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Рабочая тетрадь является составной частью УМК по английскому языку для 11 класса серии «Rainbow English» и соответствует ФГОС среднего (полного) общего образования. Пособие предназначено для самостоятельной работы учащихся в школе и дома и содержит задания для повторения и закрепления изученного по учебнику материала.

Специальными значками отмечены задания, направленные на формирование метапредметных умений и личностных качеств учащихся.

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Unit One

Steps to Your Career

4

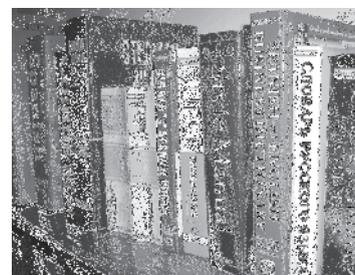
Unit One

I. LISTENING

1 You will hear six people speaking about words and dictionaries, (1). Match what they say with the questions (a—f).



- How do words function in the intercourse?
- How are words classified?
- What is a dictionary?
- How are words organized in dictionaries?
- How do words appear and develop their semantic structures?
- How are polysemantic words presented in dictionaries?



SPEAKERS	1	2	3	4	5	6
QUESTIONS						

2 Listen to two people speaking, (2), and decide which of the facts below are true (T), false (F) or not stated (NS).



- Eton was founded in the 15th century.
- Prince Charles is a former Etonian.
- A lot of famous British people are former Etonians.
- In Eton the standard uniform is completely black in colour.
- Eton is not a coeducational school.
- Everyone who has money can become an Etonian.
- Each pupil has his own TV in his room.
- Boys get their own rooms as soon as they become Etonians.

FACTS	1	2	3	4	5	6	7	8
VARIANTS								

3 Listen to the interview with Ms Rossi, (3), and complete the following statements.



- Ms Rossi doesn't speak _____ .
 a) Polish b) German c) Greek
- Ms Rossi speaks _____ .
 a) Russian better than English
 b) Italian better than Russian
 c) English better than Italian
- You can find out if a word is offensive by _____ .
 a) talking to people b) looking it up c) doing both of the above

4. The adjective *old* _____ .
- has a lot of substitutes
 - is hardly ever used by native speakers
 - is the least common word when natives speak about old people
5. Peter Shay is _____ .
- an upper-class Londoner
 - a specialist in gerontology
 - an old-age pensioner
6. According to Peter Shay there is a tendency to call people who are not young anymore _____ .
- third agers
 - elderly people
 - older people

STATEMENTS	1	2	3	4	5	6
VARIANTS						

II. READING

- 4 Read the text silently within 1.5 minutes, then do it out loud. Pay attention to the pronunciation of the underlined words.

Eton College — the Most Famous School in Britain

Eton is a very old school, which was founded by King Henry VI in 1440. Henry's aim was to give education to seventy poor boys so that they could then go to Cambridge University. He wrote that the chosen boys should "have a good character, be good at reading, Latin grammar and singing". They were not allowed "to carry swords or knives, to keep monkeys, bears and badgers", and if they "behaved badly, married or became monks", they had to leave. Life in the early days of Eton was hard. The boys had to get up at 5 o'clock in the morning and wash outside with cold water, rats ran free about the college, and all the lessons were in Latin.

Today Eton College has become the largest and most prestigious public school in Britain. It's a very expensive school too. You have to pay more than 25 thousand pounds a year to study there. But you don't automatically go to Eton even if you have money. You have to pass entrance exams first.



Statue of Henry VI
in the central yard

- 5 **A.** Read the texts (1—7) and match them with their titles (a—h). There is one title you don't have to use.



- A One-day Worker
- Enjoying Her Seasonal Job
- Working Teens in Britain
- The Universal Problem of Working Teens
- The Job Not to the Worker's Taste
- An Early Riser
- Developing Computer Systems
- A Job That Gives You a Financial Advantage

1. It's a hard life being a teenager in Britain. Nowadays most children work at least some of the time. Some work in the summer holidays. Others do part-time jobs before and after school. It is illegal for teenagers to work full-time while they are at school. Teenagers can only leave school and start working full-time at the age of 16.

2. I have to get up at 4.30 a.m. to collect the newspapers from the shop. My round includes 9 streets. I have to fold the papers and push them through the letter box of each house. When I have finished, I go straight to school. The pay is not very good, but it is an easy job. I do have to work on Sundays. My parents give me some pocket money in addition to the money I earn from my job. I get £10 a week to spend on whatever I want. My parents say it is very important to earn your own money. If I didn't do this job, they wouldn't give me pocket money at all.



3. I love working with children and I want to become a teacher after university. Working on a playscheme is fun and good work experience. I don't need the money much as my parents give me a good allowance of £100 a month. I work for 6 weeks during the summer. About 80 children come to the Youth Centre every day. In the Centre there are 6 assistants like me and a play leader. We prepare activities like painting, drawing and crafts. We also organize games in the afternoons. This year it is my responsibility to take the children on a trip to the zoo.

4. My job is so boring. In our seaside town we have a pier with a huge amusement arcade on it. There is a big hall on it with hundreds of slot machines. People come to the arcade and I change their money for them. The best thing about the job is that I can sit down all day behind a glass screen. The worst thing is that my hands get very dirty from all the money I handle. I earn the minimum wage for my age. I am a university student, so I need to save money to pay my tuition fees.

5. This is the best job in the world. My parents have many friends with young children. They call me when they want to go to a restaurant or pub for the evening. When I arrive, the children are usually in bed. I sit in the living room and watch TV. The children almost never wake up, and anyway they are not usually babies, so I can tell them to go back to sleep. Some of the parents even leave food and drink for me in the fridge. If the parents stay out late, they give me extra money. When they come back, they sometimes give me a lift home in their car. The best thing about this job is that I don't have to pay any taxes on my money — it is all cash-in-hand.



6. I love this job! It's because you are busy all the time. You can talk with your colleagues and have fun while you work. You also get a discount on the food here. I have to say that I am not keen on burgers now I have been working here for six months. My job is a Saturday job. My parents won't let me work any more hours because they say I need to study hard to pass my exams. I would like to work in the evenings too. I am saving up to buy a car when I am seventeen.

7. In 1861 (when Charles Dickens, the author of *Oliver Twist*, was alive), one third of all children aged 5 to 9 years (both girls and boys) in Britain had a job. And more than half of all 10–14-year-olds worked, in agriculture and industry. They often worked 14 hours a day! Now, in Britain, from age 14–15 you can work for a few hours after school or at weekends. At 16, you can quit school and work full-time. But that is in Great Britain. In many countries in Asia, Africa and South America, young children can't go to school because they must work. And even in rich countries like America children are sometimes forced to work illegally, especially in agriculture.

TEXTS	1	2	3	4	5	6	7
TITLES							

EXTRA — _____

- B.** There are no job names in the texts you have read. Look through the texts again and decide which of them give descriptions of the following jobs:
- a) a playscheme assistant;
 - b) a babysitter;
 - c) a cashier;
 - d) a newspaper deliverer;
 - e) a fast-food restaurant worker.

JOB NAMES	A	B	C	D	E
TEXTS					

6 Read the text and complete it with the phrases (a–h). There is one phrase you don't have to use.

- a) old-fashioned desks in the schools
- b) wants to bring the most modern technology
- c) by scanning their eyes
- d) the schools of the future
- e) more time with your friends
- f) than the teacher with a register
- g) will replace exercise books
- h) more and more computers



Schools of the Future

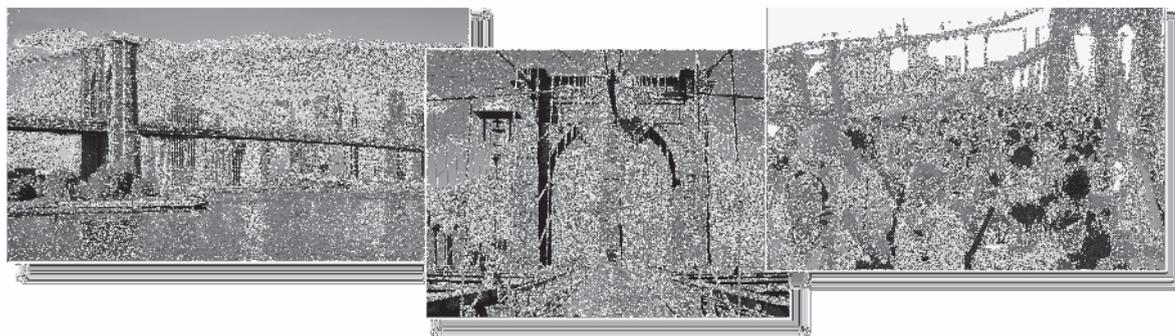
The government wants to make British schools more modern and more comfortable to learn in. What will (1) _____ be like? The government (2) _____ into schools. Laptop computers (3) _____, and pupils will be able to go to a cyberspace library to use dictionaries and encyclopaedias. There won't be rows of (4) _____ of the future. Instead, there will be trendy new desks that the teacher can move around the classroom, making it easier for pupils to work with each other. Some hi-tech changes have already appeared in schools. Some schools use swipe cards for pupils to enter the school. It's quicker and more efficient (5) _____. At one school, pupils get their school lunch (6) _____. There is an iris scanner so pupils don't have to bring money to school. The iris in your eye is as unique as fingerprints, which is why it's a good way to identify people. Jennifer, 12, says, "It's not at all scary. It's like looking into a mirror. It's a lot faster than using money, so you can sit down more quickly and spend (7) _____ at lunchtime." Other changes the government wants to make are:

- 1) schools will make it easier for disabled pupils to move around;
- 2) the entrances in schools will look more like offices;
- 3) corridors will look much brighter;
- 4) teachers will use electronic whiteboards;
- 5) pupils will take exams on the computers so that they can get their results more quickly.

BLANKS	1	2	3	4	5	6	7
PHRASES							

EXTRA — _____

7 Read the text and choose the appropriate variants to complete the statements after it.



The Brooklyn Bridge is simply an engineering miracle of the 19th century and remains one of New York's most popular and well-known landmarks. This impressive bridge spans the East River between Brooklyn and Manhattan and stretches for a length of about 1.8 km. The span between the large towers measures 486 metres. This famous bridge used to be the world's largest suspension bridge. The bridge is highly recognizable because of the two tall Gothic towers to which the many cables are attached. The bridge also has an elevated footpath which not only gives you the opportunity to cross the river without being bothered by the traffic that rushes past a level below, but it also offers a great view of Manhattan's skyline. The Brooklyn Bridge is officially considered to be a national monument.

The history of the Brooklyn Bridge is very interesting. In 1883, John Roebling, a creative engineer and a German immigrant, was inspired by an idea for this spectacular bridge project. However, bridge-building experts told him to forget it because it was just not possible. Roebling convinced his son, Washington, an up-and-coming engineer, that the bridge could be built. The two of them worked out a plan of how it could be accomplished, and how to overcome the difficulties. Somehow they convinced bankers to finance the project. Now with unharnessed excitement and energy they hired their crew and began to build their dream bridge.

The project was only a few months underway when a tragic on-site accident killed John Roebling. His son Washington took over the leadership of the project but, unfortunately, the young man suffered from caisson disease as a result of the works on the bridge pillars under water. Washington was badly brain-damaged, unable to talk or walk. Everyone thought that the project would have been abandoned since the Roeblings were the only two people who understood how the bridge could be built.

Though Washington Roebling was unable to move or talk, his mind was as sharp as ever. One day, as he was lying in his hospital bed, an idea flashed in his mind as how to develop a communication code. All he could move was one finger with which he touched his wife's arm. So he tapped out the code to communicate to her what she was to tell the engineers who continued building the bridge. For 13 years Washington tapped out his instructions with one finger until the Brooklyn Bridge, one of the finest-looking bridges in the world, was finally completed.

1. **The Brooklyn Bridge is _____ .**
 - a) the world’s longest
 - b) 486 metres high
 - c) one of the popular New York sights
 - d) the only bridge to connect Brooklyn and Manhattan

2. **The text doesn’t say if the bridge allows _____ .**
 - a) to walk across the river
 - b) to drive across the river
 - c) to enjoy a beautiful panorama of the city
 - d) to admire a rare sample of Gothic architecture

3. **The Roebblings started their project _____ .**
 - a) thanks to the public opinion
 - b) against the general opinion
 - c) without any monetary support
 - d) as they had a good team of workers

4. **The Roebblings _____ .**
 - a) were the key to the success of the project
 - b) were killed in an accident
 - c) died when the bridge was nearly finished
 - d) didn’t want the project to be completed by someone else

5. **After the accident Washington Roebling _____ .**
 - a) was unable to participate in the bridge construction
 - b) couldn’t be of any help to the bridge builders
 - c) had no ability to come into contact with the bridge builders
 - d) did not want to stay away from the bridge building

STATEMENTS	1	2	3	4	5
VARIANTS					

8 Read the paragraphs of the text (A—G) and put them in a logical order.

M **A.** The uniform was supposed to help people recognize a policeman when they needed one. To be a policeman was not an easy job at all. Discipline was very strict. Policemen were sacked for being late on duty, keeping bad company, drinking alcohol, gossiping, being rude to the public or falling asleep at work.

B. As the police force was introduced by Sir Robert Peel, it is after him that the policemen were called “bobbies” or “peelers”. At first police officers weren’t very popular, especially in the East End. Boys even invented a new game. They took the “bobby” by surprise and threw sticks and stones at his top hat. Not surprisingly, the policeman’s original easily knocked-off hat was soon replaced by the more practical helmet which became a part of the policeman’s uniform. The helmet is still seen as a kind of London’s symbol today.



C. When Queen Victoria came to the throne in 1837, police forces began to spread all over the country. “Bobbies” helped to stop a lot of petty crime, especially among young boys.

Nowadays the image of the friendly British policeman in a strange-looking helmet is known everywhere in the world.

- D. Sir Robert Peel was a very famous and skilful politician. He became a Member of Parliament when he was only 21 and had just graduated from Oxford University. Robert held a number of important government posts and was one of the people who started the modern Conservative Party. He was Prime Minister twice and his government passed many important laws. The London police force was founded in 1829 by this outstanding man.
- E. As for the policeman’s uniform of the time as such, it should be mentioned that Peel’s police officers were dressed in black trousers, blue coats and the top hats later replaced by helmets. Though carefully chosen, the uniform wasn’t always comfortable to wear.
- F. Policemen worked 10 hours a day, and walked about 20 miles while on duty. Nearly a marathon every day. They had no days off and only one week’s holiday a year. And they didn’t get paid when they were on holiday. Just like today, bobbies were not allowed to carry guns, so police work could be very dangerous.
- G. One young policeman described how he was dressed on his first day:
 “When I looked at myself in the mirror, I wondered why on earth I had decided to become a peeler. My top hat was slipping over my head, the boots were two sizes larger and were rubbing the skin off my heels; my thick leather neck tie was almost choking me. I would have given all I owned to get back into ordinary clothes!”



Robert Peel



Scotland Yard designed by Norman Shaw



Old police uniform

ORDER	1	2	3	4	5	6	7
PARAGRAPHS							

III. SPEAKING

- 9 Imagine that you have taken these photos yourself. Choose one of them to show to your friends and comment on it. Mention the following:
 - π — when you took the snapshot;
 - what and who you can see in it and where exactly (in its centre/on the left-hand side/on the right-hand side/in the background/in the foreground);
 - what is happening in the picture;
 - why you took the photo;
 - why you decided to show the picture to your friends.

You will have to speak for about two minutes (12—15 phrases). Speak continuously, start with “I’ve chosen photo number...”.