

СРЕДНЕЕ (ПОЛНОЕ) ОБЩЕЕ ОБРАЗОВАНИЕ

Up & Up 10

student's book

Под редакцией В. Г. Тимофеева

**Учебник английского языка
для 10 класса**
(базовый уровень)

6-е издание

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Учебник Up & Up 10 является частью учебно-методического комплекса для изучения английского языка в 10 классе средней школы (базовый уровень). Книга ориентирована на особенности культурной, социальной, политической и научной реальности современного мира эпохи глобализации с учетом роли, которую играет в этом мире английский язык как язык межнационального общения.

Диск представляет собой сборник аудиоматериалов к учебнику.

Для учащихся 10 классов, изучающих предмет на базовом уровне.

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для 10 класса
(базовый уровень)**

**Под редакцией
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Syllabus

| | Functions | Grammar |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intro Unit | Getting acquainted with the textbook | |
| Unit 1 Who's Who? | Describing people Describing personal qualities required for a job Making a dialogue about personal interests Speaking about one's hobbies | Present Simple vs Present Continuous/ <i>to be</i> Adverbs of frequency State verbs vs action verbs |
| For Your Project: | Preparing a presentation about a person who lives in your city/village | |
| Unit 2 East or West | Describing a place Agreeing/Disagreeing Giving/Asking for directions (communicative activity, e.g.: you're in point A, how to get to point B) Doing sums Cooking instructions | <i>There is/are</i> (revision) Adjectives Prepositions of place and directions Commands |
| For Your Project: | Audio guide of the place you live in | |
| Unit 3 Time Changes Places | Describing changes Result vs process Expressing your opinion Agreeing/Disagreeing | Present Perfect Simple Comparative adjectives <i>as...as; not as... as</i> Present Perfect Simple (<i>since, for, already, yet, ever</i>) vs Present Perfect Continuous |
| For Your Project: | Essay about changes in a place | |
| Project Page for Units 1 – 3: Designing a poster about the place you live in | | |
| Units 1– 3 My Success Checklist | | |
| Unit 4 Down Memory Lane | Describing an adventure Describing first memories Describing feelings and emotions | Past Simple vs Past Continuous <i>While + Past Continuous</i> <i>Could vs was able to</i> <i>-ing/-ed</i> adjectives <i>Used to</i> |
| For Your Project: | An illustrated personal story (childhood memories) or a poem | |
| Unit 5 Your True Stories | Telling stories and urban legends Telling a story from personal experience Interjections | Past Perfect Sequence of tenses |
| For Your Project: | My True Tale – a book of your class curious stories | |
| Unit 6 Isn't It Surprising? | Giving news and details of the news Reacting to news | Present Perfect Simple vs Past Simple |
| For Your Project: | Preparing a news report for a radio programme. Writing a script | |
| Project Page for Units 4 – 6: Making a radio programme | | |
| Units 4 – 6 My Success Checklist | | |
| Unit 7 Out and About | Making a dialogue about personal plans (visiting a place) Problem-solving task (deciding how to spend a weekend) | Present Continuous for expressing personal plans and arrangements <i>To be going to</i> for expressing decisions and intentions <i>Will</i> for decisions made on the spot |
| For Your Project: | A social project | |
| Unit 8 Time to Come | Giving a weather forecast Speaking about natural disasters Making predictions about the future | Ways of expressing the future: <i>will</i> for predicting, <i>to be likely to, to be possible</i> Modals for probability |
| For Your Project: | How life might change in the future — a survey | |
| Unit 9 Your Way | Making dialogues about a job Speaking about one's career plans Asking for advice Giving advice | Future time clauses <i>Should</i> for giving advice/criticism/our expectations |
| For Your Project: | Message in a bottle | |
| Project Page for Units 7 – 9: Making a website | | |
| Units 7 – 9 My Success Checklist | | |
| Final Unit | Revision Board Game | |

| Vocabulary | Writing |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Jobs, occupations, hobbies, interests Likes/Dislikes Time, day, date; holidays Adjectives to describe personal qualities | Filling in application forms |
| Places Towns and buildings Characteristic features of a place Descriptive adjectives Community life Prepositions of direction British vs American English Food and recipes | Info poster of a place A postcard describing a place where you live Recipe of a local food |
| Verbs of changes Towns and cities Descriptive adjectives Linking words: <i>first, second, on the other hand, as a result</i> etc | Essay: What has changed in the place (based on the discussion; notes for a project) |
| Home facilities word web Develop self-confidence | Writing about an important event in the past Writing a constructivist poem |
| Words related to hiking/camping Time words and phrases as discourse markers (<i>beforehand, at that time, when, as, the next day, then, soon, by the time, as soon as</i>) | Writing a story |
| Newspaper/magazine contents/home news/foreign news/advertisement/horoscope/showbiz news/letters/Agony Aunt section/sports news Adjectives describing one's reaction to the news | Writing a news report |
| Expressions related to free-time activities Expressions with <i>take</i> and <i>get</i> (<i>to get bored, to get back, to get to, to take place, to take a train, to take a flight, to take something seriously</i>) | A letter of invitation |
| Verbs to describe weather Verbs to describe future transformations (<i>to increase/decrease, to rise/fall, to go up/go down...</i>) | |
| Names of professions Giving a description of a job Job-related expressions Abbreviations | Writing a CV/résumé A report on a class survey |
| | |

Let's Start!



1 What can you do in English? Look at the list of questions. Put a tick (✓) next to the questions you answered "yes".

| | Yes | No |
|----------------------------------------------------------------------|-----|----|
| Can you give your name, nationality, age? | | |
| Can you say when and where you were born? | | |
| Can you name 5 things you have in your bag? | | |
| Can you name 5 things you can eat? | | |
| Can you name 5 animals? | | |
| Can you name 5 kinds of sport? | | |
| Can you name 5 things found in the classroom? ... in the kitchen? | | |

2 Work in groups. Ask and answer the questions to find out what your partners can do.

USEFUL LANGUAGE

Can you think of ... ?
 Can you name ... ?
 I think I can.
 Sorry, I don't think I can.
 The first (number 1) is ...
 The second (number 2) is ...
 The third (number 3) is ...
 The fourth (number 4) is ...
 The fifth (number 5) is ...

3 Complete the table answering the questions.
Put a tick (✓) in a suitable place.

| I can | Themes | C | B | A | |
|----------------------------------------------------------------------|--------------------------------------|---------------------------------|---|---|--|
| Speaking | family | | | | |
| | a person's character | | | | |
| | C. answer some questions about | | | | |
| | ask some questions about | | | | |
| | | towns and places | | | |
| | | hobbies and interests | | | |
| | | relationships with other people | | | |
| | B. give my opinion about | travel | | | |
| | | hopes and future plans | | | |
| | A. give and explain my opinion about | weather | | | |
| | | food and drink | | | |
| | | jobs and professions | | | |
| | | personal experience | | | |
| | | adventures | | | |
| | | first memories | | | |
| | news | | | | |
| | social problems | | | | |
| Reading | | | | | |
| C. read short simple texts, personal letters | | | | | |
| B. understand texts describing events, feelings, wishes | | | | | |
| A. understand a writer's attitudes and viewpoints | | | | | |
| Writing | | | | | |
| C. write simple notes and fill in questionnaires | | | | | |
| B. write simple texts and personal letters | | | | | |
| A. write detailed texts (essays, reports etc) | | | | | |
| Listening | | | | | |
| C. understand the main points in short, clear, simple messages | | | | | |
| B. understand the main points of a variety of radio or TV programmes | | | | | |
| A. understand everything in detail | | | | | |



4) Write the things you would like to do in English by the end of the course.

5) Here is a list of the Units and their themes. Match the Units and their themes.



Unit 1 Who's Who?

Unit 2 East or West

Unit 3 Time Changes Places

Unit 4 Down Memory Lane

Unit 5 Your True Stories

Unit 6 Isn't It Surprising?

Unit 7 Out and About

Unit 8 Time to Come

Unit 9 Your Way

a. Changes; Results; Experience

b. The news; Advertising

c. Camping/hiking; Urban legends

d. Free time activities; Social projects

e. Hobbies; People; Personality; Music

f. Jobs; Résumé/CV; Career

g. Places; Facilities; Towns and buildings; Food

h. Adventures; First memories; Feelings and emotions

i. Weather forecast; Natural disasters; Predictions about the future

6) Check your answers looking through the book.

7) Read the sentence. Underline the words you don't know.

Kari goes to KK kauppa to buy cola or kotikalja and bread every day.

- | | |
|------------------------|------------------------------------------------------------------------------|
| 1. Kari is | a. a person's name b. the name of a group of people (e.g. family) |
| 2. KK kauppa is | a. the name of a shop b. the name of a theatre c. the name of a school |
| 3. Kotikalja is | a. some kind of drink or food b. a place c. a person |



When you read, try to understand the words you don't know before you check them with your teacher or in the dictionary.

8) How many questions can you answer without knowing the exact meanings of these words?

9) Texts A–E below are from the Student's Book. Read each out quickly and decide which Unit it is in.

10) Read the texts again and underline the correct answer in the question.

Unit _____

A. Baths consisted of a big tub filled with hot water. The man of the house had the privilege of the nice clean water, then all the other sons and men, then the women and finally the children — last of all the babies. By then the water was so dirty you could actually lose someone in it. Thus “Don't throw the baby out with the bath water” appeared.

Question: Is this text about life in modern or old times?

Unit _____

B. Under each job, make a list of your duties. Never use personal pronouns (I, my, me). Instead of saying, “I planned, organised, and directed...,” you should say, “Planned, organised, and directed...”. It is important to use nouns or short phrases that describe your experience and education like: C++, UNIX, network, project management etc, well-known company names and universities.

Question: Is this an instruction, an e-mail, or a detective story?

Unit _____

C. I really like walking in the center of Vyborg. The streets here climb up and down lots of little hills, so the city seems small and mysterious. You never know what's on the other side of the hill! To be honest, when walking around Vyborg, I don't feel like I'm in Russia. This city is different from other Russian ones. Vyborg reminds me more of Northern Europe.

Question: Does this passage come from someone's memoirs, a personal letter, or plans for a future holiday?

Glossary

tub — лохань

mysterious — загадочный

wave — волна

to gain — увеличивать

Unit ____

D. A characteristic of a tsunami is that the wave isn't very deep, less than a metre, but it travels at the speed of an aeroplane and is about 100 kilometres in length. It only gains in height when it comes into the shallows. All that stuff in Hollywood disaster movies when people can be seen running and screaming from the water (or the fire, or the hurricane), turned out to be true. The water came rushing up faster than anyone could run, though.

Question: Is this text about films, transport, or nature?

Unit ____

E. Pigs are very honest. They are also very kind, understanding and very often peace-makers. Pigs are sociable; they like talking and are often very popular. They still find time to be very hard-working, and they are always first to help other people out.

Question: Is it about people, animals, or books?

Grammar

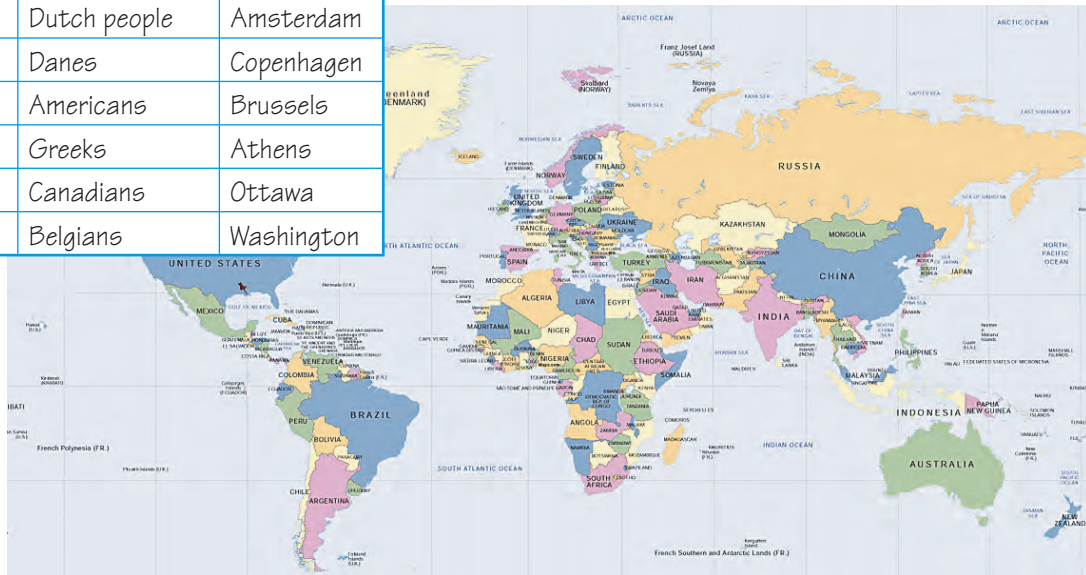
11 Check your grammar. Choose the correct alternative:

| | You'll study this grammar in Unit |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| 1. "..... this week?" — "No, he is on holiday." A Is your father working / B Does your father work / C Does work your father | 1 |
| 2. Mary chess once or twice a week. A is playing usually / B is usually playing / C usually plays / D plays usually | 1 |
| 3. Everything is going well. We any problems since we came here. A didn't have / B don't have / C haven't had | 3, 6 |
| 4. Tom his hand when he was cooking lunch. A cut / B was cutting / C has cut | 4 |
| 5. John in the USA for 25 years. Now he lives in Moscow. A lived / B has lived / C has been living | 6 |
| 6. I think the weather be nice later. A will / B shall / C is going to be | 8, 9 |
| 7. The test was quite easy — we thought. A more easy that / B more easy than / C easier than / D easier as | 3 |
| 8. It is one of the oldest cities the world. A on / B opposite / C in / D under | 2 |
| 9. I don't think you go there. You'd better stay at home. A might / B should / C could | 8, 9 |
| 10. The lesson for ten minutes when we arrived. A had already lasted / B lasted already / C have been already lasting | 5 |
| 11. We tomorrow at 5 pm. A leave / B are leaving / C will leave | 7 |

Pronunciation

12 Look at the list of words in A, B and C columns. Give the title to each column choosing from the following: Countries; People; Capitals.

| A _____ | B _____ | C _____ |
|-----------------|----------------|------------|
| The USA | Germans | Wellington |
| Belgium | New Zealanders | Berlin |
| Canada | Australians | Canberra |
| Denmark | Dutch people | Amsterdam |
| Greece | Danes | Copenhagen |
| Germany | Americans | Brussels |
| The Netherlands | Greeks | Athens |
| Australia | Canadians | Ottawa |
| New Zealand | Belgians | Washington |



13 The information about countries is completely mixed up. Work in groups and match the words from the A, B and C columns correctly.

14 Listen, check your answers. Repeat the words after the recording.
track 1

15 Listen to a chant and complete the gaps in it with the words from Ex. 12:
track 2

I'd like to go to
To have a look at
To talk to local
And use the English language.

16 Listen again, check your answers and repeat the chant.
track 2

17 Make up a chant of your own with some other words from Ex. 12 and perform it for the class.