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Учебно-методический комплект Enjoy English / «Английский с удовольствием» для 11 класса состоит из следующих компонентов:

- учебника
- книги для учителя
- рабочей тетради
- аудиоприложения

Биболетова, М. З.

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Учебно-методический комплект Enjoy English / «Английский с удовольствием» (11 класс) является частью учебного курса Enjoy English / «Английский с удовольствием» для 2–11 классов общеобразовательных организаций.

Учебник состоит из четырех разделов, каждый из которых рассчитан на одну учебную четверть. Разделы завершаются проверочными заданиями (Progress Check), позволяющими оценить достигнутый школьниками уровень овладения языком. Учебник обеспечивает подготовку к итоговой аттестации по английскому языку, предусмотренной для выпускников средней школы.

Учебник соответствует Федеральному государственному образовательному стандарту среднего общего образования.

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| | Section | Grammar focus | Function | Vocabulary |
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| | | | | | |
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УСЛОВНЫЕ ОБОЗНАЧЕНИЯ

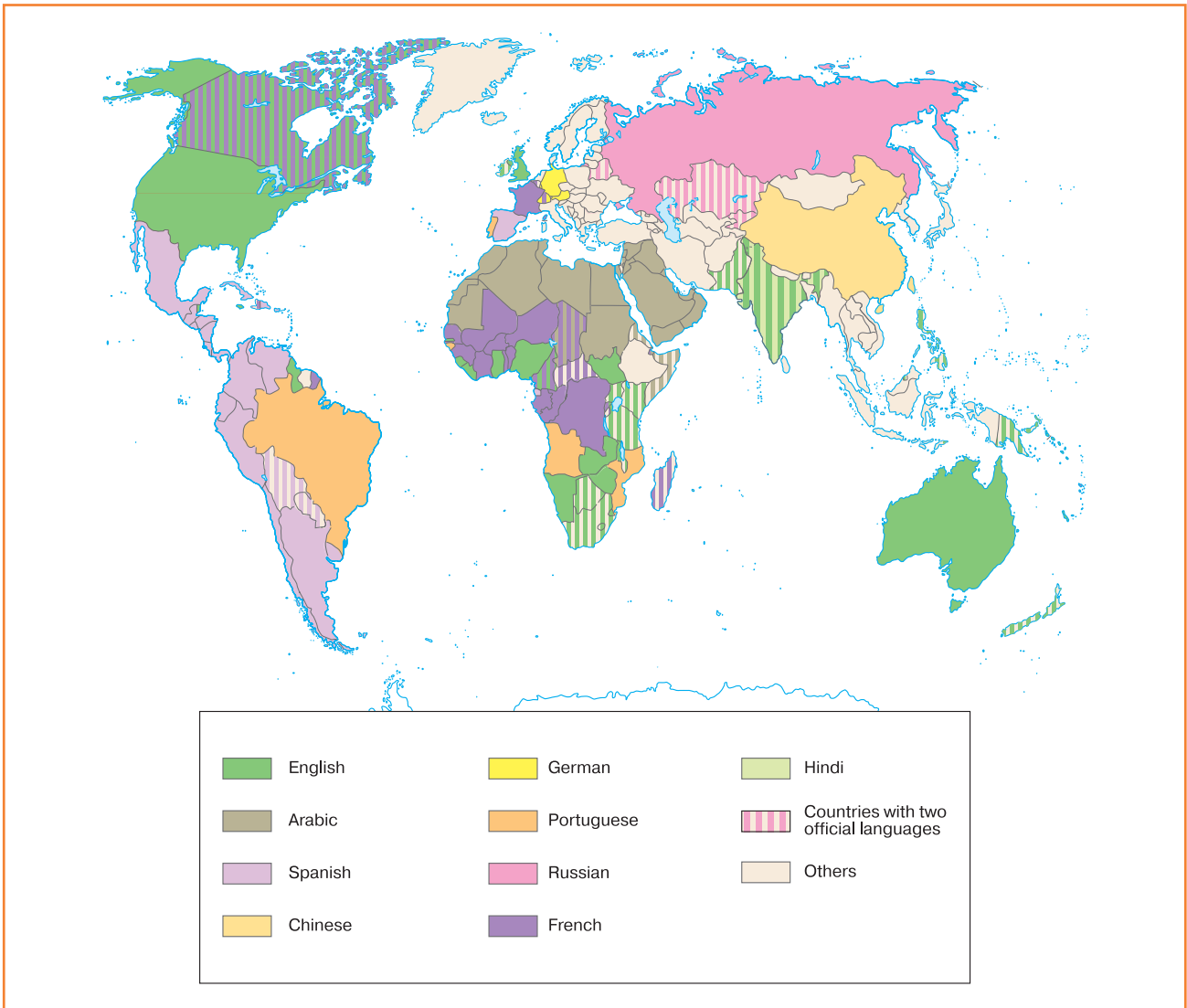
-  — текст для аудирования
-  — работа в парах
-  — работа в группах
-  — задание повышенной сложности
-  — работа с Интернетом
-  — State Exam

1

YOUNG PEOPLE IN SOCIETY

SECTION 1

Varieties of the English Language



1 Do the quiz. Use your Workbook to write the answers.

- 1 Do you enjoy learning English?
- 2 What is the main reason why you are learning English?
- 3 Do you remember your first English lesson? What did you feel?
- 4 What is your biggest achievement in English?
- 5 Have you ever visited an English-speaking country?
- 6 Have you ever spoken/written to a foreigner in English? How did it go?
- 7 What other foreign languages would you like to learn?



2 Compare your answers with your partner's. Discuss them if they are different.

3 Listen to the poem and read it. Which statement best summarises it?

- 1) The poem is about the beauty of English.
- 2) The poem is about learning foreign languages.
- 3) The poem is about the strange features of English.

No Egg in Eggplant

There is no egg in eggplant or ham in hamburger;
neither apple nor pine in pineapple.
English muffins were not invented in England or
French fries in France.

Sweetmeats are candies, while sweetbreads,
which aren't sweet, are meat.

We take English for granted. But if we explore its paradoxes,
we find that quicksand can work slowly, boxing rings are square,
and a guinea pig is neither from Guinea nor is it a pig.

If the plural of tooth is teeth,
why isn't the plural of booth beeth?

One goose, 2 geese.

So, one moose, 2 meese?

One index, two indices?

Is cheese the plural of choose?

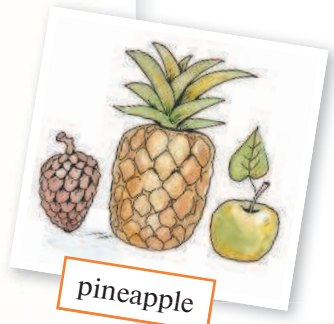
In what language do people
ship by truck and send cargo by ship?
Have noses that run and feet that smell?
Park on driveways and drive on parkways?

How can a slim chance and a fat chance be the same, while
a wise man and a wise guy are opposites? How can the weather
be hot as hell one day and cold as hell another?

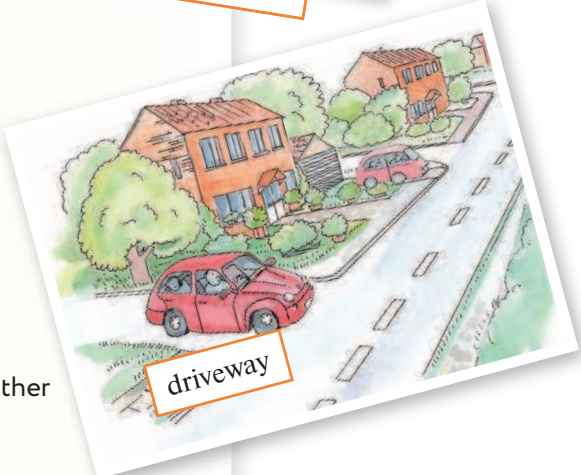
When a house burns up, it burns down.
You fill in a form by filling it out, and an alarm clock goes
off by going on. When the stars are out, they are visible,
but when the lights are out, they are invisible.



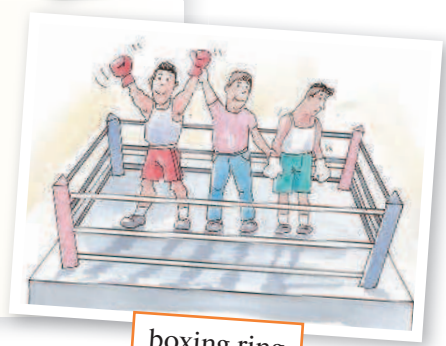
guinea pig



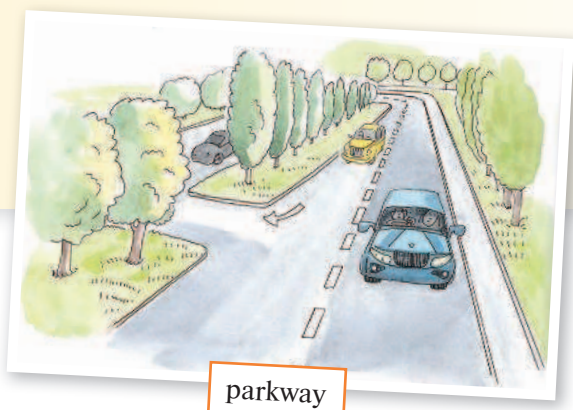
pineapple



driveway



boxing ring



parkway

4 Look through the poem. Write down the words you don't know. If you find anything strange about their meanings, look them up in a dictionary. Share your findings with your classmates.

5 Find phrasal verbs in the last paragraph of the poem. Match them with the following definitions. Use these verbs in your sentences.

- 1 to be completely destroyed by fire — ...
- 2 to burst into flames — ...
- 3 to fill (something) completely — ...
- 4 to add information in the empty spaces of an official document — ...

GRAMMAR FOCUS: IRREGULAR PLURAL FORMS

6 a) Look at some irregular plural forms of nouns and find more examples in the poem. Check their forms in the dictionary.

Woman — women, child — children, foot — feet, ox — oxen, tooth — teeth.

b) Do some Internet research and add more irregular plural nouns to the list.

7 Work in groups. What can be done to make learning English easier? Write a list of ideas.

8 Work in pairs. Take it in turns to describe the photo. What do you think the people are doing? Use the plan.

- 1 Who is in the photo?
- 2 Where are they?
- 3 What are they doing?
- 4 Why do you think they are doing that?
- 5 What do they feel?
- 6 Would you like to do the same?



9 Listen to the radio programme about learning English and complete the statements. Use your Workbook.

- 1 “Crazy English” is a method of ...
- 2 Learners practise it by ...
- 3 This method helps the learners to ...
- 4 The school administration is against it because ...

5 “Crazy English” appeared when ...

6 Li Yang realised that ... was very effective for him.

7 According to his exam results, Li Yang ...

8 In 1994 he began ...

9 Today about ... people practise this method.

10 Work in pairs. Discuss the questions.

- 1 How can the method described in the radio programme help to learn English?
- 2 What cannot this method do?
- 3 Would you like to try learning English in this way? Why?
- 4 What would you like to improve in your own learning?

LANGUAGE HELP

effective / ineffective, helpful, ridiculous, embarrassing, fun, funny
 overcome shyness, build self-confidence, beat the fear of public speaking
 improve your knowledge of vocabulary / grammar
 develop reading / listening / speaking / writing skills
 fluency / accuracy

11 You are thinking of doing a course in a language school. Ask five direct questions to find out more information about it. See “How to Deal with Asking Five Direct Questions Task” in Learning Strategies for help.

- range of languages taught
- method of teaching
- duration of the course for beginners
- cost of the course for beginners
- discounts for students

12 Read the dictionary entry for the word “borrowing” and match the words with the languages they come from.

borrowing — a word from one language that has been adapted for use in another.

Note: All languages borrow words from other languages. We use them every day without even being aware of that. Some new words arrive with the people who come and settle down in a new country, others provide a name for a new invention or concept. We have been borrowing words for centuries and words continue to travel from one language to another.



| Word | Origin |
|-----------|-----------------------|
| sauna | Italian |
| tea | Japanese |
| avatar | Russian |
| flower | Indian |
| karaoke | German |
| coffee | French |
| safari | Finnish |
| sputnik | Chinese |
| piano | Arabic |
| koala | African |
| hamburger | Australian Aboriginal |

13 Work in groups. Think of examples of borrowings in your language. Where do they come from? How often are they used? How do you feel about them?

14 Read the names of some languages. Where do you think they are spoken? How do you know?

| | | | |
|-----------|-----------|-----------|----------|
| Spanglish | Chinglish | Franglais | Danglish |
| Hunglish | Finglish | Poglish | Runglish |
| | Italish | | |

15 Read the text about these kinds of languages. How do they appear?

Pidgins are new languages which develop as a means of communication among people who don't have a common language. They are only used for oral communication and have smaller vocabularies and simpler grammar than native languages. Their function is often limited so they do not last very long. Pidgins don't have native speakers and they usually disappear when communities move apart. However, if a Pidgin survives, it can develop into a Creole language to become a next generation mother tongue.

It is still uncertain where the word “pidgin” comes from. It has been in use since 1850 when it first appeared in print. The most widespread view is that the word “pidgin” comes from the Chinese pronunciation of the English word “business.” Another idea suggests that the word originates from the English word “pigeon”. This bird was used in the past for carrying brief written messages.

The Russian-English pidgin language, Runglish, became known in 2000 when it was used as the language aboard the International Space Station. Cosmonaut Sergei Krikalyov said: “We say jokingly that we communicate in Runglish, a mixture of Russian and English languages, so that when we are short of words in one language, we can use the other, because all the crew members speak both languages well.” Since then Runglish has been listed as one of the on-board languages by NASA. Although it's not as popular as other pidgins, it is spoken in a number of English-Russian communities, especially the Russian-speaking community of Brighton Beach in Brooklyn, New York.

Numerous scientists have become interested in pidgins in the last few decades because by studying these young languages it is possible to see how new languages appear and develop.

16 Read the text once again and say whether the following statements are true or false. Correct the false statements.



- 1 The languages described in the text were invented to help people understand each other better.
- 2 Pidgin languages are used for speaking and writing.
- 3 We don't know for sure where the word "pidgin" comes from.
- 4 Runglish was invented in space.
- 5 Runglish is the most well-known pidgin in the world.
- 6 Runglish is spoken only aboard the International Space Station.
- 7 It's worth doing research into pidgin languages.

**WORD FOCUS:
COMMON SUFFIXES FOR ADJECTIVES**

17 Look through the text again and underline all the adjectives. Put them in the table in your Workbook. Form more adjectives from the words below and add some examples of your own. Read them aloud paying attention to the stress.

| Suffix | Examples |
|--------------------------|----------|
| <i>-al</i> | |
| <i>-ant, -ent, -ient</i> | |
| <i>-ed</i> | |
| <i>-ing</i> | |
| <i>-ful</i> | |
| <i>-ic</i> | |
| <i>-ive</i> | |
| <i>-less</i> | |
| <i>-ious, -ous</i> | |
| <i>-ible, -able</i> | |
| <i>-y</i> | |

tradition, effect, excellence, remark, understand, create, communicate, culture, limit, interest, ambition, wonder, responsibility, history, music, care

SE 18 Complete the sentences with the correct forms of the words in capital letters.

- | | |
|--|------------|
| 1 The languages they teach in this school are less ... in Russia. | TRADITION |
| 2 The language course I took last summer was | EXCELLENCE |
| 3 The new method of learning English is quite ..., but I don't think it is ... for everyone. | INTEREST |
| 4 They offer a ... number of free places on the course. | EFFECT |
| 5 You can count on her to do the task on time. She is a very ... person. | LIMIT |
| 6 He is extremely He wants to learn several languages and become a diplomat. | RESPONSE |
| | AMBITION |

19 Work in groups of 3–4. Draw a scheme / picture to show how languages influence each other. Explain it. Share your ideas with other students. See "Tips for Participating in a Discussion" in Learning Strategies for help.

LANGUAGE HELP

The scheme shows ...
Local dialects, means of communication, mother tongue, mixture
You can see how ...
appear / develop / disappear / be spoken / be used

borrow from
understand each other
different / similar / widespread / international
Interestingly, ...

 **20 Work in pairs. Answer the questions.**

- 1 What is Globish?
- 2 Who do you think speaks it?
- 3 Do you think it's useful?
- 4 Does it have any future?

21 Read the text ignoring the gaps. Were your guesses correct?


People have always been in need of a consistent language to do business across the globe and lots of non-native English speakers are trying to solve this problem. It's not always easy (1) Just think of 615,000 words in the Oxford English Dictionary! However, some experts claim they have the answer.

As early as the 1920s, Charles Kay Ogden created Basic English, (2) Ogden said that it would take seven years to learn English, seven months for Esperanto, and seven weeks for Basic English. The concept gained its greatest publicity just after the Second World War (3) Winston Churchill and Franklin Roosevelt supported the idea of using Basic English as an international language, and Churchill recommended it (4) Amused critics said that “blood, toil, tears and sweat” translates into Basic English as “blood, hard work, eyewash and body water”.


(5) ..., it did not die. Another simplified version of the English language appeared called Globish. It was created in the 1990s by Jean-Paul Nerrière (6) It uses only the most common 1,500 English words and phrases and continues to expand as a tool of common understanding in simple international communication. This expansion of Globish has made some people worried about the cultural diversity and the purity of non-English languages. Some also find Globish limited in what it can express (7)

Nerrière himself is sometimes described as a remarkable man (8) He hopes that “some day it will be accepted as a viable alternative by the European Union or the United Nations.”

The simple goal of Globish is to reach only a level — a common ground — where everyone understands everyone else, everywhere in the world.

 **22 Fill in the gaps in the text with parts of the sentences that have been removed from it. What helped you to do the task? See “How to Deal with Fill-in-the-gap Test Questions” in Learning Strategies for help.**

- a) though the idea got lots of criticism
- b) whose ambition is to promote global understanding between nationalities
- c) a constructed language with 850 words
- d) as the English language can be extremely complicated
- e) as a tool for world peace
- f) but the idea is that with 1,500 words you can express everything
- g) specifically with the business world in mind
- h) in a speech at Harvard University in 1943

 **23 Work in groups of 3–4. Make two lists of advantages and disadvantages of simplified languages.**

**GRAMMAR FOCUS:
USE OF ARTICLES
WITH THE NAMES OF COUNTRIES
AND LANGUAGES**

24 Read the rules and match them with the examples. There is more than one example for each rule.

- 1 We do not use “the” with the names of countries. There are some exceptions: the Netherlands, the Sudan, the Vatican City.
- 2 We use “the” with the names of countries when they include words, such as *state*, *republic*, *kingdom* etc.
- 3 We do not use “the” with the names of languages when they are NOT followed by the word *language*.

Examples:

- a) I've always wanted to learn Italian.
- b) A friend of mine has gone to the USA as a volunteer.
- c) The Vatican City has a unique collection of artistic and architectural masterpieces.
- d) The Netherlands became known worldwide as Holland in the 17th century.
- e) The Chinese language is the oldest written language in the world.

25 Fill in “the” where necessary. Find the countries mentioned in the exercise on the world map. What languages are spoken in these countries?

- 1 ... Republic of Korea is near ... Japan and ... China.
- 2 She comes from ... Netherlands.
- 3 ... United States of America is located in North America between ... Canada and ... Mexico. The official language of ... USA is ... English.
- 4 ... China is the third world’s largest country. ... Chinese language is one of the most difficult for Europeans to learn.
- 5 ... Croatia lies on the northeast of Adriatic, it borders with ... Slovenia, Bosnia and Serbia.
- 6 ... Cyprus lies in the Mediterranean, 71 km south of ... Turkey. Most people in Cyprus speak ... Greek and ... English.
- 7 She went to ... United Kingdom to learn ... English.
- 8 What countries share a border with ... Norway?
- 9 ... New Zealand is a country in the Pacific Ocean southeast of ... Australia. About 10% of the population are Maori people who lived there before Europeans came. They speak ... Maori language.

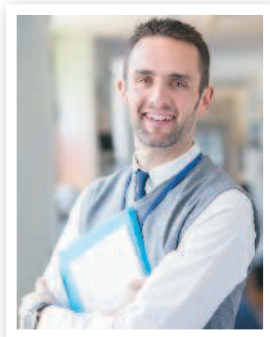
 **26** Work in pairs. Discuss the question *Do you think English should be simplified and made easier to learn?* Share your ideas with the rest of the class.

27 Read what some teachers wrote on an Internet forum about that. Say which of the ideas are good from your point of view. Give your reasons.



Gerald Stoldt from Germany

I know that doing business in English does not always require very good usage or even a complete understanding of the language. Why should we speak the way native speakers do when we can already understand each other? It is more important to be able to communicate and understand each other than to be grammatically correct. Sometimes students are taught old-fashioned phrases and vocabulary with subtle meanings and this makes it difficult for all users of English to understand each other! Students should be taught simpler English.



Daniel Somers from the UK

I don’t think there is any use in simplifying a language: if we over-simplify the language we teach, it will become useless for real communication. On the other hand, if the language is too difficult to learn, not many people will be able to master it. I believe we should teach a foreign language in a manner close to how children start learning their mother tongue, and then gradually work towards the real-life language. We definitely should aim at reaching a “real” language level, otherwise there is no sense in learning it at all.



Andrea Fortini from Italy

In my view English should be taught at different levels, but not simplified. And besides, by changing the language, we are depriving the student of the real words. If the student is taught a simplified version of a language, how will he or she be able to understand authentic texts like poems, slang expressions, or lyrics? That is really no good for students!



Juliska Galas from Hungary

We call our planet “a global village” now which means that everything is gradually becoming one grey mass: our culture, our eating habits and even the way we think. I think this means that we should keep everything that is characteristic to us and our language in first place. We should guard our own mother tongue as a precious possession and use any second language just as a way to communicate with other global citizens.



Krystyna Brozek from Poland

Why don't we show some respect for the English language? Although English is a difficult language both to learn and to teach, it doesn't mean that we have any right to change it just because we feel like it. How can we change something that doesn't belong to us anyway? Should we simplify it only for the sake of convenience for us non-native users? I don't think that's fair. Language is valuable heritage and heritage demands respect.



Thakin Saya from Burma

I'm convinced that a simplified version of English should be taught. The simpler the language, the better the communication will be between people, for current and future generations who are part of today's globalisation. English is no longer just a language used by native speakers; it is used by people all over the world, including young people who are increasingly trying to be part of the global community. I believe that if we can globalise English and use its more simplified version, we will be able to explore and better manage our planet.



Cristovao Christakos from Greece

No language is easy to learn because they all have their own history and culture! And no language can be simplified just for the sake of easiness. By trying to make it easier, we might deform it and then, together with its complexity, much of its beauty would disappear! I think students should deal with the real language and all its complexity and be exposed to real-life language used by native speakers. This is the only way to teach learners how to manage in a real conversation.

GRAMMAR FOCUS: PASSIVE VOICE (REVISION)

28 Read the rule and find examples of the passive voice in the texts above (Ex. 27). Complete the table in your Workbook.

| Passive: be + V ₃ | | |
|------------------------------|---|---------------------------------|
| | | example |
| Present simple | is / are + V ₃ | <i>is written</i> |
| Present continuous | is / are being + V ₃ | <i>are being written</i> |
| Past simple | was / were + V ₃ | <i>were written</i> |
| Past continuous | was / were being + V ₃ | <i>was being written</i> |
| Future simple | will be + V ₃ | <i>will be written</i> |
| Present perfect | have / has been + V ₃ | <i>has been written</i> |
| Past perfect | had been + V ₃ | <i>had been written</i> |
| Future perfect | will have been + V ₃ | <i>will have been written</i> |
| Modals + infinitive | should / can / ... + be + V ₃ | <i>can be written</i> |
| Modals + perfect infinitive | should / can / ... + have been + V ₃ | <i>should have been written</i> |

29 Fill in the gaps in the sentences below with the correct forms of the passive voice. Add the examples to the corresponding lines of the table in your Workbook.

- 1 During the last lesson students ... (expose) to some authentic language.
- 2 At the moment the intensive language courses ... (organise).
- 3 A new French textbook ... (write) recently.
- 4 Some people think that soon a simplified version of English ... (use) by many people.
- 5 They said that the book ... (translate) from German the previous year.
- 6 By June 2015 our language research ... (complete).
- 7 This article ... (discuss) when he arrived at the meeting.
- 8 The essay should ... (finish) yesterday.

SE 30 Complete the text with the correct forms of the words in brackets.

“English English” is a term applied to the English language that (1) ... (speak) in England. In English-speaking countries outside the UK, the term “British English” (2) ... more frequently ... (use). However, the term “English English” (3) ... (introduce) some time ago by Peter Trudgill in *Language in the British Isles*. This term (4) ... now generally ... (recognise) in academic writing.

The term “British English”, however, has a wider meaning, and (5) ... usually ... (reserve) to describe the features common to English English, Welsh English, Hiberno-English, and Scottish English.

A lot of people (6) ... always ... (interest) in the different accents and dialects that exist in Britain. That’s why *the English Dialect Dictionary* that (7) ... (compile) by Joseph Wright is now extremely valuable. But the diversity of accents within the nation (8) ... still ... (study) by linguists. Dialect research papers (9) ... often ... (sell) for hundreds of pounds. People tend to be very proud of their local accent or dialect.

