

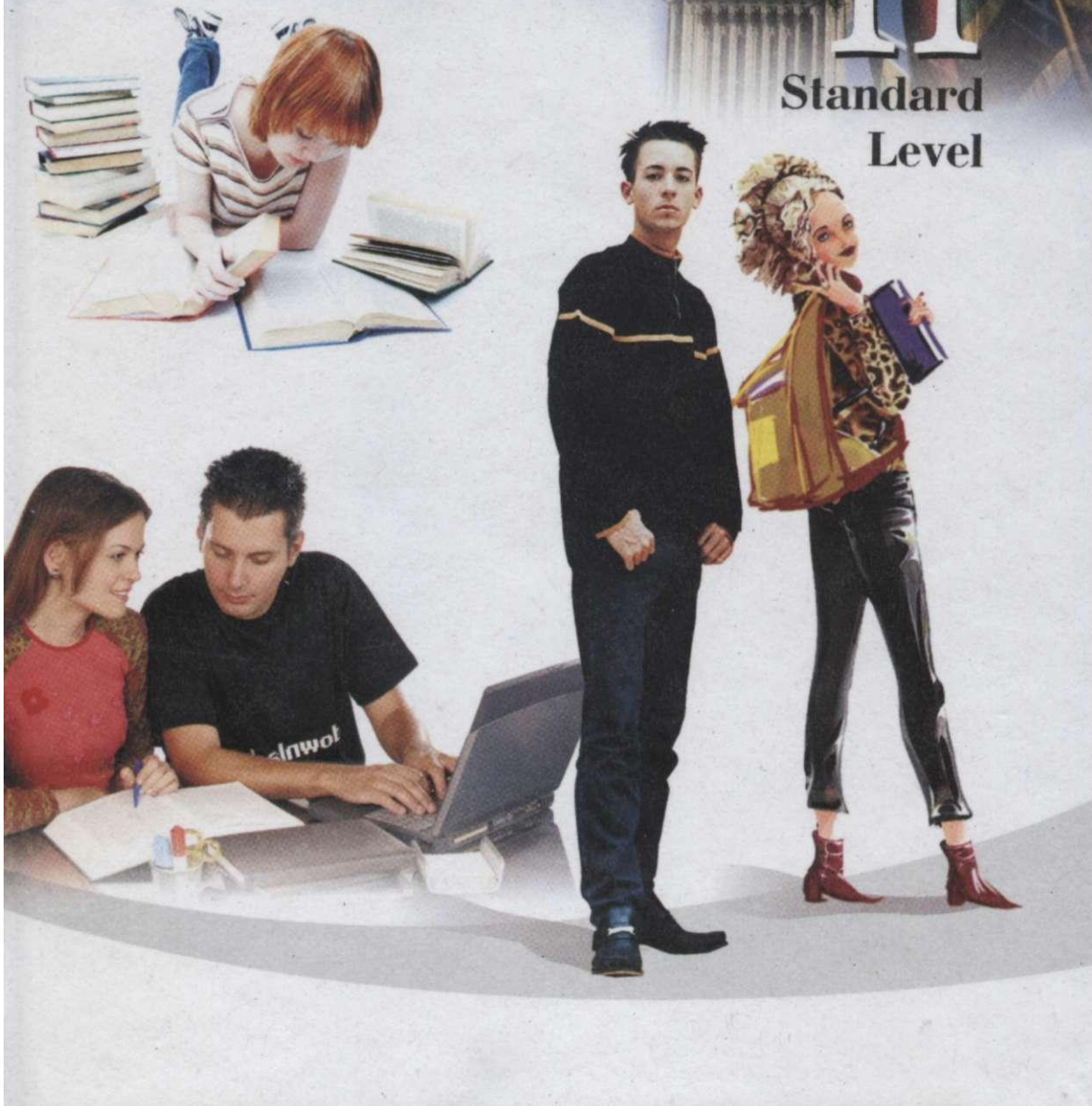
Oksana Karpiuk

ENGLISH

Pupil's Book

11

Standard
Level



SELF-ASSESSMENT

	LISTENING	READING
A1	I can understand familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example, on notices and posters or in catalogues.
A1+	I can understand and follow simple directions. I can understand simple questions concerning my experience, as well as simple everyday dialogues, supported with mimic and gestures.	I can understand simple illustrated texts, guides, game directions, instruction for the use of familiar things. I can find relevant information in simple and familiar texts.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
A2+	I can understand everyday speech when the delivery is standard and clear. I can understand the main point of TV shows, films, where visual reception plays important role. I can understand the gist of short lectures, familiar stories, when speech is relatively slow and clear.	I can read simple texts about things I'm interested in, leaflets, short official documents, simple and clear instructions, short descriptions of events.
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
B1+	I can understand speech with requests and problems explanations. I can understand contents of conversations, discussions, lectures and reports on familiar topics, although cannot recognise some phrases and expressions.	I can understand simple familiar information in letters, leaflets, directions, newspaper articles. I can understand the gist of specialised simple structured texts within my own field.
B2	I can understand extended speech and lectures and follow even complex lines of argument provided if the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

ASSESSMENT GRID

READING	SPOKEN INTERACTION
I can understand familiar names, words and very simple sentences, for example, on notices and posters or in catalogues.	I can interact in a simple way if the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. A1
I can understand simple illustrated texts, guides, game directions, instruction for the use of familiar things. I can find relevant information in simple and familiar texts.	I can greet other people and introduce myself. I can respond to the greeting and ask how someone feels. I can order food and drinks. I can do everyday shopping. A1+
I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. A2
I can read simple texts about things I'm interested in, leaflets, short official documents, simple and clear instructions, short descriptions of events.	I can exchange opinions and information on familiar topics in predictable everyday situations. I can ask another person to help when I need it. A2+
I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). B1
I can understand simple familiar information in letters, leaflets, directions, newspaper articles. I can understand the gist of specialised simple structured texts within my own field.	I can hold a conversation on familiar topics without delays and pauses, using simple language tools. I can explain my attitude and respond to the questions. I can summarise and synthesise information. B1+
I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. B2

Оксана Карп'юк

АНГЛІЙСЬКА МОВА

Рівень стандарту
(10-й рік навчання)

Підручник для 11-го класу
загальноосвітніх навчальних закладів

Рекомендовано Міністерством освіти і науки України

ХСШ «Ліцей міліції»
Тернопіль *Бібліотека*
„Видавництво „Астон“
2011в. № _____





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К 26

*Рекомендовано Міністерством освіти і науки України
(Наказ про надання грифу навчальній літературі № 235 від 16.03.2011 р.)*

**Видано за рахунок державних коштів.
Продаж заборонено.**

**Наукову експертизу проводив
Центр наукових досліджень та викладання іноземних мов НАН України.
Психолого-педагогічну експертизу проводив
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УМОВНІ ПОЗНАЧЕННЯ:

-  — текст до завдання озвучений в аудіододатку
-  — проектна робота
-  — дебати
-  — завдання рекомендоване для домашнього виконання

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INTRODUCTORY REVIEW

1 Read and discuss the letter in class.

Congratulations! You're back to school again and you will be called a school leaver now as this year is the last one of your study at secondary school.

In ten months you're going to take your finals and make up your mind what to do in your personal future.

You should be a good manager of time and work hard to prepare for your exams as well as for making your own choice after school.

Learning is a precious gift to be treasured always. Whether you are from Kyiv or London, you all must appreciate and embrace knowledge as the key to achievement of your dreams.

Why do you need to know English? English is becoming a global language. At least half a billion people in the world use English at home or work. Problems of the 21st century, such as problems of war and peace, democracy, ecology and demography cannot be solved if people cannot speak the same language. Interpreters take time and now time is as precious as never before. So, dear boys and girls, don't waste your time. Go on studying English each and every day.

And finally, I'd like to wish you all a long, fruitful and happy life!

Yours sincerely,

Oksana Karpjuk



2 a) Choose the correct word and complete each sentence.

- 1 Could you (**translate / interpret**) this paragraph into English, please?
- 2 I'm sorry, I can't read your handwriting. What does this word (**say / mean**)?
- 3 Can anyone tell me the (**meaning / understanding**) of 'shiver'?
- 4 How do you (**pronounce / spell**) 'accomodation'? Does it have one 'm' or 'mm'?

LEARNING A LANGUAGE

b) *Speak on what you find to be the easiest and the most difficult about learning English. Choose from the box and explain why.*

grammar, spelling,
pronunciation, vocabulary,
reading, writing, speaking

3) *Ask and answer the questions in pairs.*

- How do you organise your learning process?
- How much time do you need to do English tasks?
- Are you a motivated learner or are you forced to learn English?
- How often do you speak English outside the classroom?
- How often do you write in English?
- How often do you read in English?
- Have you got any chance to watch English video?

4) a) *Read the article quickly. Refer its paragraphs (1-5) to the headings (A-E) on page 6.*

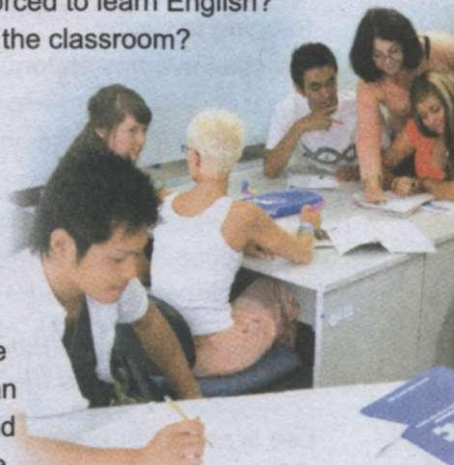
- 1 Language is the most powerful tool we have for reaching out to others. We can use it to express our feelings, to spread our ideas, and even to establish peace.
- 2 Learning English is like learning to swim or play ball. We learn to swim by swimming, to play ball by playing ball, and to speak English by speaking English.
- 3 Acquiring the ability to use a language automatically, that is to think without stopping to think, is a process of habit formation¹. Forming a habit, any kind of habit, requires² much practice.
- 4 Learning English efficiently requires that you put your mind on what you are doing and have the intention and will to learn. The time you have is so short that you cannot afford to waste³ it by giving less than your full cooperation in class and in home studies. In other words, you have to build up language habits in English just as you build up language habits in your mother tongue⁴.
- 5 Good luck to you then in your learning English! It's up to you. Nobody can learn to swim for you. Nobody can learn English for you. You have to learn for yourself, and you will learn if you really want to and are willing to practise. Language is not to be taught, language is to be learnt.

¹formation [fɔ:'meɪʃn] — утворення, формування

²to require [rɪ'kwaɪə] — вимагати

³to waste [weɪst] — марнувати

⁴mother tongue [tʌŋ] — рідна мова



LEARNING A LANGUAGE

- A Concentration will bring its own reward.
- B Language is the key to the outer world.
- C Teaching or learning?
- D Just another habit.
- E Learning English through action.

b) Read the article again and discuss the questions in groups.

- 1 What does the author mean saying that learning English is like learning to swim?
- 2 Do you have any opportunity to speak English?
- 3 What do you prefer — to read or speak English?
- 4 What does it mean "to acquire the ability to use a language automatically"?
- 5 What does it mean 'the process of habit formation'?
- 6 What does the author mean saying that "language is not to be taught, language is to be learnt"?



5 Read about the people below and decide which course (A-F) on pages 7-8 would be the most suitable for each person.

Lee is going to university in Sweden next year and wants to spend this year improving her English. She wants to meet people from other parts of the world and have a good social life.

Abraham is a journalist. He knows quite a lot of English, but he wants to improve his writing skills. He works long hours on weekdays at an office in London.



Yoko is visiting England for the first time this summer. He'll stay a month and hopes to make new friends, but is rather shy, so he'd like a school with lots of out-of-class activities.

Tina lives with a family in London and looks after their little girls during the day. She studies on her own but also needs a language course that will help her prepare for her exams.

Suzy is 45. She would like to follow an individual course of study somewhere quiet and comfortable with a private teacher.

LEARNING A LANGUAGE

A CRAWFORD'S LANGUAGE ACADEMY

This small school offers a wide range of courses, both half-day and evenings, from five to fifteen hours per week. In an attractive building near Edinburgh's main business centre, it is easy to reach by public transport. Modern equipment and experienced staff make it an obvious choice for any business person or student studying English in Scotland.



B BESTON HALL

Summer Holiday Courses

Three-week, one-month or six-week courses for students of all standards, which combine daily language classes with a full programme of sports (tennis, swimming, volleyball, etc.), social activities (discos, quizzes, film club, etc.) and outings (London, Stratford-upon-Avon, Bath, etc.).



C LONDON LANGUAGES

Home from Home

We place students with experienced and qualified teachers throughout Britain for individual study programmes in the teacher's own home. An excellent choice for those who wish to improve their English fast, but who are not keen on returning to the classroom. High standards of comfort in a friendly but peaceful atmosphere.



D LONDON LANGUAGES

Business Department

Courses in most European languages are offered for adults wishing to study outside office hours, including weekends. Our qualified teachers are always native speakers, whether of Danish, English or Greek. You will study hard in very small groups with lots of attention to individual needs. Courses last between three and six months.



LEARNING A LANGUAGE



E LONDON LANGUAGES

Part-time Courses

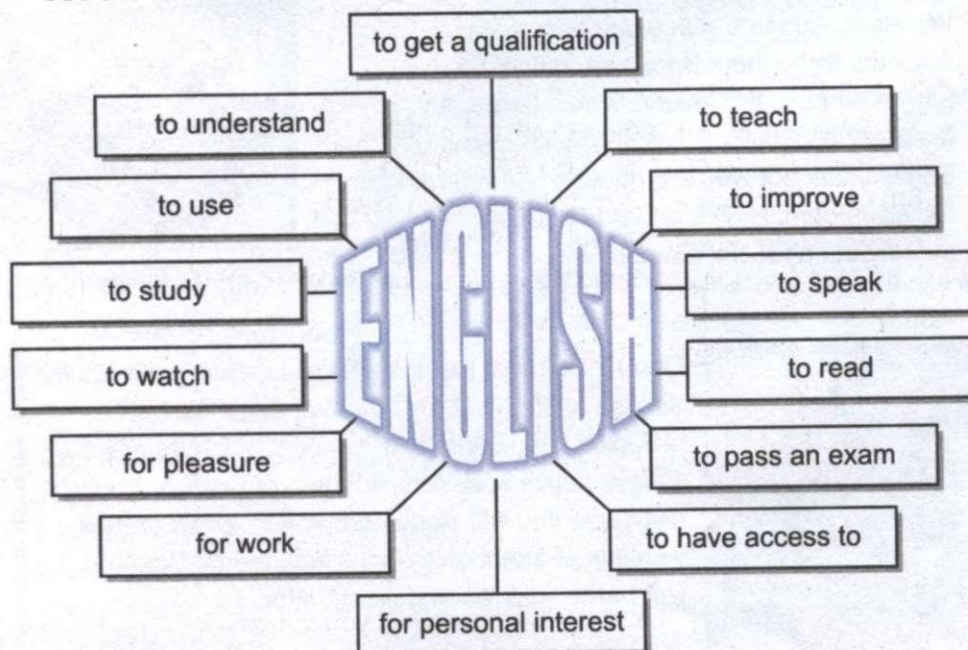
Morning classes 15 hours per week, afternoon classes 15 hours per week. Examination preparation 4 or 6 hours per week, afternoons or evenings. All teachers are highly experienced and well qualified. Minimum course — one month. Central location, easy access by bus or underground.



F ELGIN HOUSE SCHOOL

This excellent school is an attractive suburb of Brighton. It offers courses in general English from three to twelve months. Accommodation is carefully chosen and the school is famous for its programme of activities beyond the classroom. Teenagers and young adults come here from over thirty different countries to study hard and enjoy themselves, too.

- 6 In groups, speak on why you want to learn English. Use the scheme below.



ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR

PRESENT TIME

1 Match each sentence (1-10) with the appropriate tense form (A-D).

- | | |
|--|------------------------------|
| <input type="checkbox"/> 1 He is always telling everyone what to do. | A Present Simple |
| <input type="checkbox"/> 2 She commutes to the centre of London every day. | B Present Continuous |
| <input type="checkbox"/> 3 They own a villa and a personal plane. | C Present Perfect |
| <input type="checkbox"/> 4 They have known each other for ages. | D Present Perfect Continuous |
| <input type="checkbox"/> 5 Cherry trees blossom in spring. | |
| <input type="checkbox"/> 6 Grandma is getting better. | |
| <input type="checkbox"/> 7 He wears glasses. | |
| <input type="checkbox"/> 8 We are doing an exercise. | |
| <input type="checkbox"/> 9 He has been running, that's why he is out of breath. | |
| <input type="checkbox"/> 10 I am working on an archaeological project until something else comes up. | |

2 Choose the correct answer (a), (b), (c) or (d).

- 1 Don't listen to him. He d).
a) lies b) has lied c) was lying d) is lying
- 2 You can't talk to him right now. He a bath.
a) is having b) has had c) has d) had
- 3 She no trouble with her dishwasher up to now.
a) has b) is having c) had d) has had
- 4 I read the first chapter of the book. I can't wait to know what next.
a) is happening b) happen c) happens d) does happen
- 5 I don't think we'll learn anything new.
She the same thing for the last two hours.
a) repeats b) is repeating c) has repeated d) has been repeating
- 6 We a great deal of them lately.
a) see b) have been seeing c) are seeing d) saw
- 7 The weather is nice and she her holiday at the seaside.
a) enjoy b) enjoys c) is enjoying d) does enjoy
- 8 This soup really strange. What spices did you put in?
a) is tasted b) is tasting c) tastes d) has tasted

ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR?

- 9 Look at them. Everyone can see that she simply him.
 a) loathes¹ b) don't loathe c) is loathing d) is loathed
- 10 It for two days. If it doesn't stop soon, we won't be able to leave the cabin.
 a) snows b) is snowing c) has snowed d) has been snowing

PAST TIME

3 a) Match each sentence with its description.

- | | |
|--|--|
| <input checked="" type="checkbox"/> 1 He woke up late yesterday. | a two parallel actions in the past |
| <input type="checkbox"/> 2 At nine o'clock he was still sleeping. | b very recent past action |
| <input type="checkbox"/> 3 He was sleeping when his mother entered the room. | c experience |
| <input type="checkbox"/> 4 While he was having a shower, his mother was preparing breakfast. | d past action with the result or consequence in the present |
| <input type="checkbox"/> 5 Man has travelled to the Moon. | e an action that was in progress when another action happened |
| <input type="checkbox"/> 6 I have sprained my ankle, that's why I'm limping. | f an action that started and finished in the specific time in the past |
| <input type="checkbox"/> 7 They have just emailed her. | g an action that was in progress at certain time in the past |
| <input type="checkbox"/> 8 The rehearsal had already begun when the main actor arrived. | h past action before another past action |

b) Match each sentence above (1-8) with its tense form (A-D) below.

- | | |
|-------------------|-------------------|
| A Past Simple | C Present Perfect |
| B Past Continuous | D Past Perfect |

- | | | | | | | | | | | | | | | | |
|---|---|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | A | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | |
|---|---|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

4 Choose the correct answer (a), (b), (c) or (d).

- 1 Between five and six I so I couldn't hear the phone.
 a) was vacuuming b) vacuumed c) had vacuumed
 d) has been vacuuming
- 2 It appears they on foot.
 a) have come b) came c) had come d) had been coming

¹to loathe [læʊð] — почувати відразу (огиду); ненавидіти

ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR?

- 3 When about that project?
a) *were you learnt* b) *have you learnt* c) *did you learn*
d) *were you learning*
- 4 I of going skiing for winter holidays but I changed my mind.
a) *thought* b) *was thinking* c) *have thought* d) *am thinking*
- 5 They three tests in the last week.
a) *were having* b) *had* c) *have had* d) *had had*
- 6 We breakfast when she came downstairs.
a) *have already had* b) *had already had* c) *already had*
d) *were already having*
- 7 You've broken your leg! How ?
a) *has it happened* b) *it happened* c) *had it happened* d) *did it happen*
- 8 I guess she my message.
a) *finds* b) *found* c) *has found* d) *had found*
- 9 They called in to say goodbye because they the following day.
a) *are leaving* b) *were leaving* c) *left* d) *had been leaving*
- 10 Mrs Roberts was getting dressed while the drinks .
a) *were served* b) *had been served* c) *were being served*
d) *were serving*

THE PRESENT PERFECT AND THE PAST SIMPLE

5 Complete the sentences putting the verbs in brackets into the correct tense forms.

- 1 How long *have* you *lived* (*live*) here?
- 2 ... you ... (*wear*) your hair long when you were in primary school?
- 3 Shakespeare ... (*write*) a lot of plays.
- 4 My brother ... (*write*) several plays. He just ... (*finish*) his second comedy.
- 5 I ... (*not, see*) him for three years.
- 6 I ... (*read*) his books when I was younger. I ... (*enjoy*) them very much.
- 7 I can't go out because I ... (*not, finish*) my work.
- 8 I never ... (*drink*) coffee.
- 9 The actors ... (*arrive*) yesterday and ... (*start*) rehearsals early this morning.
- 10 ... you ... (*be*) here before?
- 11 Look at that little boy in the corner. He ... (*wait*) for three hours now and no one ... (*come*) to take him home.
- 12 The conference ... (*start*) two days ago.
- 13 Look at this mess! You ... (*always, leave*) your clothes all over the room!

ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR?

FUTURE TIME

6 a) Match each sentence with its description.

- | | |
|---|--|
| 1 You will be happy in your future life. | a planned future arrangement |
| 2 Our sun will become a supernova ¹ , too. | b an action in progress at a specific time in the future |
| 3 Wait a bit! I'll help you. | c prediction based on the present situation |
| 4 This time next week I shall be skiing. | d an action that will go on up to or finish before a point in the future |
| 5 Look at that fence! It is going to collapse. | e future fact |
| 6 We are going to study over a weekend. | f intention |
| 7 They are staying at the Ritz next week. | g decision made at the moment of speaking |
| 8 She will have passed the driving test by June. | h speculating about the future |

b) Match each sentence above (1-8) with its tense form or structure (A-F).

1 2 3 4 5 6 7 8

- | | |
|----------------------|---------------------|
| A Present Simple | D Future Simple |
| B Present Continuous | E Future Continuous |
| C 'Going to' | F Future Perfect |



7 Complete the sentences putting the verbs in brackets into the correct tense forms.

- Let's meet at the station. The train *is leaving* (leave) at 7 p.m.
- You ... (eat) the whole pie! You ... (be) sick.
- She won't be able to come in the afternoon. She ... (see) her lawyer at 4 o'clock.
- They ... (date) for 5 years before he finally ... (propose) to her.
- What ... (you / do) the whole evening while we ... (look for) you?
- When we ... (go) to see him last night, he ... (play) computer games; he ... (play) since lunch time.
- By the end of last year they ... (finished) three large projects, and by next year they ... (finish) two more. I ... (be) with them since last month, but I ... (believe) they ... (work) on presentations at present.

¹a supernova [ˌsu:pe'nəʊvə] — наднова (супернова) зірка

HOW WELL CAN YOU COMMUNICATE

- 1 Match each question (1-6) with the appropriate answer (A-F).
Work in pairs.

- | | |
|--|---|
| 1 Do you enjoy learning English? — | a Well, I have one brother and one sister. |
| 2 What do you do in your free time? | b I'm afraid I don't like it very much. I think it's really difficult, especially the grammar. |
| 3 Do you plan to study abroad? | c I haven't really decided yet. I guess I'd like to one day, maybe in Canada or Australia. |
| 4 Do you have any brothers or sisters? | d Actually, my parents moved around a lot and I've lived in many cities. Now I live in Odesa. |
| 5 What's your job? | e I have a part-time job in a local shop. In fact, I've worked there for more than three years. |
| 6 Where do you live? | f It depends. I often go out with my friends, but sometimes I enjoy just reading in my room. |



USEFUL TIPS

Using words or expressions like *'actually'*, *'well'*, *'I guess'* or *'It depends'* will make you sound more natural when you speak.

- 2 Role-play the situation in pairs.

Student A, you're the examiner. Choose some questions from task 1. For each question think of follow-up questions (why, when, where, who with, etc.) and interview student B for 4 or 5 minutes. Listen to student B's answers carefully. Did he or she give short or extended¹ answers?

Student B, you are the student. Imagine you are in the exam. Introduce yourself briefly and then listen to the examiner's questions. Answer as fully as possible, giving two or three additional pieces of information for each question. Follow the *Useful Tips*. When you've finished, change roles with your partner.

Example:

A: Where do you live?

B: Now I live in London, but before that I have been studying in Ireland — for 2 years. Actually, it was great. I was living in the countryside and it was very peaceful. Not like London — it's so busy and noisy! I guess I'll get used to London eventually — it just takes time to adjust, doesn't it?

¹extended [ɪk'stendɪd] — розширений, широкий



HOW WELL CAN YOU COMMUNICATE?

- 3) a) Write ten sentences about yourself. Five should be true and five should be false. Choose topics in the box below.

Where you come from	Your favourite kind of music
Your age	Countries you've visited
Your family	What you're going to do this weekend
Your leisure activities	A book you're reading at the moment
Your personality	What you did yesterday evening
A problem you have	Something important that's happened to you recently
What languages you speak	

- b) Give a piece of paper to the person sitting next to you. Can he/she tell which sentences are true and which are false?



- 4) a) Ask and answer in pairs.

- How do you begin letters in English?
- How do you end a letter to a close friend?
- How do you end a letter to a stranger?
- Name the main parts of a letter.

- b) Read the instructions and write a letter.

- You have just finished a short language course in Scotland.
- You are writing a letter to an English-speaking friend.
- Tell him or her what you did on the course, how you spent your free time and what the other people were like.
- You can use the information in the timetable below and the beginning of the letter on the opposite page to help you.

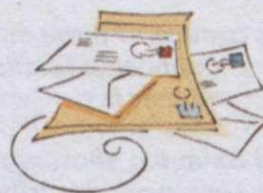


Mon	Tue	Wed	Thur	Fri
Language Lessons	Language Lessons	Language Lessons	FREE TIME	Museum Visit
LUNCH				
Sport	Art	FREE TIME	Language Lessons	Language Lessons
<i>Evenings: Social activities</i>				

HOW WELL CAN YOU COMMUNICATE

Dear ...,

I've just finished a short language course in Scotland and I want to tell you all about it



c) Check your writing after you have finished it, using a checklist below. Use it every time you practise writing something.

Checklist	✓
Have you included all the notes?	
Have you used paragraphs?	
Have you written the right number of words?	
Have you linked the points clearly?	
Have you started sentences in different ways so that it is interesting to read?	
Have you checked your in grammar or spelling mistakes?	
Have you used a range of vocabulary? Are there any words you have used too many times?	
Have you started and ended the letter or email correctly?	
Have you used the right style for the person you're writing to?	

5 Discuss the following questions in groups.

- 1 How long have you been learning English?
- 2 Why do people need English?
- 3 When have you had an opportunity to speak or read English?
- 4 Have you ever been to an English-speaking country?
- 5 What do you think about the idea that a language gets rusty¹ if it is not practised?
- 6 Can you follow TV programmes in English on satellite television?
- 7 Can you understand songs in English?
- 8 Do you have problems learning English? What are they?
- 9 Have you ever taken private lessons?
- 10 What do you find easy about English, and what do you find difficult (think about pronunciation, learning new vocabulary, grammar, spelling, listening, reading, understanding, translating, etc.)?

¹rusty [ˈrʌsti] — занедбаний, забутий