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ENJOY ENGLISH

Английский

с удовольствием

10

АНГЛИЙСКИЙ ЯЗЫК

Учебник для 10 класса
общеобразовательных
учреждений

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Учебно-методический комплект Enjoy English / «Английский с удовольствием» (10 класс) является частью учебного курса Enjoy English / «Английский с удовольствием» для 2-11 классов общеобразовательных учреждений. Содержание курса соответствует требованиям федерального государственного стандарта общего образования.

Учебник основывается на современных методических принципах и отвечает требованиям, предъявляемым к учебникам начала третьего тысячелетия. Тематика и аутентичный материал, используемый в учебнике, отобраны с учетом интересов старшеклассников, ориентированы на выбор будущей профессии и продолжение образования. Акцент делается на развитие коммуникативных умений учащихся, их познавательных способностей, метапредметных умений и личностных качеств.

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

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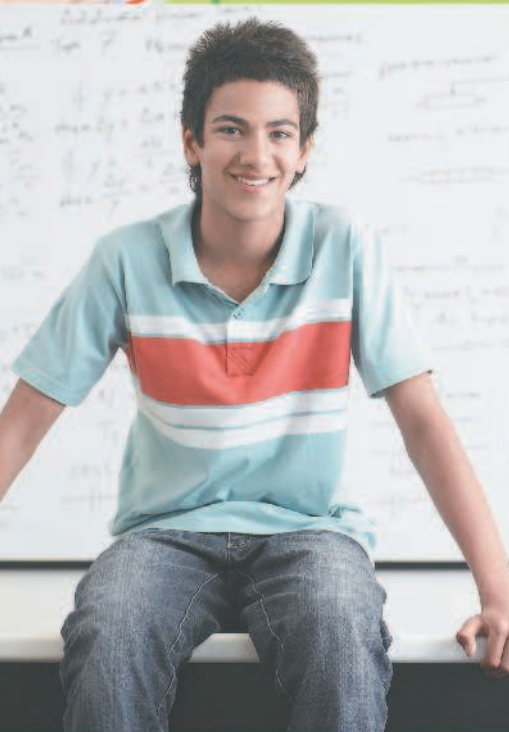
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Learning strategies content

- Learning to follow tips
- How to guess word meaning from context
- Taking notes from a text
- How to contribute to a group discussion of ideas
- How to do a role-play
- How to prepare for a presentation effectively
- How to give a perfect presentation
- How to conduct a class survey
- How to report on a class survey
- How to improve your debating skills
- Writing an article
- Writing a formal letter of application
- Writing an opinion essay



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UNIT 1	Section	Grammar focus	Function	Vocabulary
Start anew Page 8	1 Start anew	Present perfect (Revision)	Reporting the results of a group discussion (reasons for going to school) Giving a presentation on school-related topics	Words and expressions related to school Collocations related to school Guessing the meaning of words from context
	2 What's in?	Reported speech (Revision) Reporting commands, requests, instructions and suggestions	Group discussion (school uniform) Reporting the results of a class survey (opinions on school uniform) Writing an article Preparing and presenting a fashion show	Items of clothes Words and expressions related to clothes Numerical expressions Words and expressions related to a personal image
	3 Are you keen on sports?	Subjunctive I (<i>I wish + V-ed</i>) Passive voice (Revision) Inversion	Describing a kind of sport Advantages and disadvantages of doing a sport (debate)	Kinds of sport Collocations related to doing sports Exotic sports Expressions with <i>as</i>
	4 Where words fail...	Hypothetical situations referring to future or present (<i>If + V-ed + would</i>) Emphatic sentences	Reporting on the results of a survey (Class musical profile) Discussing social functions of music Writing an article ("An anthem of my generation")	Music word web Adjectives to describe different kinds of music Verbs connected with music Collocations related to music
	5 Where does time go?	Clauses of purpose (<i>to / in order to</i>)	Pair discussion (prioritising daytime activities) Writing an informal letter of advice Group discussion (designing an ideal timetable)	Time expressions and collocations with <i>time</i>
	Progress check			

UNIT 2	Section	Grammar focus	Function	Vocabulary
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	2 Family room	Modals: <i>Can / Be able to</i> (Revision) <i>Could vs was able to</i>	Listening for gist / for specific information Reading for gist / for specific information Guessing the meaning of unknown words from the context Giving an opinion in a group discussion (What's better: to have siblings or be an only child?) Discussing embarrassing situations	Names of relatives (Revision) Expressions related to feelings and emotions Expressions related to family relationships
	3 What makes a family happy?	Unreal past conditionals (Conditional III) (Revision)	Listening for gist Making notes Discussing happy / sad / boring moments in groups Reading for gist / detail Discussion: expression preferences (for and against extended families) Writing short stories describing real life situations	Kinds of families Collocations related to family relationships
	4 Family disagreements	<i>V-ing</i> forms	Listening for gist / detail Reading for gist / detail Reading for gist Predicting the end of the story Discussing family relationships Listening for gist / specific information Role-play	Word formation Finding words with a close meaning in the text (guessing the meaning from the context) Language of disagreement Collocations related to family relationships Describing friends
	5 Days to remember	Grammar tenses system (Revision)	Reading for gist / detail Listening for gist Noticing a structure of a newspaper report Writing a report on an unusual wedding (picture story / expanding a journalist's notes)	Marriage word web
Progress check				






UNIT 3	Section	Grammar focus	Function	Vocabulary
Civilisation and progress Page 86	1 Learning from the past	Modal verbs: expressing degrees of probability in the past Comparative and superlative forms of adjectives (Revision) + qualifying adverbs	Reading for gist / detail Talking about discoveries: expressing opinions (in groups), giving reasons, summarising, comparing Expressing suppositions referring to the past Listening for gist / making notes Reading for gist / specific expressions Talking about ancient civilisations: supporting your view, giving examples, accepting reasons, agreeing / disagreeing Making a presentation Writing a composition	Vocabulary to speak about discoveries Words often confused Parts of human face (Revision) Words to express size <i>Do vs make</i>
	2 Progress and development	Mixed Conditionals (Type 3 / Type 2 conditionals)	Reading for gist / specific expressions / text analysis Writing a description of an invention Discussing inventions Prioritising Listening for gist / detail Talking about human dependence on technology Writing an opinion essay Talking about human impact on the Earth Talking about the moral aspects of technological development Problem-solving (a new prize proposal)	Word formation: noun suffixes <i>-ence, -ance, -ity, -ty</i> Vocabulary to speak about technological development International words
	3 Man-made wonders of the world	Infinitive vs <i>V-ing</i> form (Revision) + with change of meaning	Group discussion Making suppositions about the past Listening for gist / detail / making notes Collecting information Talking about a local man-made wonder Writing a description of a man-made wonder	Verbs to describe creating / constructing (Revision)
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Progress check				

UNIT 4	Section	Grammar focus	Function	Vocabulary
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	2 From here to there	Linking words and expressions	Describing the route / the way somewhere Describing a picture Sharing your personal experience as a traveller	Prepositions with means of transport The meaning of <i>mind</i>
	3 Manners make the man	Ways of forbidding things	Agreeing on a set of class rules of behaviour Small talk	Words and expressions related to norms of public behaviour
	4 Culture shock		Basic Politeness Rules (putting things mildly) Role-play	Words and expressions related to culture shock
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УСЛОВНЫЕ ОБОЗНАЧЕНИЯ

	— текст для аудирования
	— работа в парах
	— работа в группе
	— задание повышенной сложности
	— работа с Интернетом
	— Learn to learn
	— State Exam
[CG]	— Cultural guide

1

START ANEW

SECTION 1

Start anew



1 Fill the school bag with your expectations and worries. Walk round the room and read what others have noted in their bags. What do they say?

Example: I expect to learn a lot of new English words. I am worried about having to take tests.



2 Read through the list of reasons why students go to school. Now rate the reasons according to those most and least important to you (1–11).

	to acquire general knowledge
	to get prepared for a future job
	to meet other young people
	to train your memory
	to learn something you will never use
	to find out what you are really interested in
	to please your parents
	to test your intelligence
	to learn how to study
	to have fun
	to learn discipline

3 Work in groups of four. Compare your ratings and say what the most / least important reasons in your group are. See “How to contribute to a group discussion of ideas” in “Learning strategies” (page 169).

DIALOGUE VOCABULARY

Most of us think that the main reason for going to school is...

We all agree that...

Some people believe that... is more important.

There was one person who said that...

Among the least important reasons was...

4 Work in pairs. Discuss these questions.

- 1 Why do schoolchildren in our country change schools?
- 2 Have you ever changed schools? If yes, when and why?
- 3 How did you feel when you moved from primary to secondary school?
- 4 What is your feeling now that you have changed schools?

5 Read the extracts from Wendy’s diary. Are the statements below true (T) or false (F)?

Day 1

I’ve just moved from middle school to high school and from a private one to a public one. Overnight, I was transformed from the oldest, most experienced student in the school into the youngest, greenest newcomer. Lots of things are confusing, like my schedule. I got lost today trying to find art class. And where is my maths class? Miles away from here...

Day 2

So it’s been great to lose that horrible uniform and wear jeans for a change, but there is much more to it than that. It’s been hard to make friends quickly. What I miss most is knowing everyone — we were all so close. We had been together for 9 years!

Day 3

I do miss my school a lot. Even the food was better. We had more variety, and there was that delicious pizza every Friday!!! There were fewer students in my previous school and not so many troublemakers. Here I feel terribly lonely. No one pays any attention to me. I wish I had stayed there!

Day 4

Today was full of surprises. My elective subject is team sports. I had chosen it because I had expected that there would be lots of other girls in it. I turned out to be VERY wrong. There were only five other girls and about 30 boys! But this has actually turned out to be good. I’ve become friends with many of the boys from my class.

Two months later

I've nearly completed a semester of public school. It's still very hard. I'm getting C's [CG] on my report card for the first time ever. But I like it much better than private school. Public school doesn't mean it's easier. The homework is a bit easier but the tests are definitely harder.

	T	F
1 Wendy thinks nothing has changed much in her life.		
2 She feels it's hard to find her way in a new place.		
3 She has to wear a school uniform in the new school.		
4 She feels fine about not knowing her new schoolmates.		
5 She spent nine years in the previous school.		
6 There are more children in her new school.		
7 The discipline is better in the new school.		
8 She didn't expect to make friends in team sports.		
9 She used to get better results in the previous school.		
10 She is getting used to the new school.		



6 Work in pairs. Read the dictionary definitions of the words and phrases from the text and do the tasks below:

- a) Translate the words and phrases into Russian. Is it easy to do? Why or why not?
- b) Decide whether Wendy comes from the UK or the USA and how old she is. Explain why.

Middle school — **1** in Britain: a school where children go after primary school at the age of 8 and study till they are 12. **2** In the USA: a school where children go after elementary school at the age of 11 and study till they are 14.

High school — **1** in Britain: a school where children study from 11 to 18. **2** in the USA: a school for children from 14 to 18.

Private school — a school where parents pay for their children's education.

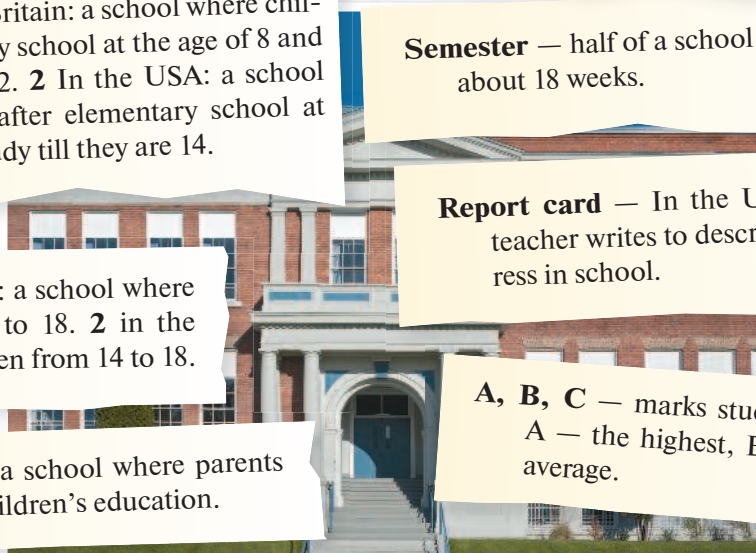
Public school — **1** in Britain: an expensive private school where students study and live. **2** In the USA: a school where the money is provided by the government, not parents.

Elective subject — a course that students can choose, not compulsory.

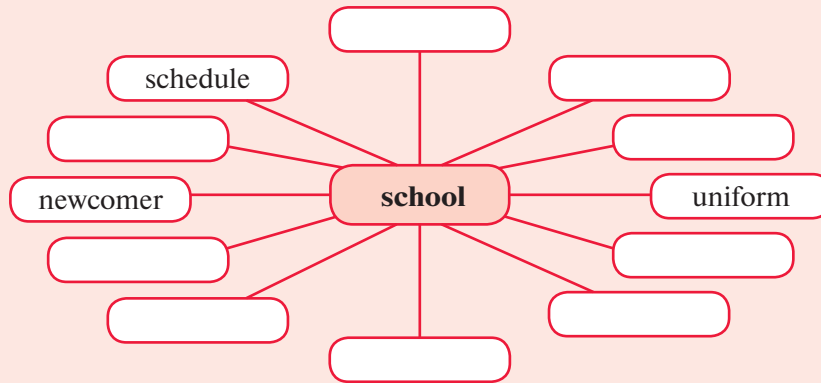
Semester — half of a school year, usually about 18 weeks.

Report card — In the USA: a report that a teacher writes to describe a student's progress in school.

A, B, C — marks students get at school, A — the highest, B — good and C — average.



7 Complete the word web with the words from Ex. 6 and the text in Ex. 5. Use your Workbook.



8 Work in pairs. Use the words from the word web to compare Wendy's school with your school. Make up 2–3 sentences.

Example: In Wendy's school they don't have to wear a school uniform but in our school we do.

9 Work in pairs. Tell each other about the best / worst thing that happened to you on the first day at school this year.

10 Listen to three teenagers talking about their experiences on the first day at school and decide which of the speakers:

- 1 didn't know anyone in the school _____
- 2 mentioned some strict school rules _____
- 3 felt nervous on the first day at school _____
- 4 liked the food in the new school _____
- 5 didn't like the school uniform _____

11 Listen again and make notes in the table. Use your Workbook.

On the first day at school	Jane	Chris	John
The <i>best</i> thing on the first day			
The <i>worst</i> thing on the first day			

12 Work in pairs. Complete the sentences about yourself and share your ideas with your partner.

- Like (a name / names) I...
- Unlike (a name / names) I...

GRAMMAR FOCUS: PRESENT PERFECT (REVISION)

See "Grammar reference" (page 180).

13 Use the words below to make up sentences about Wendy. Consult the rules in the "Grammar reference" if necessary.

- 1 Wendy / just / move / a new school.
- 2 She / already / make / lots of friends.
- 3 She / get lost / first day / school.
- 4 She / be / new school / two months.



14 Do the tasks below.

a) Ask your classmates questions and find someone who:

- 1 has had their school bag for the longest period of time.
- 2 has changed schools most often.
- 3 has ever learned another language.
- 4 has made new friends this year.
- 5 has read some good books lately.

Example: How long have you had this school bag?

b) Report what you have found out about your classmates.

PRONUNCIATION FOCUS: STRONG AND WEAK HAVE

15 Read the rules, listen to the sentences and mark strong and weak *have*. Then practise saying the following sentences.

Have is strong if it stands alone without a main verb. It is weak in the question form.

Have is often contracted ('ve) in statements if it is followed by a main verb.

- 1 Have you just finished your work?
- 2 They haven't lived here for years.
- 3 She's worked in the bank for five years.
- 4 Would you like something to eat? — I have just had something to eat.
- 5 I've worked hard this week.
- 6 It has rained a lot this year.
- 7 We haven't seen her today.
- 8 They've seen that film six times.
- 9 It has happened several times already.
- 10 Have you got a spare pen? — I don't think I have.
- 11 We've eaten at that restaurant many times.
- 12 Has he just left?
- 13 Someone has eaten my soup!
- 14 She's studied Japanese, Russian and English.



16 Read what these students say about their schools and choose the best options to define the words in bold.

- 1 a "boarder" is a student who:
 - a) lives at school
 - b) suffers at school
- 2 "to be homesick" means:
 - a) to want to go out
 - b) to miss one's home

My school is very far from the place where I live so I have to use public transport to get there. But I'm glad I'm a day student and come home every day. A friend of mine is a **boarder** and she is often **homesick**.



1 “bright” means:

- a) enthusiastic
- b) intelligent

2 “scholarship” means:

- a) money an organization gives you so that you can study at a school
- b) money you earn

In our school if you are particularly **bright**, you are offered a **scholarship**.

In my school class sizes are very large, which results in some students **being left behind** or almost ignored. Every student would get more attention if classes were smaller.

“to be left behind” means:

- a) to be as good as all the others
- b) to be slower than others



Because my school doesn't have a uniform, students do not really feel they have a school identity and so they simply don't care. I'm sure a **compulsory** uniform would help us develop more pride in our school.

If something is “compulsory”:

- a) you can choose whether to do it or not
- b) you must do it

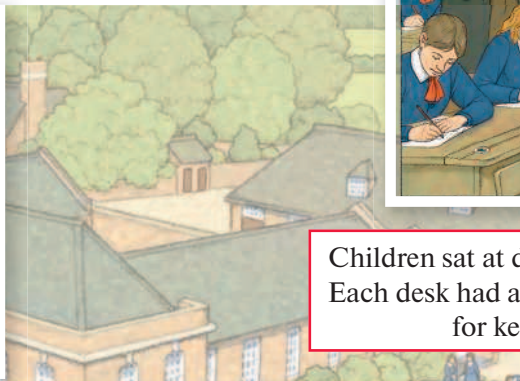
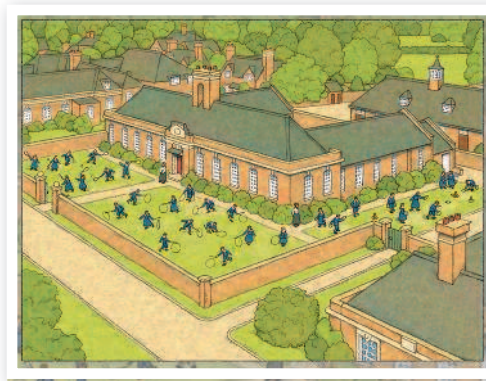
17 Match the words in two columns to get meaningful word combinations.

1 make	a) uniform
2 report	b) student
3 bright	c) to a school
4 elective	d) friends
5 be	e) identity
6 be	f) from parents
7 school	g) card
8 compulsory	h) subject
9 belong	i) left behind
10 note	j) homesick

18 Choose 3–5 word combinations to make sentences about yourself. Write them down, then go round the class to find the students who have ideas similar to yours. Report your findings to the class.

19 Work in groups. Do the following tasks.

- a) Look at the pictures and give your ideas: *What was the school like 100 years ago?*
- b) Make a list of your ideas. Share them with the rest of the class.



Children sat at desks arranged in rows. Each desk had an inkwell and a groove for keeping a pen.

20 Read the text about school life in Britain in the early 20th century and tick the things described in the text. Find the sentences and phrases to explain your answers.

1 how the children got to school	
2 school uniform	
3 the size of the school	
4 the school's discipline	
5 inviting parents to school	
6 the cost of education	
7 the area around the school	
8 what they learned at school	
9 the food they ate at school	
10 the kind of a teacher they had	

When we were old enough to go to school, we walked there on our own. The school was a stone throw from our house so we were lucky. Some children had to walk more than a mile to get there.

The school had three classrooms: one for the youngest children, one for the middle class and the biggest room for the oldest children. Mr Thompson, the headmaster, taught the oldest class himself. He was very strict. We were not allowed to talk. If someone misbehaved, they had to come out and stand in front of the class. But if it was really serious, they had to hold out their hand for the cane. They felt miserable, though it didn't hurt too much.

There was a wall in the schoolyard which divided it into two parts. The boys came to school through the main gate whereas the girls — through the garden gate. It was ridiculous as we studied in the same class but had to play in separate playgrounds with the wall between us.

In the morning we all came to the big room, sang a hymn and said a prayer. The youngest children learned how to write by drawing letters in a sand tray. When they got older they used dip pens with ink. I remember learning poems and tables by heart. Small children worked with dark-green plasticine and older girls learned to sew and knit.

In the school there were no lunches so we had to go home to eat. The children who lived far away brought their lunches to school. When it was cold in winter, Mr Thompson made a hot drink and the children sat around the coal fire to eat.

GLOSSARY

- cane — a stick used for punishing children in school
- prayer — the words that someone says when they are speaking to God
- sand tray — поднос с песком
- dip pen — перьевая ручка
- ink — чернила
- sew — шить
- knit — вязать
- coal — уголь

21 Read the text. Find where the following words appear in it. Use the words in your own sentences.

- | | | |
|---------|--------|---------|
| walk | prayer | tables |
| talking | sand | lunches |
| hand | ink | coal |

Example: The children walked to school because it was not far from their home.

22 Fill in the gaps in the text with the right forms of the words from the box.

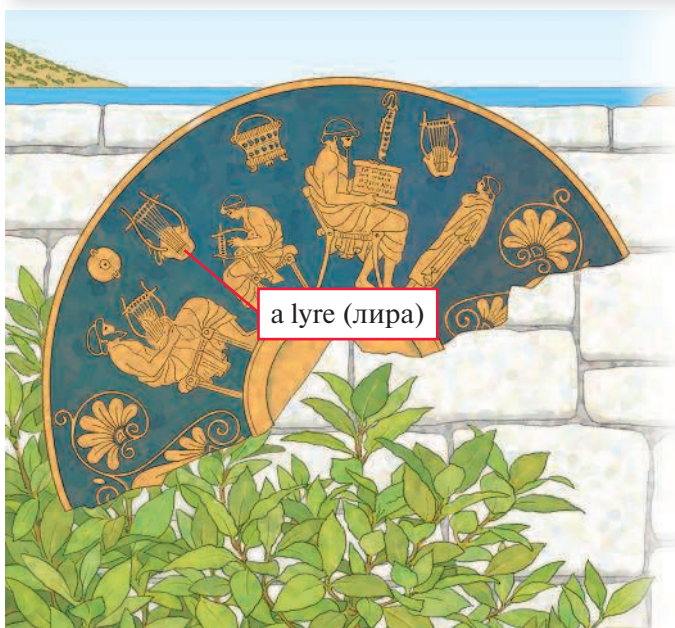
- | | | | | | |
|-------|------|------|------|-------|----|
| can | have | grow | stay | need | be |
| learn | go | be | try | begin | |

Children in ancient Greece never (1) _____ to school. Depending on their social position, girls (2) _____ at home with their mothers or worked in the fields until they got married.

If boys or girls were slaves, they also (3) _____ not go to school. Many children who lived in Athens [CG] and Corinth [CG] and other ancient Greek cities (4) _____ slaves. If a boy was free but poor, he also could not go to school. His family did not have enough money to pay the teacher, and they (5) _____ the boy's work at home. There (6) _____ no public schools.

People who had the money to spend on education (7) _____ to send their boys to school. They knew that without becoming educated and learning to read and write, it was impossible for boys to take part in political events when they (8) _____ up.

Greek schools (9) _____ only one teacher and about ten or twenty boys: they were really small. When boys were about 7 years old, they (10) _____ going to school, and went there until they turned 13. Boys (11) _____ to read and write and were taught to recite long verses from Homer's *Iliad* and *Odyssey* [CG] by heart. They also learned to sing and to play the lyre and the pipes.



23 At home talk to the oldest person in your family to find out what school was like in the time of their youth. Use the points below to guide you.

- Location of the school
- How the students got there
- Class size
- Classrooms
- Discipline
- Subjects
- After-school activities
- School uniform
- School dinners

Make notes and prepare to present your findings to the class.