



Новый УМК “Английский с удовольствием” / “Enjoy English” для 11-го класса общеобразовательных учреждений



УМК “Английский с удовольствием” / “Enjoy English” для 11-го класса авторов М. З. Биболетовой, Е. Е. Бабушис, Н. Д. Снежко завершает курс “Английский с удовольствием” / “Enjoy English” для 2–11-х классов, рекомендованный Министерством образования и науки Российской Федерации.

УМК предназначен для учащихся школ и классов базового уровня, а также для классов профильного уровня, в которых английский язык не является профильным предметом (например, классов математического, экономического и других профилей).

Состав УМК

Учебник:

- построен на увлекательных сюжетах, интересных старшеклассникам;
- содержит материал для дальнейшего развития навыков аудирования, чтения, письма и говорения;
- включает упражнения для подготовки учащихся к ЕГЭ.

Книга для учителя содержит тематическое планирование и поурочные рекомендации, а также ключи к упражнениям учебника и рабочих тетрадей.

Рабочая тетрадь № 1 помогает учащимся закрепить материал учебника, то есть автоматизировать лексико-грамматические навыки и развивать умения учащихся в чтении и письме.

Рабочая тетрадь № 2 „Контрольные работы“:

- содержит задания, максимально приближенные к структуре ЕГЭ, а также материал для дополнительной интенсивной тренировки учащихся в аудировании, чтении, письме и говорении;
- позволяет обобщить и скорректировать знания учащихся в области грамматики и лексики в соответствии с требованиями государственного образовательного стандарта.

Рабочая тетрадь № 2 „Контрольные работы“ может быть использована в дополнение к другим УМК благодаря разнообразию заданий и их соответствия структуре ЕГЭ.

Новый УМК создан в рамках единой авторской программы “Enjoy English” (2–11 классы), состоящей из трех блоков: первая ступень (2–4 классы), вторая ступень (5–9 классы) и третья ступень (10–11 классы). Каждый блок содержит краткую характеристику ступени обучения, цели и содержание обучения, а также требования к уровню подготовки выпускников по английскому языку на данной ступени. Кроме того, авторская программа включает примерное тематическое планирование курса (2–11 классы) и примерное распределение содержания устной речи по годам обучения.

В этом номере мы предлагаем вам познакомиться с тематикой общения в учебнике для 11-го класса.

Тематика общения	Часы
<p>1. Языки международного общения. Трудно ли изучать иностранный язык? Что такое Runglish и Globish? Как меняется английский язык. Сколькими языками надо владеть, чтобы стать успешным. Проект: Постер „Иностранные языки в моей жизни“.</p>	7
<p>2. Глобальная деревня. Плюсы и минусы глобализации. Классическая и популярная музыка как элемент глобализации (А. Нетребко, Д. Хворостовский, Э. Пресли, Битлз и др.). Приметы глобализации в твоём окружении. Антиглобалистское движение: причины и последствия. Кто населяет Британию: исторический экскурс. Почему люди мигрируют? Кто населяет Россию? Проект: „Глобализация и ты“.</p>	6
<p>3. Что ты знаешь о своих правах и обязанностях. Понятие свободы у современных тинейджеров. Проект: „Портрет идеального старшеклассника“.</p>	4
<p>4. Твое участие в жизни общества. Отношение к политике и политикам. Вклад известных людей разных профессий в жизнь общества. Дмитрий Лихачев как публичная фигура. Проект: „Предлагаем премию за вклад в школьную жизнь“.</p>	3
<p>5. Чувство безопасности, или как защитить Землю от нас. Мелкие преступления против планеты: одноразовые продукты, расход энергии и др. Киотский протокол как шаг к предотвращению парникового эффекта. Антисоциальное поведение: культура пользования мобильной связью. Проект: „Каким гражданином должен быть тинейджер“.</p>	4
<p>6. Профессия твоей мечты. Влияние семьи, друзей и личных качеств на выбор профессии. „Мужские“ и „женские“ профессии. Призвание и карьера. Проект: „Что важно учитывать при выборе карьеры?“</p>	4
<p>7. Что нас ждет после школы. Традиции образования в России. Узнай больше о выбранном университете (по интернету). Что такое Global classroom? Проект: „Сотрудничество школ и университетов в твоём регионе“.</p>	3
<p>8. Образование и карьера. Колледж / Училище — альтернатива университету и путь к высшему образованию. Известные люди, получившие среднее профессиональное образование. Профессиональное образование в США и России: общее и разное. Дискуссия: „Можно ли сделать успешную карьеру, не окончив университет?“</p>	6
<p>9. Последний школьный экзамен. Будущее школ России. К какому типу школьника ты принадлежишь: тест и рекомендации. Проект: „Предлагаем новую систему экзаменов“.</p>	3

Тематика общения	Часы
<p>10. Альтернатива: традиционные или виртуальные университеты. Отличия разных типов образования. Виртуальная среда „Вторая жизнь“ — шанс для многих. Что такое Lifelong learning? Непрерывное учение как условие успешности. Круглый стол: „Образование в XXI веке“.</p>	4
<p>11. Современные технологии: насколько от них зависит человек. Современные виды связи (интернет, сотовый телефон) в жизни подростков в США и России. Прогнозы на будущее: грядущие технологии, предсказываемые тинейджерами. Проект: „Капсула времени (послание потомкам)“.</p>	5
<p>12. Незаурядные умы человечества. Из биографии И. К. Брунера (знаменитый британский инженер), Н. Теслы (известный изобретатель), С. Королева (главный конструктор). Плюсы и минусы инженерных профессий. Учись мыслить как гений. Проект: „Как решать логические задачи“.</p>	5
<p>13. Наука или выдумка. Секреты античного компьютера. Научные сенсации или мистификации: пришельцы на Земле, вечный двигатель и т. п. Конференция: „Хотите — верьте, хотите — нет“.</p>	3
<p>14. Как относиться к клонированию. Мечты о создании совершенного человека (на примере отрывка из книги “Frankenstein” by Mary Shelley). Дискуссия: „Есть ли будущее у клонирования“.</p>	2
<p>15. Медицина: традиции и новые технологии. Генно-модифицированные (GM) продукты: „за“ и „против“. Типичные мнения о здоровье. Опрос общественного мнения (в классе) на данную тему. Энциклопедия народных рецептов: как лечиться от простуды. Нанотехнологии и их применение в медицине. Дискуссия: „Что лучше — домашняя / традиционная или высокотехнологичная медицина?“</p>	5
<p>16. Современные технологии и окружающая среда. Специфика твоего региона: угрозы среде и их устранение. Среда и крупные производства / компании. Проблема бытового и промышленного шума. Проект: „Разработка манифеста Партии зеленых по охране среды в вашем регионе“.</p>	3
<p>17. Открываем путь в цифровую эпоху. Любопытные факты об интернете. Язык для интернета. Интернет в жизни современного поколения: „за“ и „против“. Проект: „Как интернет влияет на твою жизнь“.</p>	4

Тематика общения	Часы
18. Город и село. Чем отличаются люди в городе и селе? Проект: „Место, где ты живешь“ (социальный аспект). Сельский образ жизни — возможность быть естественнее и добрее к людям. Дискуссия: „Будущее города и села“.	4
19. Интересы и увлечения. Чем руководствуются люди, выбирая хобби? Хобби-сайты. „Скрытые правила поведения англичан“ (на материале книги “Watching the British. The hidden rules of English behavior” by K. Fox): телевизионные, виртуальные, игровые; правила чтения, обращения с питомцами. Как проводят свободное время в Британии и России (в сравнении). Ученые о пользе видеоигр. Твои хобби.	5
20. Круг моих друзей. Мысли великих о друзьях и дружбе. Рецепт дружбы, или как стать хорошим другом. Онлайн системы знакомства с друзьями друзей (<i>social networking systems</i>). Знаменитые пары: история Ромео и Джульетты (по мотивам трагедии “Romeo and Juliet” W. Shakespeare). Проект: Коллаж на тему „О любви и дружбе“.	5
21. Разные страны — разная жизнь. Восточный и западный стили жизни. Каков стиль жизни в твоём регионе? Влияние новых технологий на стиль жизни в разные времена. Может ли современный человек жить в гармонии с природой? Проект: „Твой стиль жизни во многом зависит от тебя“.	5
22. Соблюдение традиций. Традиционные празднества в разных странах мира. Ваши местные праздники. Письмо в будущее о твоей школьной жизни.	2

15 Read the text about these kinds of languages and find two names that are a combination of Russian and English. Explain how they came about.

All these languages come from word combinations that describe certain local variants of English. They developed as a means of communication between two or more language groups that do not share a common language. Although the names of these languages look similar, they are actually quite different. Some genuinely mix the languages, some alter between English and the other language, some are local dialects of English used by English speakers themselves, and some are just non-native pronunciations of English.

As a term for describing the Russian-English pidgin language, “Runglish” was popularised in the year 2000 when it was used as the language aboard the International Space Station. Although less widespread than other variants, Runglish is spoken in a number of English-Russian communities, most notably the Russian-speaking Jewish community of Brighton Beach in Brooklyn, New York.

Arthur C. Clarke’s novel 2010: Odyssey Two mentions a similarly named language, Russlish. The small subplot in Arthur C. Clarke’s novel 2010 involved the crew of a Russo-American spaceship, who attempted to battle their boredom with a so-called “Stamp Out Russlish!” campaign. As the story went, both crews were fully fluent in each other’s languages, to the point that they found themselves crossing over languages in mid-conversation, or even simply speaking the other language even when there was no one present who had it as their native tongue.

Use of “Russlish” in space has been realised to some extent on the International Space Station. Cosmonaut Sergei Krikalyov said in October of 2000: “We’re 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.”

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

- The languages described in the text were invented to make English easier for people from different countries to understand.
- The languages have different names but they are very similar.
- Runglish was invented in space.
- Runglish is spoken only aboard the International Space Station.
- A variant of Runglish was first mentioned in a science fiction book.
- A pidgin language is a mixture of two or more languages. Pidgin is usually used between people who do not speak each other’s languages.

17 Read through the text again. Put the adjectives you find in the table in your Workbook. Use the words from the list and add more examples of your own.

suffix	examples
-al	
-ant, -ent, -ient	
-ed	
-ing	
-ful	
-ic	
-ive	
-less	
-ious, -ous	
-ible, -able	
-y	

18 Complete the sentences with the correct form of the word.

- In this school we study languages that are less ... in Russia.
- If I want to enter the university I must get an ... mark on the exam.
- The new method of learning English is very ..., but I don’t think it is ... for everyone.
- I think that the usage of this language is very ...
- She is a very ... person. She will do the task in time.
- He is extremely ... He wants to learn several languages and become a diplomat.
- His English is perfect. Some people think he is a ... English speaker.

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.

Use:
local variant / dialect, means of communication, native tongue, mixture, describe, develop, share a common language, be different in nature, be spoken in ..., mix, similar, different, mixed, widespread, fluent, international

20 Compare the two texts and say which of them you like more. Explain your opinion.

Say it in English

I went to my niece and nephew’s party the other weekend. I played the piano and we were all singing along when a mouse ran out from behind the sofa with a piece of apple in its mouth.

Say it in Globlish

At the party of my brother’s children the other day, I played an instrument with black and white keys and we all sang along. Then an animal chased by cats ran out from behind the seat with a piece of fruit in its mouth.

21 Answer the questions.

What do you think Globlish is?

Who speaks it?

Is it useful? Does it have any future?

Unit 3 Section 2

GRAMMAR FOCUS: FUTURE PERFECT (ACTIVE) / FUTURE PERFECT (PASSIVE)

62 Match the sentences with the pictures.



- 1 By June, 27 all the school-leaving exams will have been taken.
- 2 By June, 10 the two most difficult exams will have been taken.
- 3 On June, 10 the 11th graders will be getting ready for the rest of the school-leaving exams.
- 4 On June, 27 the 11th graders will be having a school-leaving party.

63 Read the explanations and their examples. Fill in the gaps in the sentences using Future simple or Future perfect.

We use Future perfect (passive) to describe an action that will be finished before a certain moment in the future.

will + have + been + V₁ (Past participle)

The Future perfect passive is not used very often because it is seldom required by the situation. But when it is used, it is usually followed by the word by.

Example: The book will have been read by that time.

- 1 This assignment ... (write) by the 1st of November.
- 2 Don't worry! Everything ... (do) on time.
- 3 The test ... (check) by tomorrow.
- 4 I am ... (finish) my homework by 8 o'clock.
- 5 He ... (be) the winner by the end of the season.
- 6 We ... (complete) the project by the deadline.

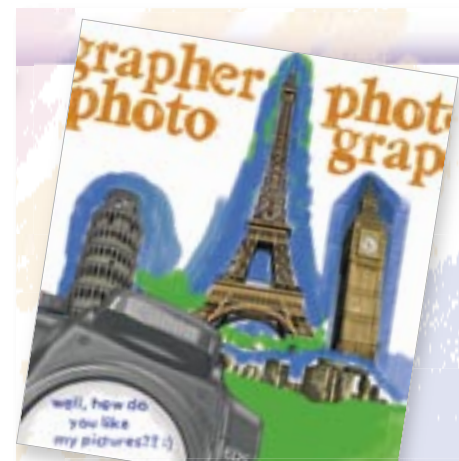
64 Read the school development plan and match the items with the years.



- 1 by 2020 / school building
- 2 by 2009 / three new teachers
- 3 by 2010 / two new classrooms
- 4 by 2015 / some new equipment
- 5 by 2016 / several new subjects
- 6 by 2018 / swimming pool

65 In groups of 3-4 discuss the school development plan for the next century. Choose a secret paragraph describing the school in the year 2100. You can ...

develop investigate invent reconstruct build Example: New ways of transport will be able to travel to remote areas.



Mini-project: A poster "What points should we consider when choosing a career?"

29 Work in groups of 3-4 and follow these steps:

Unit 3 Section 2

LINGUISTIC PUZZLES:

1 I with borrowed silver shine,
What you see is none of mine.
First I show you but a quarter,
like the bow that guards the Tartar;
Then the half, and then the whole,
ever dancing around the pole;
And true it is, I chiefly owe
my beauty to the shades below.
Who am I?

2 The more you make of me the more
you leave behind. What am I?

5 I have no voice, yet I speak to you;
I tell of all things in the world that people do.
I have leaves, but I am not a tree.
I have a spine and hinges, but I am not a man or a door;
I have told you all, I cannot tell you more.
What am I?

3 Can you uncover what each group of three has in common?

- 1 doughnut notebook golf course
- 2 turtle peanut oyster
- 3 brown polar Kodiak
- 4 cough tear rain
- 5 soap granola candy

4 In your future and in your past
I come and go so senseless and fast
My purpose is unknown to all
Remembrance seems to drift then fall
I travel by night and fade by day
Because that is my common way

LOGICAL PROBLEM

Five people (who vaguely know each other and are really eccentric) have a great passion for music. Each of them plays a different instrument. However, they are constantly forgetting each other's first and last names, the instrument they play, their ages and their professions. Your job is to figure out everyone's full names, their ages, their favourite instrument and their jobs.

- 1 No person's first name shares an initial with his/her last name.
- 2 Allen is always feeling sleepy because her neighbour has a habit of playing his drums in the middle of the night.
- 3 Neither of the women's ages (who play the guitar and the piano) is an even number.
- 4 The flutist is older than Joseph, who is older than Ivan, who is not the youngest.
- 5 Michael, the scientist, is the oldest person in the group.
- 6 Angela's last name makes Daniel feel hungry.
- 7 Joseph is 12 years older than the doctor, who is 26 years younger than the teacher.
- 8 Most people do not agree with the engineer (who is half as old as Coleman) that he plays the bagpipes excellently.
- 9 Julia's career involves educating young minds.
- 10 The lawyer lives next to Julia Allen.
- 11 The pianist is not 21 years old.



Engineering challenge tasks:

The objective in **The Paper Tower challenge** is to construct the tallest freestanding tower from a single sheet of paper and a small amount of tape. The tower must be able to stand on its own for at least 10 seconds.

The Spaghetti Cantilever challenge is a fun one. Each team is given a small package of spaghetti, a roll of tape and a table. The objective is to construct a cantilevered structure that extends as far from the table as possible without touching the ground. The structure must be attached to the top of the table and nowhere else. Because spaghetti is very brittle, the engineering becomes very important. Measurements should be taken from the edge of the table to the furthest point of the spaghetti structure.

In **The Bridge challenge** each team is given some building materials such as glue, toothpicks, popsicle sticks, or small pieces of wood. Each team should get the same amount of materials. The goal is to build a bridge that can span a 24-inch distance and support increasing amounts of weight. The bridge that can support the most weight before breaking is the winner.

* If you haven't managed to solve all the problems in this lesson, finish them in the next.

Unit 2 Section 1

28 Work in pairs. Discuss the questions. Sum up what you think influences our choice of profession.

- 1 Have you ever done any psychological vocational tests? What did they reveal?
- 2 Would you like to go into the same career as your parents? Why or why not?
- 3 How have your parents' jobs influenced your career choice? In what way?
- 4 Do you often discuss your future career with your friends?
- 5 Would you like to choose the same professions as any of your friends? Why?
- 6 Whose opinion is important to you in choosing a career? Why?



ould we consider

Unit 3 Section 7

128 Give a 3-minute talk on the internet in your life.

Remember to say:

- How you use the internet (where, what kind of connection)
- What you use the internet for
- How the internet influences your life (good and bad aspects)
- What you would like to change / if anything in your internet habits

Use

alienates us from friends
contact with people at the blink of the eye
chat with immediate response
new and chaotic carry your views
the medium be cut off from everyday life
have goods delivered
take using the internet to the extreme
take over your life
positive tool for everyday use
makes your life complicated
part of daily life
search the internet

GRAMMAR FOCUS: NUMERALS

129 Read the text and put the figures back into the test. Listen and check your answers.

Practise saying the numbers.

5.6 2002 75 11.5 56,4 4.9 2001
2,024 75 550 2005 7.7

Some facts about the internet

According to a (1) ... study, there were more than (2) ... billion documents on the Web, mostly in the "invisible Web". A (3) ... survey of (4) ... million web pages determined that by far the most Web content was in English: (5) ... next were pages in German ((6) ... %), French ((7) ... %) and Japanese ((8) ... %). A more recent study which used web searches in (9) ... different languages to sample the Web determined that there were over (10) ... billion web pages in the publicly indexable Web as of January (11) ...

130 Read the statistics and transform them into a text for a news radio programme. Present your news item to the class.

Online Populations by Country, among Age 15+

March 2006

World Matrix	Unique Visitors (000)
	694,260
	152,046
	74,727
	52,100
	31,813
	30,190
	24,645
	23,884
	18,996
	16,834
	16,713
	13,186
	12,452
	10,969
	10,833
	9,735

Section 3 Science or fraud?



52 Read the quotation and choose the best explanation of it. Do you agree with it?

"To mistrust science and deny the validity of the scientific method is to resign your job as a human. You'd better go look for work as a plant or wild animal."

P. J. O'Rourke, American political satirist, journalist and writer

- a) If you are not a scientist, you are not a good person.
- b) If you don't believe in science, you are not a good thinker.
- c) If you are bad at science, you should leave your job.

53 Listen to an interview with a scientist and decide whether these statements are true (T) or false (F) according to the speaker.

- 1 Science is extremely important for the lives of future generations. ☐
- 2 Science is the way humans change the world. ☐
- 3 Science combines many different processes. ☐
- 4 Science is more important for society than for individuals. ☐
- 5 Science has an extremely wide application. ☐
- 6 Science helps us to become aware of environmental problems. ☐

54 Listen to the interview again and fill in the gaps in the sentences with not more than three words. Use your Workbook.

- 1 Firstly, science is our way of observing the
- 2 I think personally that science combines the use of observation, intuition, theory, hypothesis,
- 3 I think that few other things in life have as wide of an application in a person's ... , or ... as does science.
- 4 ... our society depends increasingly upon technology, and the result of this dependence is that our environment is ...
- 5 Knowing more about science will help us to become better informed about the kinds ...

55 Work in pairs. Discuss these questions.

- Do you think science is important for modern life? Why? / Why not?
- Would you like to take up science as a future profession?

56 Do you know of any new scientific discoveries made recently? Tell the rest of the class about them. See "Tips for giving a talk" in "Learning strategies".

Use:

be extremely important/crucial for...
a way of observing the world around us
have a wide application in...
depend upon technology
become more informed about...