers in his classmate’s list.
6. Before playing music every pianist should get the stool adjusted to his height.
7. Could you tell us some more of the war heroes of the Great Patriotic War?
8. Of course, I know Rachel, as I live next to her.
9. The graduates will write tests this year to check the overall pattern of their knowledge.
10. A new task flashed on the screen of the mechanical teacher.

Task 7

Task 8

1. In primary school children usually wear children’s garments. In the secondary school and in establishments for higher education the uniform is obligatory. It can be white shirt with dark trousers – for boys, and skirts – for girls. Or it can be even “sailor fuku”, that means “sailor costume”.
1. On the 6 of April
2. There is a movement in Japan, that stands for beginning of the school year on the 1st of September but it’s not popular enough.
3. Each lesson lasts 50 minutes.
4. In the secondary school and in universities the homework is so large, that children have to spend 5 or 6 hours a day doing their tasks.

5. Pupils have to know ALL history in chronological order, names of ALL emperors and revolt leaders. And the main thing is not to try to discuss the reasons of historical events.

6. Sometimes mother attends lessons if her child is ill.

7. Such crazy mothers deserve their nickname “keyku mama”, that means – mother, that is obsessed by education.

8. until they are 25 or even 30

9. After school when boys by the sweat of their brow do homework, girls can go shopping, spend time in coffee house or look through some magazine. Because Japanese believe that woman’s first consideration is motherhood. That’s why girls have some ease-up at school.

Task 9

- | | |
|--|---------------------|
| 1. single sex | 8. experience |
| 2. compulsory | 9. an adulterer |
| 3. independent school | 10. virile |
| 4. nursery | 11. an octogenarian |
| 5. grammar school | 12. antique |
| 6. mixed ability grouping | 13. veteran |
| 7. continuous assessment, intelligence testing | 14. to respect |

Task 10

solicitude	care	neglect
friend	intimate	authoritarian
to speak firmly	to be consistent	to stumble
to lose one’s temper	to let the steam off	to keep anger under control
calm and quiet	peaceful and relaxed	stressful and shocking
to be proud	to be gratified	to be ashamed
to be fair	to have no favourites	to be unfair
true	realistic	idealized
material	physical	mental

responsible	answerable	irresponsible
to spank	to smack up	to pat
to live up to	to meet	not to justify
to pat	to stroke	to beat
exaggerated	overstate	diminish
resentful	touchy	nonchalant
to interrupt	to cut short	not to interfere
patient	tolerant	impatient
accomplishment	progress	failure

Task 11

- | | |
|------|-------|
| 1. b | 6. c |
| 2. a | 7. b |
| 3. c | 8. a |
| 4. c | 9. a |
| 5. b | 10. c |

Task 13

Task 14

1. Empathy, the ability to put yourself in someone else's shoes and recognize and respond to what that person is feeling.
2. The adult elephant who tried to rescue a baby rhino stuck in the mud despite being charged by its mother.
3. Yes, she does.
4. Both.
5. No, only discipline a child receives should help the child regulate emotions.
6. No, never.
7. No, she wrote "P. J. the Spoiled Bunny".
8. Yes, he did.
9. Do as I do.

Task 15

1. 11 years old
2. Brooklyn
3. 59 years old
4. shortly after noon
5. 15th floor
6. Nearly an hour
7. 44 years old

Task 16

- | | |
|----------|----------|
| 1. True | 7. True |
| 2. False | 8. False |
| 3. True | 9. True |
| 4. False | 10. True |
| 5. True | 11. True |
| 6. False | 12. True |

Task 17

Letter A: 2,4.

Letter B: 1,3.

1. S
2. H
3. D

4. J,N
5. S
6. H
7. B
8. J

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Заказ № _____ от « _____ » _____ 200 _____. Тираж _____ экз.
Изд-во СевНТУ