

Методические рекомендации для учителя

Серия «School English» предназначена для изучающих английский язык в начальной, основной и старшей общеобразовательной школе и включает в себя сборник лексико-грамматических упражнений с тестовыми заданиями, сборник тестовых заданий по лексике для самостоятельной работы и сборник тестовых заданий по грамматике для самостоятельной работы. Также в серию входят методическое руководство для учителя по организации проектной деятельности школьников на английском языке и ресурсные материалы для учителя для подготовки к сдаче ГИА и ЕГЭ по английскому языку.

Материалы подготовлены в соответствии с требованиями Федерального государственного стандарта начального образования и основного общего образования, отражают основные программные положения в области иноязычного школьного образования и основываются на современных технологиях обучения иностранному языку.

Основная цель сборника – развитие коммуникативных иноязычных умений в области устного и письменного речевого общения, последовательная подготовка учащихся к сдаче государственной итоговой аттестации по английскому языку.

Сборник лексико-грамматических упражнений предназначен для повторения и закрепления грамматических и лексических тем, составляющих основу формирования иноязычной коммуникативной компетенции учащихся 8 класса. Отрабатываемые темы полностью соответствуют школьной программе.

Сборник может быть использован по усмотрению учителя в качестве материала для домашнего задания, работы в классе, самостоятельной работы и факультативных занятий.

Сборник лексико-грамматических упражнений включает в себя шесть частей (blocks), рассчитанных на работу в течение учебного года (по три части в каждом полугодии).

Часть 1 (Block 1) предназначена для повторения материала предшествующего года обучения и рекомендуется для выполнения в сентябре. Часть 2 (Block 2) может выполняться в течение октября и ноября. Часть 3 (Block 3) рекомендуется для выполнения в течение ноября и декабря. Часть 4 (Block 4) выполняется в январе и феврале. Часть 5 (Block 5) рекомендуется выполнять в течение марта и апреля. Часть 6 (Block 6) выполняется в мае. После каждой части предлагаются тестовые задания. Тесты разработаны в двух вариантах, которые можно использовать как одновременно, так и последовательно.

Примерный календарный план работы

Часть	Месяц	Тест	Месяц
1	сентябрь	1.1, 1.2	сентябрь
2	октябрь-ноябрь	2.1, 2.2	ноябрь
3	ноябрь-декабрь	3.1, 3.2	декабрь
4	январь-февраль	4.1, 4.2	февраль
5	март-апрель	5.1, 5.2	апрель
6	май	6.1, 6.2	май

Каждая часть (Block) состоит из трех разделов (Sections), отличающихся по характеру выполняемых заданий. Раздел 1 (Section 1) включает задания репродуктивного типа, направленные на отработку языковой формы (например, употребление глагола в соответствующей форме). Раздел 2 (Section 2) предлагает задания репродуктивно-продуктивного характера (например, дополнение предложений), что позволяет плавно перейти от механического воспроизведения речевого образца к созданию собственного речевого высказывания. Раздел 3 (Section 3) включает задания творческого характера (например, расспрос собеседника о каком-либо событии), позволяющие сконцентрировать внимание учащихся на содержании высказывания. Письменное выполнение заданий этого раздела формирует умение структурировать свое речевое поведение.

Такое распределение заданий по трем разделам позволяет последовательно выстраивать работу по формированию иноязычной коммуникативной компетенции учащихся в различных видах речевой деятельности (в частности, при построении монологического и диалогического высказываний).

Внутри каждого раздела представлено достаточное количество заданий для закрепления лексико-грамматического материала. Хотя последовательность заданий и подчинена логике «от простого к сложному» и «от знакомого к незнакомому», нет необходимости выполнять задания в порядке, предложенном автором.

Кроме того, распределение заданий по трем разделам продиктовано необходимостью выстраивать индивидуальную образовательную траекторию учащихся с учетом дифференцированного подхода.

Topics	School The World of Teenagers Countries and Languages Sport
Grammar	Passive Voice Articles with Geographical Names Adjectives Adverbs Nouns Modal Verbs <i>must, have to, should</i> Possessive Pronouns (Absolute Form) Conditional II Complex Object Dates and Numbers Gerund (<i>enjoy doing smth</i>) Clauses with <i>who / that / which</i> <i>To be / look / feel</i> + adverb / adjective

Section 1.1

1.1.1. Complete the sentences using the words *who, that, which*.

- 1) Have you learned the poem *which / that* we read yesterday?
- 2) The English, the Welsh, the Scots and the Irish are peoples _____ live in the United Kingdom.
- 3) These are the countries _____ I'd like to visit.
- 4) Football, hockey and boxing are the kinds of sport _____ are more interesting for boys.
- 5) Andrew, Alice and Paul were the students _____ were asked at the Maths lesson on Wednesday.
- 6) Chinese, English and Russian are the languages _____ are spoken by millions of people in the world.

1.1.2. Complete the sentences using the definite article *the* if necessary.

- 1) _____ Italy is situated in _____ Europe.
- 2) _____ Moscow is the capital of _____ Russian Federation.
- 3) _____ United States is situated in _____ North America.

- 4) _____ Amsterdam is the capital of _____ Netherlands.
- 5) _____ Russia is the largest country in the world.
- 6) _____ London is the capital of _____ United Kingdom.

1.1.3. Fill the chart with the words to make word families.

Noun	Verb	Adjective
<i>creator, creativity</i>	<i>create</i>	creative
beauty	–	
	impress	
	–	happy
help		
	love	

1.1.4. Underline the appropriate word as in the first sentence.

- 1) Sportsmen can run very (quick / quickly).
- 2) Danny is fond of sport. He jumps very (high / highly).
- 3) She works (hard / hardly) to keep fit.
- 4) Anna was very nervous before the competition and could (hard / hardly) sleep.
- 5) On Sundays I get up (late / lately).
- 6) I haven't seen any good films (late / lately).

1.1.5. Underline the appropriate modal verb as in the first sentence.

- 1) I'm going to the theatre tonight. What (should / must) I wear?
- 2) You (mustn't / needn't) touch the dog. It's dangerous.
- 3) It's a secret. You (mustn't / don't have to) tell anyone what I said.
- 4) You (shouldn't / needn't) wash up. Mother has done it.
- 5) Do you think I (have to / should) learn another foreign language?
- 6) You (needn't / shouldn't) play computer games so much.

1.1.6. Complete the sentences putting the pronoun in brackets into the right form.

- 1) Can I borrow your pen? I can't find mine (I).
- 2) Whose roller skates are these? – They are _____ (she).

- 3) Is this your T-shirt? – No, it's _____ (*you*).
- 4) Your house is larger than _____ (*we*).
- 5) The glass on the left is _____ (*he*).
- 6) Our cat is black, but _____ is dark grey (*they*).

1.1.7. Transform the sentences from the First to the Second Conditional as in the first sentence.

- 1) If the weather is fine, I will enjoy surfing.

If the weather were fine, I would enjoy surfing.

- 2) If you train hard, you will keep fit.
-
-

- 3) If the swimming pool is near your house, you can go there by bike.
-
-

- 4) If I go to the gym by bus, it will take me twenty minutes to get there.
-
-

- 5) Where will you go, if you are in Paris?
-
-

- 6) What will you do, if you win the Olympic Games?
-
-

1.1.8. Underline the appropriate word.

- 1) How many new English words have you (learned / studied) lately?
- 2) We will (learn / study) three new subjects at school next year.
- 3) Is it difficult to (learn / study) to drive?
- 4) I know how to get to Trafalgar Square. I've (learned / studied) the map of London carefully.
- 5) Would you like to (learn / study) abroad?
- 6) Where did you (learn / study) to swim?

1.1.9. Write these numbers in words.

1468 – a (one) thousand four hundred and sixty-eight

395 – _____

42 573 – _____

325 000 – _____

205 841 – _____

5 010 000 – _____

1.1.10. Write these years in words.

1508 – fifteen oh eight (fifteen hundred and eight)

1711 – _____

1865 – _____

1900 – _____

2000 – _____

2013 – _____

Section 1.2

1.2.1. Supply the missing words given below. There is an odd word!

- 1) He is the only sportsman who can swim so fast.
- 2) I've got a headache. I don't feel very _____.
- 3) Baseball is _____ popular in the USA.
- 4) Don't jump so _____. It can be dangerous.
- 5) How _____ does it take you to do your homework?
- 6) You should read this book. It's very _____.

Words: quite, long, good, well, high, much, fast.

1.2.2. Use the word in brackets at the end of each sentence to form a word which will fill the blank space.

- 1) He can play the guitar very well. He is a good musician (*music*).
- 2) The sportsmen lost the game. They were _____ (*happiness*).

3) I didn't know the guests at the party. So I didn't feel _____
(*comfort*).

4) This is a _____ story (*humour*).

5) Don't break the vase. Be _____ (*care*).

6) We need vitamins because they are _____ (*use*).

1.2.3. Put down three more synonyms.

He feels bad .	He feels good .

1.2.4. Complete the questions to the sentences.

1) English is spoken all over the world.

Where is English spoken?

2) The houses were broken by the wind.

Why _____

3) Julia and Sue will be invited to Steve's birthday party.

When _____

4) The cat was named Oliver.

Why _____

5) Christmas is celebrated in many countries.

Where _____

6) Shakespeare's plays were translated into many languages.

How many _____

1.2.5. Complete the following sentences.

1) Moscow is the capital of the Russian Federation.

2) The official language of the United Kingdom is _____.

3) The people of Scotland are _____.

4) Washington, D.C. is the capital of _____.

5) Dutch is the official language of _____.

6) The people of Germany are _____.

1.2.6. Form the appropriate nouns from the words written in bold letters to fill the blank space.

- 1) Alan is very **curious**. I'm sometimes tired of his curiosity.
- 2) British pupils are **punished** for bad behaviour. – What kinds of _____ are they given?
- 3) We **walked** in the forest last Sunday. I enjoyed the _____ very much.
- 4) You can't **cross** the road here. There is no _____.
- 5) He is an **honest** man. His _____ was never in question.
- 6) Detective stories by Agatha Christie have been **translated** into Russian. This is the best _____ of "Death on the Nile" I have ever read.

1.2.7. Complete the following sentences using the words given below. There are odd words there!

- 1) My parents want me to do well in school subjects.
- 2) She is a good swimmer. We expect her to _____ the competition.
- 3) Does your father want you to _____ fit?
- 4) I don't want you to _____ a lesson.
- 5) Max expects me to _____ him to my birthday party.
- 6) Would you like John to _____ you at the station?

Words: discuss, miss, meet, win, do, come, keep, invite.

1.2.8. Fill the chart.

Noun	Verb	Adjective		Adverb
		positive	negative	
much <u>enjoyment</u>	enjoy playing	an <u>enjoyable</u> sport	–	_____
rock _____	–	a _____ voice	–	speak musically
financial hardship	harden one's heart	a _____ question	–	study _____; he can _____ walk
take _____ of the child	care about children	be _____ with your money	a _____, happy day	drive _____

1.2.9. Complete the sentences using the proper forms of the verbs.

- 1) If Sophie were ready for the English lesson, she would get an excellent mark.
- 2) If George _____ money, he would take a job.
- 3) If I played tennis better, I _____ the game.
- 4) If I _____ you, I wouldn't waste my time.
- 5) If I did well in school subjects, my parents _____ me a new computer.
- 6) If I had a toothache, I _____ to the dentist.

1.2.10. Express the opposite.

- 1) You are eating too **fast**.
You are eating too slow.
- 2) I feel **fine**.

- 3) She ran **worse** than usual at the Olympic Games.

- 4) I don't like **quiet** music.

- 5) Lucy didn't want me to leave so **early**.

- 6) Which of the sportsmen jumped **highest**?

Section 1.3

1.3.1. Write down 3 special questions to each of the sentences.

English is spoken as a first language in many countries.

- 1) How many countries use English as their first language?
- 2) _____

- 3) _____

In Russia the school year starts in September.

1) _____

2) _____

3) _____

The football player threw the ball high into the air.

1) _____

2) _____

3) _____

1.3.2. Fill the chart with different kinds of sport.

Indoor sports	Outdoor sports
1) <i>chess</i>	1) <i>windsurfing</i>
2)	2)
3)	3)
4)	4)
5)	5)
6)	6)
Games with a ball	Sports in a gym
1) <i>tennis</i>	1) <i>aerobics</i>
2)	2)
3)	3)
4)	4)
5)	5)
6)	6)

1.3.3. Make up a list of things you enjoy / don't enjoy doing.

I enjoy...	I don't enjoy...
<i>doing sports</i>	<i>listening to pop music</i>

1.3.4. Fill the chart with information about some countries.

Country	Capital	People	Official language
the Russian Federation (Russia)	<i>Moscow</i>	<i>the Russians</i>	<i>Russian</i>
		the British	
	Washington, D.C.		
Canada			
			Dutch
	Paris		

1.3.5. Put down questions to your friend who visited the summer Olympic Games.

- 1) *When were the Olympic Games held?*
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

1.3.6. Put down possible answers to the following questions.

1) Why should students learn English?

2) Why should people do sports?

3) What would you do if you were a teacher?

4) What would you see if you were in the United Kingdom?

5) Do you often argue with your parents? What about?

6) What would you do if the weather were fine on Sunday?

1.3.7. The sentences are the answers. Put down possible questions to them.

1) _____

It takes him half an hour to get there.

2) _____

I want teachers to understand students' problems better than they do now.

3) _____

I would feel sad and lonely.

4) _____

It's the best way to communicate with my friends.

Конец ознакомительного фрагмента.

Приобрести книгу можно

в интернет-магазине

«Электронный универс»

e-Univers.ru