

Оксана Карпюк

# АНГЛІЙСЬКА МОВА

(11-й рік навчання, рівень стандарту)

**Підручник для 11-го класу  
закладів загальної середньої освіти**

Oksana Karpyuk

# ENGLISH

Year 11

A textbook for the eleventh form of secondary schools

Standard level



# Contents

UNIT, pages	Grammar Focus	Reading / Listening / Speaking	Writing
<b>STARTER,</b> pp. 5-16		English is the Language of International Communication. Learning English.	
<b>1</b> <b>BEING</b> <b>A STUDENT,</b> pp. 17-40	Conditionals I, II (Revision)	<b>Reading:</b> Independent Language Learning <b>Listening / Speaking:</b> Get Ready for Your Finals	Making notes. Doing summary.
<b>2</b> <b>MAKE UP</b> <b>YOUR MIND</b> pp. 41-70	Direct and Reported Speech, Future-in- the-Past	<b>Reading:</b> Fill that Gap <b>Listening / Speaking:</b> Where to Study? Choose Your Future Profession.	Application letter.
<b>3</b> <b>FAMILY</b> <b>RELATIONSHIP,</b> pp. 71-94	Conditionals III	<b>Reading:</b> Teen Terror <b>Listening / Speaking:</b> Relationship with Parents. Generation Gap.	A letter to the editor.
<b>4</b> <b>EATING OUT,</b> pp. 95-118	Reported Speech	<b>Reading:</b> Eating Out in Ukraine. <b>Listening / Speaking:</b> Choose a restaurant. Order Your Meal.	A report.
<b>5</b> <b>INVENTIONS</b> <b>AND</b> <b>LIFESTYLES,</b> pp. 119-144	Adverb Clauses with Time: till, untill	<b>Reading:</b> New Technologies. <b>Listening / Speaking:</b> Mobile Phones and the Internet.	An article. (I)

<b>6 NATURE AND THE ENVIRONMENT, pp. 145-170</b>	Relative Clauses	<b>Reading:</b> Natural Wonders of Ukraine. <b>Listening / Speaking:</b> Environmental Problems. The Ways Out.	Opinion essay.
<b>7 SPEAKING ABOUT ART, pp. 171-202</b>	The Participle	<b>Reading:</b> The Picture (after 'The Broken Bridge' by P. Pullman) <b>Listening / Speaking:</b> Art in Our Life: Cinema, Theatre, Painting.	A review.
<b>8 YOUTH IN MIND pp. 203-226</b>	The Infinitive	<b>Reading:</b> Being a Good Citizen. <b>Listening / Speaking:</b> Dealing with Emotions. Young People and Life Challenges.	An essay suggesting solutions to problems.
<b>9 PEOPLE AND SOCIETY pp. 227-250</b>	Non-Finite Forms of the Verb (Revision)	<b>Reading:</b> Ukraine: from Past to Future. <b>Listening / Speaking:</b> International Institutions and Organisations. Active Social Life Position.	An article. (II)
<b>APPENDIX pp. 251-255</b>	Vocabulary		

# STARTER

## Unit

### WARM UP

#### WHAT IS THE ENGLISH LANGUAGE PROGRAM LIKE AT YOUR SCHOOL?

- During the year, we have (weekly English lessons / extra-curricular language activities / speaking clubs /...)
- At our school, we also (speak English with foreign students / have English-speaking parties / make pen-pal connections /...)

#### HOW OFTEN DO YOU USE ENGLISH OUTSIDE THE CLASSROOM?

- I try to (read English books / look up new words in the dictionary / watch English films with subtitles /...)
- I use my English when (sending text messages / travelling abroad / using social media sites like Facebook/...)

#### WHY ARE YOU STUDYING ENGLISH?

- I am studying English because I (will use it in my work one day / will need it in life / think it is a part of a good education /...)

#### IS LEARNING A FOREIGN LANGUAGE EASY FOR YOU? WHY?

- I find it easy because (I have a good memory / I have a wonderful teacher / I am very interested in the subject /...)
- I enjoy it because (I really like to learn new words / I have a talent for languages /...)



## Focus on Reading and Vocabulary

### 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 time manager 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 study skills 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,

the author of the book





**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)** 'accommodation'? Does it have one 'm' or 'mm'?

**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 you are 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 the paragraphs (1-5) to the headings (A-E) on page 8.**

- 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 formation<sup>1</sup>. Forming a habit, any kind of habit, requires<sup>2</sup> 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 waste<sup>3</sup> 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 tongue<sup>4</sup>.
  - 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 it by 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.
- ☐ 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”?

<sup>1</sup>formation [fɔ:'meɪʃn] — утворення, формування

<sup>2</sup>to require [rɪ'kwaɪə] — вимагати

<sup>3</sup>to waste [weɪst] — марнувати

<sup>4</sup>mother tongue [tʌŋ] — рідна мова



**5** Read about the people below and decide which course (A-F) on pages 9-10 would be the most suitable for each person.

**Lee** is going to the 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 for a month there 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.



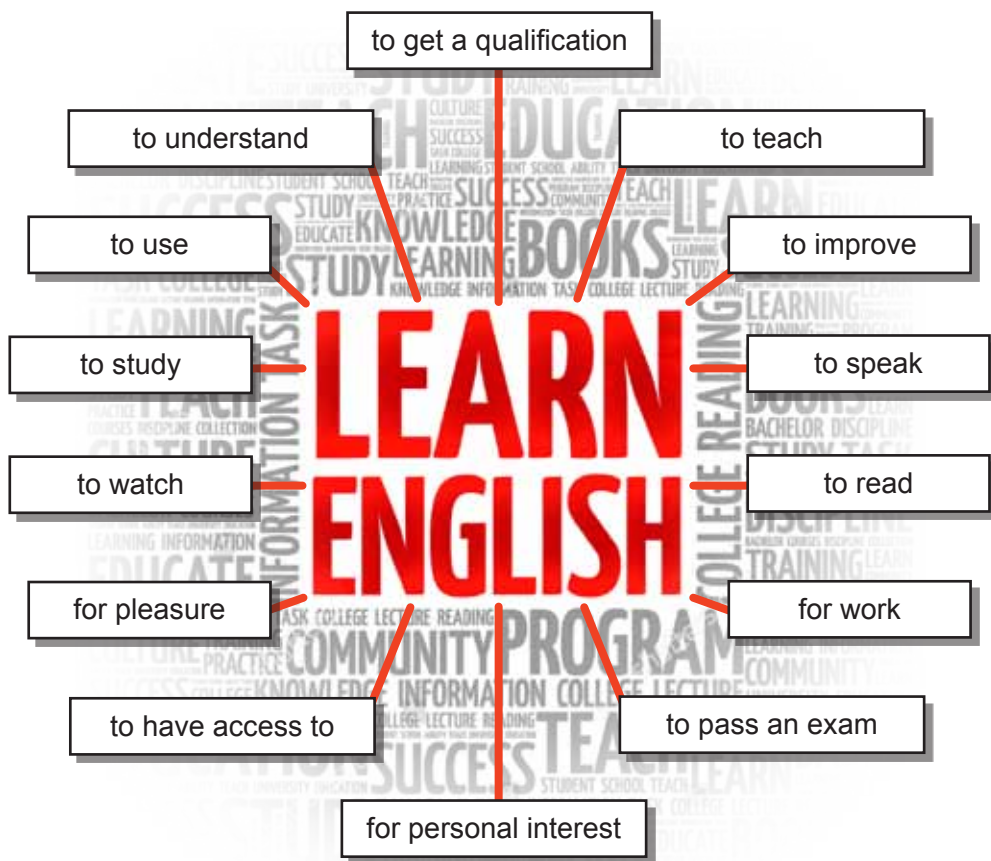
**A**

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.

**ELGIN HOUSE  
SCHOOL**

B	<p><i>Summer Holiday Courses</i></p> <p>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.).</p>	BESTON HALL
C	<p><i>Home from Home</i></p> <p>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.</p>	LONDON LANGUAGES
D	<p><i>Business Department</i></p> <p>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 origin. You will study hard in very small groups with lots of attention to individual needs. Courses last between three and six months.</p>	LONDON LANGUAGES
E	<p><i>Part-time Courses</i></p> <p>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.</p>	LONDON LANGUAGES
F	<p>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.</p>	CRAWFORD'S LANGUAGE ACADEMY

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



**7** *In groups of three or four, try to find as many words as you can which are identical in English and your own language (for example: radio, lift). The winner is the group with the longest list. Set a time limit.*

**8** a) *Skim the short article in one minute. Which of the following sentences describes the main idea of the text?*

- a** It is important to speak English if you want to be successful in business.
- b** Most of the world's mail is written in English.
- c** English is the most widely used language in the world.



English is the second most commonly spoken, and by far the most widespread of the world's languages. It is estimated that there are 350 million native speakers, 300 million who use English as a second language and a further billion using it as a foreign language. English is spoken by scientists, pilots, computer experts, diplomats and tourists; it is the language of the world! Do you know that over 50% of all business deals are conducted in English? And over 70% of all mail is written and addressed in English? It is the official or co-official

language of over 45 countries and furthermore, it is spoken extensively in other countries where it has no official status. It is perhaps, therefore, not surprising that in recent years we have seen a dramatic increase in the number of students opting to study abroad. In the future this will cement the role that English plays in the cultural, political or economic life of many countries around the world from Australia to Zambia.

*(From IELTS express Intermediate Coursebook, 2004.)*

**b) Look at the numbers below and say what they refer to.**

**Match each number with its reference.**

over 70%	the amount of business done in English
over 50%	the amount of mail written in English

**c) Scan the text again in 30 seconds to check your answers in (b).**



## Focus on Speaking

### 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

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

LANGUAGE

### 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 the student B's answers carefully. Did he or she give short or extended<sup>1</sup> answers?

<sup>1</sup>extended [ɪk'stendɪd] — розширений, широкий





**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?*

- 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 age

Your family

Your leisure activities

Your personality

A problem you have

What languages you speak

Your favourite kind of music

Countries you've visited

What you're going to do this weekend

A book you're reading at the moment

What you did yesterday evening

Something important that's

happened to you recently

- 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 the questions 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 below 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 at the course, how you spent your free time and what the other people were like.
- You can use the information from the timetable below and the beginning of the letter on the opposite page to help you.

Mon	Tue	Wed	Thu	Fri
Language Lessons	Language Lessons	Language Lessons	FREE TIME	Museum Visit
LUNCH				
Sport	Art	FREE TIME	Language Lessons	Language Lessons
Evenings: Social activities				

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 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 rusty<sup>1</sup> 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.)?

<sup>1</sup>rusty ['rʌsti] — занедбаний, забутий



# Being a Student

## Unit 1

### DESCRIBE YOUR CLASSROOM.

- In our classroom there are (two / three...) rows of desks, each desk for (one / two...) students, with an aisle in between.
- At the front there is (a teacher's desk / a blackboard with chalk / a white board with markers /...).
- We have some (maps / pictures /...) on the walls.

### WARM UP

#### WHAT IS THERE IN YOUR SACHEL AND PENCIL CASE?

- In my satchel I have (books / a pencil case / a snack /...).
- There are (pens / pencils / markers /...) in my pencil case.

#### WHAT SCHOOL SUBJECTS ARE YOU GOOD AT?

- My favourite subject is (physical education /...) because we can (play games in the gym / go swimming...).
- I am very good at (geography / history /...). I find it quite (interesting / useful /...)

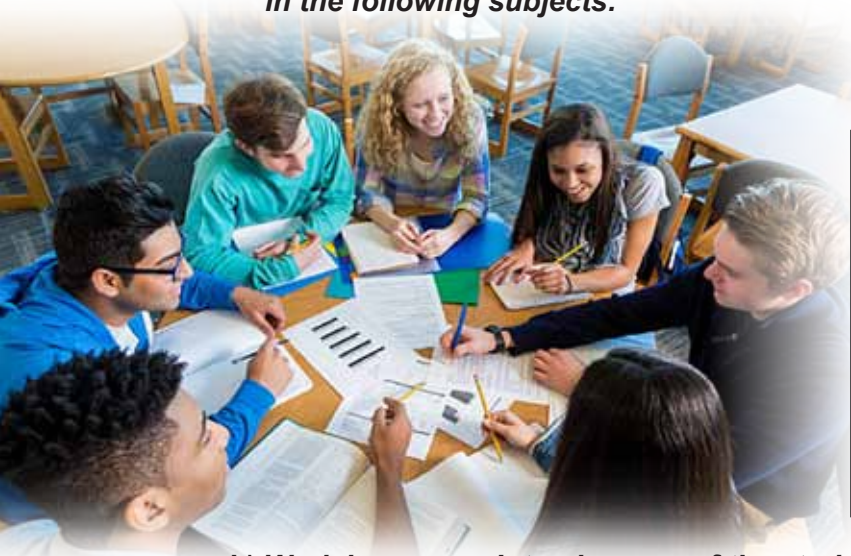
#### WHAT DO YOU THINK ABOUT EXAMINATIONS AT SCHOOL?

- I prefer (written exams / tests /...) to (oral exams /...) because I have time for (thinking / reading /...) and may concentrate more on the answer.



## Focus on Reading and Vocabulary

- 1** a) *Think and say who is the best in your class in the following subjects:*



- Biology
- English
- Maths
- Chemistry
- Geography
- Literature
- Physics
- History
- Music

- b) *Work in groups. Interview one of the students to find out what helps him/her to achieve good results in this or that subject. Mention the items below.*

- 1 reading supplementary information on the subject
- 2 doing extra activities on the subject
- 3 attending subject courses or clubs
- 4 responsibility for their own learning
- 5 working out their own learning strategies
- 6 use all resources available
- 7 high self-motivation
- 8 good time management
- 9 good memory
- 10 knowledge about their learning type

- c) *Share your results with other groups.*



- 2** *Read the magazine article. Choose the paragraph from A-H (page 20) which best suits each gap (1-7). There is an extra paragraph.*

# INDEPENDENT LANGUAGE LEARNING

Research shows that language learners who make the most progress are those who are prepared **to take responsibility** for their own learning. This is known as **independent** or **autonomous** learning. But what does this actually involve?

**1** Independent learners also keep organised vocabulary notebooks. They don't just write down new words on scraps of paper. For instance, they organise new vocabulary by topic. This means that they can easily find words they have decided to make a note of, which makes **accessing** and learning them easier.

**2** But independent language learning isn't just about using dictionaries and keeping organised notebooks. Independent language learners are also more likely to actually use the language outside the classroom.

**3** Besides cinema and television, independent learners also enjoy listening to songs in the target language. But it's not just the music that they are interested in. They listen to the words, too, and try and work out their meanings.

**4** Independent learning is not confined to reading and listening. This kind of learner also likes to produce language. This does not only mean inside the classroom, but outside it, too.

**5** They will be perfectly at home with writing, as well. They will probably be using the language on the Internet in chat rooms and writing emails to friends in other countries.

**6** There are several answers to these questions. First of all, a student learning the language in a country where that language is not spoken might only have a couple of lessons a week. This means that those who use it outside the lessons are **getting more exposure** and practice.

**7** At the end of the day, we don't actually know **precisely** how people learn languages, but it seems clear that if we want to improve our chances of learning one well, we should try and use it both inside and outside the classroom.

- a And additional reason is that their learning is more personalised because they are doing things in the language that they are actually interested in, such as listening to their favourite bands singing in the target language.
- b First of all, language learners should know how to use **resources** like dictionaries. This is important, because it allows the learners to work on their own without a teacher. For example, if you know how to use a dictionary, you can look up words and check spellings on your own.
- c For example, they like watching films in the language they are learning. However, they don't just read the subtitles. They try to listen to how things are said, and might even try and follow what they are watching without looking at the subtitles at all.
- d However, independent learners not only write down new words and their meanings. They also make a note of other important information connected with the word, such as its pronunciation and other words that usually go with it. They also write down examples of the word in context. All this information makes it easier for them to actually use the words they have recorded.
- e Reading in the **target language** is another **favoured** strategy. Such learners will be browsing the Internet or flicking through magazines dealing with subjects that they are interested in.
- f So why is it that independent learners seem to learn more? What is it about using the language outside the classroom that makes it more **memorable**?
- g There have been some spectacular results. A recent survey in Sweden concluded that children who had access to one at home scored significantly higher in English tests than those who didn't.
- h They don't worry about using the language in shops when they go abroad or if a foreign tourist stops them to ask for directions. In fact, they will eagerly grab the opportunity to practise their foreign language skills.





**3 Read the article again and guess the meanings of the words in bold. Match each word or phrase from the 'Words for You' box with its definition.**

- 1 ... having the ability to work and make decisions by yourself without any help from anyone else
- 2 ... the way by which you can enter a place
- 3 ... an aim as a result that you want to achieve
- 4 ... to make facts known or to say things that make a person (or an event) known to a lot of people
- 5 ... receiving special attention, help or treatment
- 6 ... if it is educational, it is something such as a book, film or picture, etc. used by teachers or students to provide information and training
- 7 ... be in charge of something or someone, so that you make decisions and can be blamed if something bad happens
- 8 ... a well-planned series of actions for achieving an aim
- 9 ... exactly
- 10 ... enjoyable or unusual, and worth remembering

**WORDS**

**a resource** [rɪ'sɔ:s]

**a strategy** ['strætədʒi]

**a target** ['tɑ:ɡɪt]

**to access** ['ækses]

**autonomous** [ɔ:'tɒnəməs]

**favoured** ['feɪvəd]

**memorable** ['memərəbl]

**precisely** [pri'saɪsli]

● **to get exposure**

● **to take responsibility (for)**

**FOR YOU**

**4 Complete the sentences on the basis of the article.**

- 1 If you take responsibility for your own learning, you will ...
- 2 Autonomous learner doesn't need a ...
- 3 Independent language learners use ...
- 4 The important resources for autonomous learner are ...
- 5 They use the Internet to ...
- 6 If you want to improve your chances of learning at least one foreign language well, you should ...

## Develop Your Vocabulary

### 1 Organise the phrases in the box according to the headings (1, 2).

1 A good teacher (is) ...

2 A good student (is) ...

makes good progress, a good listener, good at explaining things, uses modern methods, concerned about the students, always marks homework on time, pays attention in class, works hard

#### to pass an exam / to take an exam

Look: *I am going to take the exam in June.*

*I really hope I'll pass! If I don't pass, I will take the exam again in November.*

#### know / find out

If you **know** something, you already have the information.

*Andy knows what time the train leaves.*

If you **find** something **out**, you learn new information for the first time.

*I found it out recently.*

#### learn, teach or study?

To **learn** is to get new knowledge or skills.

*I want to learn how to drive.*

When you teach someone, you give him/her new knowledge or skills.

*My dad taught me how to drive.*

When you **study** you go to classes, read books, etc. try to understand new ideas and facts.

*He is studying biology at university.*

VOCABULARY  
LINKS

### 2 Match the words with their definitions.

- |                  |   |
|------------------|---|
| 1 to assist      | a to become a member of an organisation   |
| 2 to attend      | b to help   |
| 3 to get to know | c to spend time with someone or something so that you gradually learn more about them |
| 4 to join        | d to go to an event, place, etc.  |

# Build Up Your Grammar

- 1 a) Refresh what you learnt about Conditionals last year.**  
**Put the type (I or II) into the boxes to complete the rules.**

- 1 Conditionals ☐ are used for future results, predictions, promises, threats and warnings.
- 2 Conditionals ☐ are used for unreal situations in the present and for the situations that are unlikely to happen in the future.

- b) Refer each sentence to the correct type of Conditionals (I or II).**

- ☐ 1 Virtual friends would be more interesting than real friends.
- ☐ 2 If Anthony gets a scholarship, he will be studying at Cambridge this time next year.
- ☐ 3 We won't finish this job on time unless we start right away, so let's get down to work.
- ☐ 4 What would you do if you won the lottery?
- ☐ 5 If you worked harder, you'd probably do better.
- ☐ 6 If we miss the last bus, my dad will come and pick us up.

The conditional clause can start with **if**, **even if** or **unless**.  
*It'll be great **if** Garry comes.*  
*It'll be boring **unless** Garry comes.*  
*Carl won't go to the party **even if** you beg him.*

GRAMMAR  
LINKS

- 2 Fill in the blanks with if, even if or unless.**

- 1 David will come ... you invite him.
- 2 David won't know about the party ... you tell him.
- 3 Clive hates parties and won't come ... you invite him.
- 4 This is too big a job. We won't finish it on time ... we start right away.
- 5 We won't finish this job on time ... we start right away, so let's get down to work.

The verb in the **conditional clauses of the 1st type** is in a present tense even though it refers to a future event.

**Present Simple:** *We'll have a barbecue if the weather **is** fine.*

**Present Perfect:** *I'll cook you something if you **haven't eaten**.*

**Present Continuous:** *If you're **doing** your homework when I arrive, I'll be as quiet as a mouse.*

**Present Perfect Continuous:** *He'll be tired when he gets home if he's **been working** all day.*

### 3 Fill in the gaps with the appropriate form of the verb in brackets.

- 1 I won't disturb you if you ... when I arrive. (work)
- 2 I'll lend you the video if you ... it. (not see)
- 3 He will be in a bad mood when we arrive if he ... for long. (wait)
- 4 They'll get lost unless they ... there before. (be)

In 1st CONDITIONALS the verb in the main clause can be in any of **future tenses**, structure **going to**, or **Present Simple** or **Present Continuous** in **future meaning**.

**Future Simple:** *Paul **will do** it if you ask him.*

**Future Perfect:** *They'll **have arrived** by one pm unless their plane is late.*

**Future Continuous:** *Sarah **will be waiting** for us outside the cinema unless it's raining.*

**Future Perfect Continuous:** *If they don't come in the next five minutes, we'll **have been waiting** for over an hour.*

**going to:** *I'm **going to** scream if you do that again.*

**Present Continuous:** *I'm **meeting** Tanya after school if she doesn't have choir practice.*

**Present Simple:** *The plane **arrives** at three if it's on schedule.*

### 4 Fill in the gaps with the appropriate form of the verb in brackets.

- 1 If Andy gets a scholarship, he ... at Cambridge this time next year. (study)
- 2 If we don't get there soon, they ... all the food and nothing will be left. (eat)



- 3 If we don't stop soon, we ... for three hours without a break. (*drive*)
- 4 Sue has made a decision. She ... to Liz unless she apologises. (*not talk*)
- 5 It's all been arranged. We ... the party at Bill's if his parents go away for the weekend. (*have*)

If the future result is not certain, we use the modal verbs that express possibility: **may**, **might**, **can** or **could**.

*If Hamlet kills Claudius, the guilt **could** drive him crazy.*

*If you go to Sarah's round dinnertime, you **might** get something to eat.*

*You **may** get lost if you go there by the back roads.*

*You **can** do it if you try.*

## 5 Fill in the gaps with different modal verbs.

- 1 If we don't invite Jeffrey, he ... be offended.
- 2 Be careful. If you stand on the table, it ... collapse.
- 3 If you don't start preparing for the exam, you ... fail.
- 4 We ... get there quicker if we take the motorway.

## Focus on Listening

- 1 In pairs, speak on how you feel when you hear the word 'exams'.  
What feelings does this word evoke?

You can start this way:

I feel ...

It makes me think of ...

I am ...

It sounds like ...

I feel as if ...

It reminds me of ...

**2 a) Choose ten of the following pieces of advice that may be given to a person as the most important ones if he or she is scared before an exam.**

- a Always believe in yourself.
- b Be confident and think positive.
- c Think calm thoughts, ignore negative thoughts.
- d Learn to concentrate.
- e Plan your time. Take breaks.
- f Use your imagination.
- g Surround yourself with certain colours which are believed to help in stress situations.
- h Fresh air, fresh mind.
- i Focus on just one subject at a time.
- j Write the keywords (things) on papers for notes and stick them in places you come across.
- k Choose the music that makes you feel relaxed.
- l Never give up.
- m Speak to others when you feel as though you need an extra support.
- n Remember that you are more than your exam results!
- o Watch your diet.

**b) Share your results with a partner. Explain your choice.**

**3 Match the words from the box with their definitions (a-k). Use a dictionary to check.**

assessment, average, to boost, to pace, distraction, to reckon, to steer clear (of), to cheat, superstition, exhausted, to revise

- a ... if you add together several quantities and divide the sum by the total number of quantities you'll get it
- b ... to behave in a dishonest way in order to win or get an advantage
- c ... a process in which you make a judgement about someone's knowledge or skills
- d ... to increase something
- e ... extremely tired or having no energy

- f** ... to study lessons again in order to learn them before an examination
- g** ... to set a controlled regular speed for yourself
- h** ... a belief that some objects or actions are luck and some are unluck, based on old ideas of magic
- i** ... a pleasant and not very serious activity (that can drive your attention away from serious things)
- j** ... this word is spoken to think that something is a fact
- k** ... to try to avoid something unnecessary or annoying

## WORDS

### an assessment

[ə'sesmənt]

**a distraction** [dɪ'strækʃn]

**a superstition** [ˌsu:pə'stɪʃn]

**to boost** [bu:st]

**to cheat** [tʃi:t]

**to reckon** ['rekən]

**to pace** [peɪs]

**average** ['ævərɪdʒ]

**exhausted** [ɪg'zɔ:stɪd]

● **to steer clear (of)**

FOR YOU



**4** *Listen to the conversation between two friends and name the pieces of advice that one gives another.*

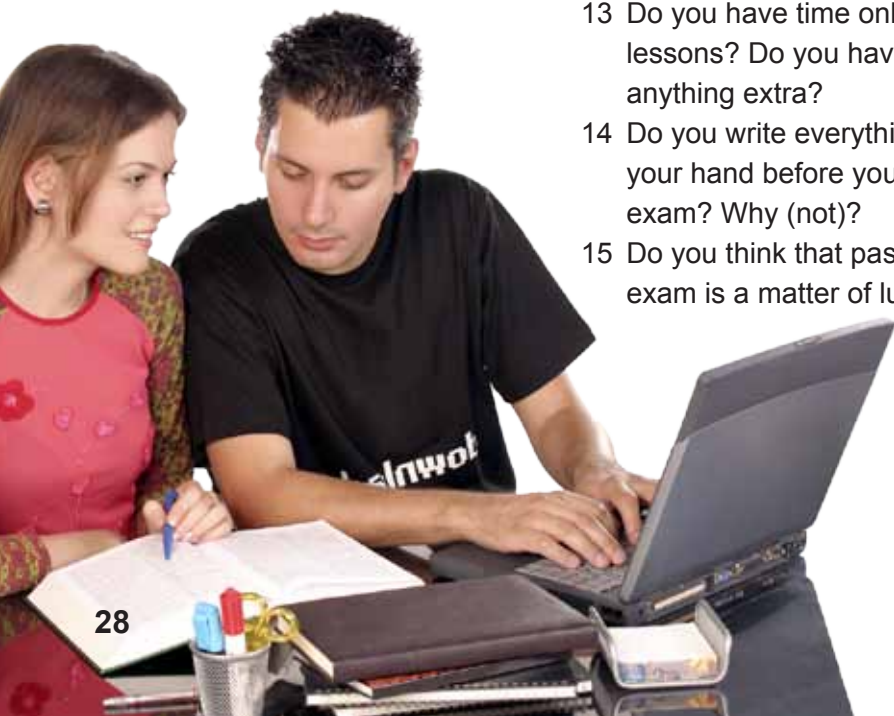


**5** *Listen again and decide if the opinions below are expressed by Sara, Tony or both of them. Note 'S' for Sara, 'T' for Tony or 'B' for both.*

- ☐ 1 Tests are not a good way of measuring someone's knowledge.
- ☐ 2 It can be hard to tell if students' works outside exams are their own ones.
- ☐ 3 You should turn your phone off when you study.
- ☐ 4 Make sure you have enough sleep before your exam.
- ☐ 5 Eating fish can help you perform better in tests.
- ☐ 6 Doing previous test papers can help you do better in examinations.
- ☐ 7 You should have a break every hour when studying.

**1** *In pairs, ask and answer the questions.*

- 1 Do you write notes in pencil in your course book and revise them for tests? Why (not)?
- 2 Do you try talking to a partner during the school breaks and after classes only in English?
- 3 Do you revise new words every day? Why (not)?
- 4 Do you only work hard a few days before an exam? Why (not)?
- 5 Do you ever help your group mates if they don't understand anything? Why (not)?
- 6 Do you regularly make a list of your common mistakes? Why (not)?
- 7 Are you sure you know how to use your dictionary? Why (not)?
- 8 Do you study only the material that was given at the lesson and nothing else? Why (not)?
- 9 Do you have special time or special day for studying? Why (not)?
- 10 Do you keep a list of useful vocabulary in a special notebook? Why (not)?
- 11 Do you give the tests to yourself or study with friends and test each other? Why (not)?
- 12 Do you only learn what the teacher tells you to? Why (not)?
- 13 Do you have time only to attend the lessons? Do you have time for anything extra?
- 14 Do you write everything you know on your hand before you go into the exam? Why (not)?
- 15 Do you think that passing or failing an exam is a matter of luck? Why (not)?



**2** *In pairs, complete the dialogues with the sentences (a-c) and dramatise them.*

1

A: ... ☐

B: Was it really so bad?

A: ... ☐

B: That was really bad luck.

Do you think you managed to do enough to pass?

A: ... ☐

B: Oh, come on, don't be so pessimistic.

- a** No, I think I'll definitely fail that exam.
- b** That history exam was really awful.
- c** Yes, it was. Only a couple of the topics, which I reviewed for the exam, came up.

2

A: Now come on, calm down, it's not the end of the world. It was just an exam.

B: ... ☐

A: Why? What happened?

B: ... ☐

A: But you answered the first two questions?

B: ... ☐

A: Then stop worrying. I'm sure you did enough on those to pass.

- a** I'd just started on the third and last question when my mind suddenly went blank. I couldn't remember anything of what I'd reviewed for that topic.
- b** Well yes, but...
- c** But it was absolutely awful. I just don't know why it happened.

**3** *Work in groups. Read the situation and prepare a five-minute talk on how to do well in school exams. Use the 'Useful Tips' below.*

USEFUL

**A Short Talk**

- plan your talk, but DO NOT read it
- include all important information
- present your points in a simple, clear and direct way
- use informal language
- use transitional words / phrases

TIPS

- Some classmates of yours keep complaining about their grades. They claim that they spend hours preparing for the exams, but results are disastrous. Your results are impressive. You have decided to help your classmates.

## Focus on Writing

### 1 Get some information and look through the examples below.

**Notes** are short pieces of writing, which help you to remember something. Due to the vast amount of information we receive, we have to put it in the briefest possible form. Notes usually take the form of words or short phrases.

We have already stated that preparing well for the writing assignment is a key element in a successful accomplishment of your task. Discussing and taking notes can be very helpful in the prewriting stage of the writing process.

Making notes can take various forms depending largely on what type of a person you are. However, there are certain characteristics that are common to all forms of making notes:



1 use abbreviations, but make sure you can understand them later

2 use words like 'and', 'because', but and 'therefore' to show how ideas relate to each other

3 put each new idea on a new line

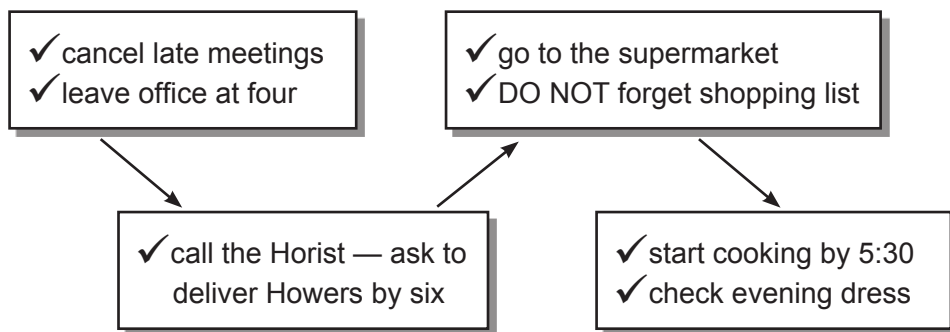
4 leave a lot of space so you can expand your ideas later

**DO NOT** write complete sentences.  
**Notes must be SHORT**

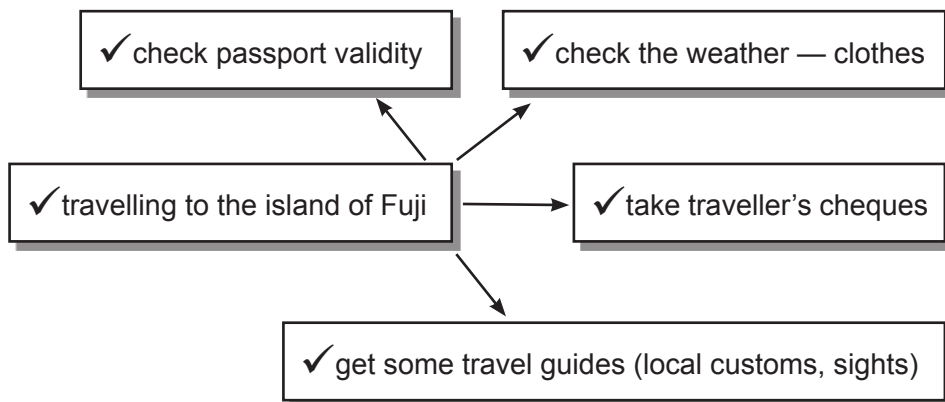
### 2 Read about some ways of making notes and discuss the questions in groups.

- Which of the offered methods of note taking would suit you best? Why?

### a) FLOW CHART (Having Friends for Dinner)



### b) CLUSTERING (Travelling to the Island of Fuji)



### c) LISTING (Traditional Holidays Are Dying Out)

- 1 *the idea of a traditional holiday has changed significantly in the past decade*
- 2 *people in general have become more demanding and expect better quality for their money*
- 3 *love of adventure has always been a part of the human nature*
- 4 *new means of transport have enabled us to travel more easily and faster*
- 5 *more people can afford these new types of holidays due to more reasonable prices*



### 3 Choose one of the topic sentences below and make notes. Write a paragraph in 80-100 words.

- 1 Mathematics has always been my favourite subject at school.
- 2 Independent language learning has several advantages.

### 4 Read and discuss the information in pairs.

A **summary** is a short statement that gives only the main points and not the details of a longer text.

A well-written summary should be *concise* (only essential information should be included), *complete* (all important information must be included) and *clear*, i.e. understandable to the reader. At last, a summary must be correct. It must convey the exact meaning of the original text.

A summary must be written in full sentences.

Don't mix up paraphrasing and summarising! Paraphrasing is "rewriting" information from another source in your own words without changing its meaning. Since you have to include almost all the original information, a paraphrase is almost as long as the original. On the other hand, a summary includes only the essential information, which makes it much shorter than the original text.

However, changing the original meaning is not allowed in either a summary or a paraphrase.

WRITING  
POINT

### 5 Choose a text from a newspaper or a magazine and read it. First determine the number of words and then write your own summaries. Comment on each other's summary regarding the characteristics of a good summary.



## 1 Complete the text with the correct words from the box.

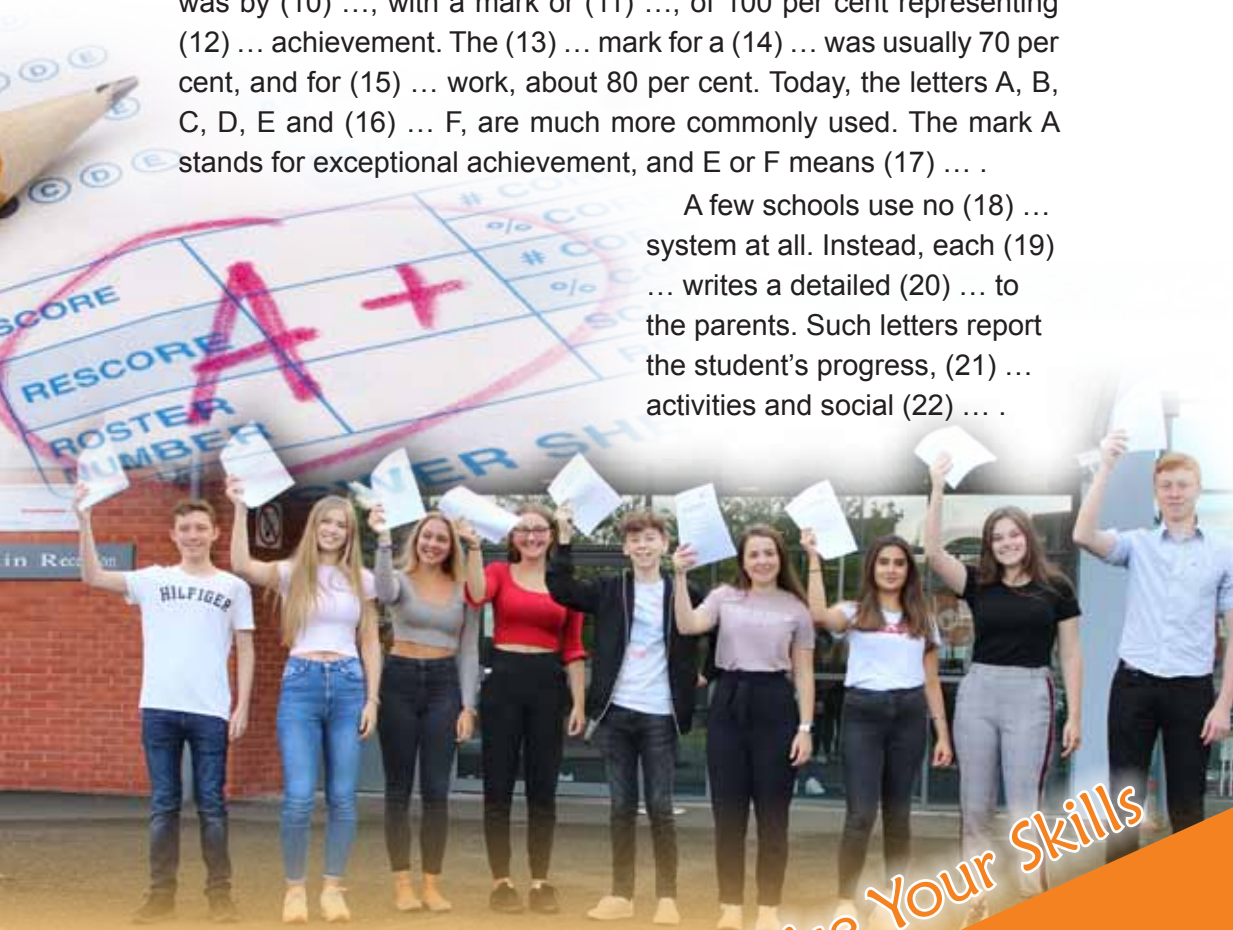
achievement, adjustment, admit, attitude, average, colleges, common, failure, grade, letter, marking, method, minimum, occasionally, pass, percentage, perfect, progress, record, reports, school, teacher

### GRADING

Grading is a (1) ... used in schools to (2) ... students' achievements. Almost every (3) ... keeps a record of each student's (4) ... in order to have some basis for measuring his (5) ... . The record supplies information for (6) ... to parents. Universities and (7) ... often use this information to help determine whether they should (8) ... a student.

For a long time, the most (9) ... method of recording achievement was by (10) ..., with a mark or (11) ..., of 100 per cent representing (12) ... achievement. The (13) ... mark for a (14) ... was usually 70 per cent, and for (15) ... work, about 80 per cent. Today, the letters A, B, C, D, E and (16) ... F, are much more commonly used. The mark A stands for exceptional achievement, and E or F means (17) ... .

A few schools use no (18) ... system at all. Instead, each (19) ... writes a detailed (20) ... to the parents. Such letters report the student's progress, (21) ... activities and social (22) ... .



## 2 Complete the interview by changing the forms of the verbs in brackets. Then act out the interview in pairs.

*Journalist:* What exam did you ... (take)?

*Viktor:* FCE. First Certificate in English.

*Journalist:* Do you think you ... (pass)?

*Viktor:* I think so. I'm quite optimistic. I think I ... (do) the exam quite well.

*Journalist:* When ... you ... (get) your result?

*Viktor:* Tomorrow morning. I study at a language school and when I ... (go) to class tomorrow the grades will be on the notice board. My name ... (be) the first on the list because my surname begins with 'A'.

*Journalist:* How ... you ... (celebrate) if you ... (pass)?

*Viktor:* I ... (go) to a cafe with other students from my class. Well, with the students who have passed.

*Journalist:* And what will you do if you ... (pass)? ... you ... (carry) on studying English?

*Viktor:* Yes, I'd like ... (take) the CAE<sup>1</sup> exam next year.

*Journalist:* And if you ... (not, pass)?

*Viktor:* I ... (take) the exam again in June.

## 3 Do the project. Search for the information on the international exams in English and prepare a short presentation. Use the instructions below.

- 1 Search for PET, FCE and CAE in the Internet.
- 2 Write your presentation using the material you have found, the following phrases and the plan below.
- 3 Do the presentation in class using the *Helpful Tips*.

<sup>1</sup>CAE = Certificate in Advanced English

*To start with ...*

*Today I want to talk to you  
about ...*

*After that, I'll move on to ...*

*That's all about ...*

*Now I would like to ...*

*Finally, I'll review the main  
points.*

*Feel free to interrupt me  
if you have any  
questions.*

*Let's move on to ...*

*A good example of this  
is ...*

### Giving a Presentation

- Speak slowly, don't speak too quickly.
- Pause between important points.
- Lower your voice to draw the audience in.
- Raise your voice to emphasise important points.
- Maintain<sup>1</sup> good eye contact with your audience.
- Don't use long sentences or difficult grammar.
- Avoid using words the audience may not know.

HELPFUL  
TIPS

### THE PLAN OF YOUR PRESENTATION

- 1 Welcome your audience.
- 2 Introduce your subject.
- 3 Outline<sup>2</sup> the structure of the talk.
- 4 Give a summary of your findings.
- 5 Make conclusions.
- 6 Answer the questions of your audience.

Good morning, everyone, and welcome! The purpose of this presentation is to get you acquainted with ... . First of all ...

<sup>1</sup>to maintain ['meɪnteɪn] — підтримувати

<sup>2</sup>to outline ['aʊtlaɪn] —

окреслювати

Use Your Skills



**4** *Read the information in the box and get ready to hold the class debate.*

*Then follow the instructions below.*

1 Form three groups.

- The first two groups should prepare arguments for either accepting or rejecting the motion, present their arguments and be ready to answer the questions from the other group.

- The third group should listen to both groups and decide whether to accept or reject the motion providing arguments for their decision. Before making the decision, the third group can put questions to both groups.

2 Allow time for the groups to prepare their arguments.

3 Group presentations.

4 Asking and answering the questions.

5 Presenting the decision.

**CONTINUOUS ASSESSMENT  
OR ONE FINAL EXAMINATION?**

A proposal for education reform is being discussed by students, teachers, parents, experts, etc. It still hasn't been decided how students will be assessed at the end of their secondary school education.

Before making the final decision, the Ministry of Education is interested in what students have to say about this rather controversial<sup>1</sup> issue.

<sup>1</sup>controversial [ˌkɒntɹəˈvɜːʃl] — спірний, дискусійний



- 1** *Fill in the gaps in the sentences given below with one of the words A, B, C or D. Change the forms of the words where necessary.*

A failing    B studying for    C passing    D taking

- 1 Congratulations on ... all your exams!
- 2 No one likes ... an exam. I hope she will do better next time.
- 3 When are you ... your English exam, in May or June?
- 4 Maria is ... her English exam so hard, she doesn't go out at all!

A memorise    B revise    C repeat    D learn by heart

- 5 Do you think it is possible to ... everything that we have studied during the year in two days before the exam?
- 6 My friend has a very good memory, she can ... a long poem easily.
- 7 If you want to master foreign pronunciation, you should have enough patience to ... phrases after the tape for many times in a row.
- 8 No matter how hard he tried, he couldn't ... the list of irregular verbs the teacher gave in class.

A learn    B study    C find out    D know

- 9 Where does your friend ...? — He does an English course at university.
- 10 It has always been easy for Jack to ... foreign languages.
- 11 Peter ... several foreign languages and his dream is to work as a tour guide.
- 12 It is always very interesting for me to ... about the culture of the country the language of which I study.

## Grammar

- 2** *Complete the sentences by changing the verb in brackets into the First or Second Conditional form.*

- 1 If it ... (*stop*) raining we'll have to cancel the tennis game.
- 2 If you loved her, you ... (*lie*) to her.
- 3 If you ... (*finish*), show me your notebook.

- 4 I ... (*lend*) you any money unless you promise to pay me back before the end of the month.
- 5 If I ... (*speak*) Italian, I would move to Florence.
- 6 If I ... (*be*) you, I would notify them of the changes.
- 7 If we meet in front of the cinema at quarter to eight, we ... (*have*) enough time to buy the tickets.

## Listening



**3** Listen to the four international students talking about how they memorise words. Match them with the strategies they use.

Johan

**Analytical:** thinking about the structure of words

Basia

**Visual:** writing, drawing, connecting photos with words

Pablo

**Self-testing:** doing personal tests or asking someone at home to test you

Hilmi

**Oral:** saying words aloud, making connections between words

## Reading


**4** a) Read the student's presentation on learning styles and complete the form below.

Right, well, er... my talk today is on learning styles. I chose this because there is a lot of research into it and it seems as if nobody really agrees on how to assess learning styles. I'll start by outlining some competing theories about.

How people learn... There aren't any handouts, I'm afraid, but anyway... One theory is the VARK system. V-A-R-K means V for *visual*, A for *auditory*, like *hearing*, R for *reading* and K for, I don't know how to pronounce this... *kinaesthetic*? Yes, that's it. Kinaesthetic. That means things like



**Greg is a New Zealander**



touch,  
movement and stuff.

Anyway, according to the VARK system, depending on your learning style, you learn in different ways. If you're a visual learner, then you need to use charts and pictures, use colour highlighting in your notes, and stuff. If you're an auditory learner, then reading aloud and listening will help you learn. Reading is just reading, of course. You learn by reading. Kinaesthetic learners need to move around while they learn. You're a kind of hands-on person if you're that kind of a learner, so you should revise while standing up and walking around the room, for example. Anyway, that's just one theory. There are lots of others, too.

So, to conclude then, personally I think that we all have our own learning styles and we are not just one type or another. In other words, we are probably a blend of lots of styles. I don't think any of the learning styles I've told you about is better than any other. I think the problem is that we all learn in different ways, and try to find a system to fit in all the different ways we learn. We are too creative to be boxed in like that. Not everything about the human brain can be mapped and predicted. How we learn is different for each person, so the point I'm making is I don't know how useful it is to try to categorise everyone into types.

Learning Style	Advice for Studying
V	
A	
R	
K	

**b) Read the statements below and tick (✓) your answers.**

**Greg thinks that:**

	Yes	No
<b>a</b> most people have the same learning style	<input type="checkbox"/>	<input type="checkbox"/>
<b>b</b> one learning style is better than the rest	<input type="checkbox"/>	<input type="checkbox"/>
<b>c</b> people learn in similar ways	<input type="checkbox"/>	<input type="checkbox"/>
<b>d</b> we all have more than one learning style, but we usually rely on one or two most of the time	<input type="checkbox"/>	<input type="checkbox"/>
<b>e</b> by categorising learning styles we can help people to learn very effectively	<input type="checkbox"/>	<input type="checkbox"/>
<b>f</b> it's not possible to categorise everyone	<input type="checkbox"/>	<input type="checkbox"/>
<b>g</b> it's not possible to analyse learning styles because we learn in too many different ways	<input type="checkbox"/>	<input type="checkbox"/>
<b>h</b> the human brain is predictable	<input type="checkbox"/>	<input type="checkbox"/>
<b>i</b> more research into how people learn is necessary	<input type="checkbox"/>	<input type="checkbox"/>

**I CAN ...** ☒

- ☐ read and understand what autonomous learning means
- ☐ listen to and understand advice how to get ready for final exams
- ☐ talk about my learning
- ☐ express my opinion about grading and assessment
- ☐ understand and use Conditionals I and II
- ☐ use different methods of note making