

# Методические рекомендации для учителя

Серия «School English» предназначена для изучающих английский язык в начальной, основной и старшей общеобразовательной школе и включает 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 10 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 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.

<b>Topics</b>	Literature Music Society Lifestyle
<b>Grammar</b>	Present Tenses Past Tenses Future Tenses The Participle The Adjective Time Clauses The Complex Object The Complex Subject

## Section 1.1

### 1.1.1. Put the verb in brackets into the appropriate present tense form.

- 1) Please, don't make so much noise. I am trying (*try*) to concentrate.
- 2) Is Ann good at tennis? – Yes, she \_\_\_\_\_ (*play*) it twice a week.
- 3) Where is John? – He \_\_\_\_\_ (*play*) tennis.
- 4) Are you keen on volleyball? – Not any more. I \_\_\_\_\_ (*play*) it for a year.
- 5) Ron \_\_\_\_\_ (*play*) football this week. He \_\_\_\_\_ (*hurt*) his leg.
- 6) Sue's parents are Irish. They \_\_\_\_\_ (*come*) from Ireland.
- 7) Let's go out. It \_\_\_\_\_ (*not rain*) any more.
- 8) We can leave now. It \_\_\_\_\_ (*stop*) raining.
- 9) There is a lot of snow. It \_\_\_\_\_ (*snow*) all night.
- 10) It's the best book I \_\_\_\_\_ (*read*).

### 1.1.2. Underline the verb in the appropriate tense form.

- 1) When our flight was announced, we (were checking / have checked) in our luggage.
- 2) I was late for the concert. When I (arrived / had arrived), it (started / had started).

3) Jim was late for the concert. He (arrived / had arrived) at 7.30 p.m.

4) It (began / had begun) to rain when we (had driven / were driving) to the airport.

5) I (didn't go / wasn't going) out last night, because I (was / had been) very tired.

6) It (stopped / had stopped) raining by the time we (left / had left) for the airport.

7) Tom (needed / was needing) some pocket money, so he (found / had found) a Saturday job.

8) Ann (was / had been) late for the meeting. But we (waited / were waiting) for her when she (came / was coming).

9) Alex (passed / had past) his English exam last week. He (was working / had been working) hard for it.

10) Margaret was late for the concert. When she (arrived / had arrived), the orchestra (was playing / had been playing) for about 15 minutes.

### 1.1.3. Complete the questions with missing auxiliary verbs.

1) Have you ever been to a rock music concert?

2) What \_\_\_\_\_ Nick doing when you phoned him?

3) \_\_\_\_\_ you know where Ann is?

4) \_\_\_\_\_ the toaster working? – No, it broke down yesterday.

5) How long \_\_\_\_\_ Tom \_\_\_\_\_ looking for a job?

6) \_\_\_\_\_ you speak German? – No, but I \_\_\_\_\_ learning.

7) \_\_\_\_\_ Nick doing anything special tonight?

8) What \_\_\_\_\_ your father do for a living?

9) \_\_\_\_\_ anybody at home when you arrived?

10) \_\_\_\_\_ it your first flight? \_\_\_\_\_ you ever flown before?

11) \_\_\_\_\_ Helen going to college next year?

### 1.1.4. Underline the verb in the appropriate tense form.

1) I (will leave / am leaving) for Spain in a few days. This time on Wednesday I (will fly / will be flying) to Madrid.

2) Do you know that Sue and Jim (will get / are getting) married?

3) Next year my parents (will be / will have been) married for 20 years.

4) There's no sugar left. – Don't worry, I (will / am going to) buy it on my way home.

5) Oh, dear! It's 8.30! I (will / am going to) be late for school. The classes (will start / will have started) by the time I arrive.

6) (Will you help / Will you be helping) me about the house? – I'm sorry, I can't. I (will see / am seeing) my friend today.

7) I'm very tired. By the time you are back I (will go / will have gone) to bed.

8) Tom (will watch / will be watching) a football match at 8 p.m. So, don't phone him. He (won't answer / isn't answering).

### 1.1.5. Complete the sentences with the appropriate form of participle.

1) The new musical is so exciting (*excite*)!

2) Some people think that operas are \_\_\_\_\_ (*bore*).

3) Tom says I'm not \_\_\_\_\_ (*educate*) enough to enjoy such music.

4) There are a lot of \_\_\_\_\_ (*break*) trees after the storm.

5) The horror film we saw was really \_\_\_\_\_ (*frighten*).

6) The \_\_\_\_\_ (*steal*) car was found at last.

7) Her \_\_\_\_\_ (*tremble*) hands showed how \_\_\_\_\_ (*excite*) she was.

8) I think I know the \_\_\_\_\_ (*sing*) girl.

9) Try not to wake the \_\_\_\_\_ (*sleep*) child.

10) I was so \_\_\_\_\_ (*surprise*) that couldn't pronounce a word.

### 1.1.6. Underline the correct variant.

1) I can smell something (burn / burning).

2) Two people saw the accident (happen / to happen).

3) I expect Ann (invite / to invite) me to her birthday party.

4) Can't you hear the child (cry / crying)? I'd like you (do / to do) something about it.

5) Jim was noticed (cheat / to cheat) in the exam.

6) The coach wanted the team (train / to train) more for the final match.

7) Tom has never been seen (play / to play) computer games.

8) Ann is supposed (take / to take) her last exam on Wednesday.

9) We found the lost dog (sit / sitting) in the garden.

10) The missing cat was last seen (run / running) along the street.

### 1.1.7. Use the appropriate form of the words in brackets.

1) We consider them to be (they, be) one of the best musicians of the time.

2) I expect \_\_\_\_\_ (he, help) me with Maths.

- 3) My parents want \_\_\_\_\_ (I, get) on well with my sister.
- 4) John expected \_\_\_\_\_ (she, invite) him to her party.
- 5) Everybody saw \_\_\_\_\_ (he, fall) to the ground.
- 6) We have never heard \_\_\_\_\_ (she, speak) French.
- 7) Jim doesn't like \_\_\_\_\_ (she, interfere) into his plans.
- 8) I watched \_\_\_\_\_ (he, pass) the ball to the half-back.
- 9) Tom's parents don't want \_\_\_\_\_ (he, play) computer games so much.
- 10) I heard \_\_\_\_\_ (she, talk) to her neighbour.
- 11) Pam didn't expect \_\_\_\_\_ (he, lie) to her.

**1.1.8. Use the verb in the appropriate tense form in the sentences with time-clauses referring to the future.**

- 1) I will look (*look*) after the children, while you are (*be*) out.
- 2) I \_\_\_\_\_ (send) you a message as soon as I \_\_\_\_\_ (arrive) at the airport.
- 3) When I \_\_\_\_\_ (*get*) home, I \_\_\_\_\_ (*go*) straight to bed.
- 4) The phone \_\_\_\_\_ (*not work*) until you \_\_\_\_\_ (*charge*) it.
- 5) Tom \_\_\_\_\_ (*let*) you know as soon as he \_\_\_\_\_ (*buy*) tickets for the concert.
- 6) You \_\_\_\_\_ (*not have*) any pocket money until you \_\_\_\_\_ (*find*) a job.
- 7) I \_\_\_\_\_ (*lock*) all the doors before I \_\_\_\_\_ (*leave*).
- 8) Jenny \_\_\_\_\_ (*buy*) something for dinner when she \_\_\_\_\_ (*drive*) back from work.
- 9) I \_\_\_\_\_ (*not go*) out until the rain \_\_\_\_\_ (*stop*).
- 10) The moment she \_\_\_\_\_ (*look*) into his eyes she \_\_\_\_\_ (*know*) the truth.
- 11) I \_\_\_\_\_ (*not buy*) this gadget until I \_\_\_\_\_ (*find*) out how handy it is.

### 1.1.9. Complete the table by forming adjectives.

Noun	Adjective	Verb	Adjective
music	<i>musical</i>	act	
fame		care	1) 2)
talent		enjoy	
economy	1) 2)	respect	1) 2)
fear	1) 2)	prefer	

### 1.1.10. Add the appropriate adjectives to the countries.

Country	Adjective	Country	Adjective
Russia	<i>Russian</i>	Greece	
Canada		India	
China		Mexico	
Egypt		The Netherlands	
France		The UK	
Germany		The USA	

## Section 1.2

### 1.2.1. Make sentences from the words. Put the verbs into the correct past forms.

1) The phone, ring, when, I, wait, for the bus.

*The phone rang when I was waiting for the bus.*

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2) When, you, take, your English exam?

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3) Jim, speak, on the phone, when, I, see, him.

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4) Ann, solve, 3 problems, by the end of the lesson.

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5) It, be, the first time, Ron, be late, for work. He, never, be late, before.

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6) When, we, be, on holiday, the weather, be awful. It, rain, for a week.

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7) Sue, hurt, her arm, when, she, play, tennis.

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8) How long, you, stay, at the seaside?

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9) When, I, do, the washing up, a cup, slip, out of my hand.

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10) The performance, start, when, we, find, our seats, at last.

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**1.2.2. Make sentences from the words. Put the verbs into the correct present and future forms.**

1) You, send, an e-mail, to Ann? – I, send, it, already.

*Will you send an e-mail to Ann? – I've sent it already.*

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2) You, still, take, your, driving lessons? – Yes, but I, take, my test, next week.

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3) You, speak, German? – Yes, I ... – How long, you, learn, it? – I, learn, it, for 2 years.

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4) What, you, do, when, you, leave, school? – I, not know. I, not make up my mind, yet. I, think, about, it, now.

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5) I, be sure, you, find, a job, by the next week.

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6) You, help, me, to fix, my bicycle? – Sure. But, not today. I, see, the dentist.

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**1.2.3. Fill in the chart. Add other topical words.**

<b>Music styles</b>	<b>Musicians</b>	<b>Musical production</b>
<i>classical</i>	<i>composer</i>	<i>album</i>
<b>Literary genres</b>	<b>Authors</b>	<b>Book industry</b>
<i>drama</i>	<i>columnist</i>	<i>copy</i>

*Words:* album, classical, columnist, composer, concert, conductor, copy, country, disk, drama, drummer, edit, fantasy, fiction, folk, guitarist, hip-hop, illustrate, jazz, journalist, musical, mystery, non-fiction, novelist, opera, orchestra, pianist, playwright, poet, poetry, pop, print, publish, R&B, rock-n-roll, techno, translator, saxophonist, science, screenwriter, fiction, singer, song, symphony, violinist, writer.

**1.2.4. Fill in the chart to make word families.**

Verb	Noun	Adjective
<i>socialise</i>	<i>society</i>	social
preside		
–	politics	1) 2)
economise	education	electoral
	1) employment	1) employed
	2)	2)
	3)	
	4)	
protect	organisation	
govern		

**1.2.5. Fill in the chart with the topical words relating to society. Some words fit into more than one column.**

Nouns	Verbs	Adjectives
<i>education</i>	<i>depend</i>	<i>available</i>

*Words:* available, average, compulsory, constitutional, cultural, democratic, depend, educate, elect, election, employ, free, govern, government, illegal, kingdom, law, lawful, local, majority, mayor, monarch, organise, participate, politician, president, protect, public, reign, right, social, solve, spend, state, support, vote, unemployment.

## Section 1.3

**1.3.1. Write down sentences of your own using the given verbs in the appropriate tense forms.**

1) listen to loud music

*John always listens to loud music* \_\_\_\_\_ . (always)

*I was listening to loud music* \_\_\_\_\_ and didn't hear the phone ring.

I had a headache. *I had been listening to loud music.* \_\_\_\_\_

2) take a driving test

\_\_\_\_\_ last week.

\_\_\_\_\_ next Tuesday.

Don't phone \_\_\_\_\_.

\_\_\_\_\_ yet?

\_\_\_\_\_ from 1 to 3 p.m. yesterday.

\_\_\_\_\_ by next week.

\_\_\_\_\_ by the time I phoned.

3) play the guitar

\_\_\_\_\_ every day.

\_\_\_\_\_ ? (ever)

\_\_\_\_\_ since his childhood.

I can hardly hear you. \_\_\_\_\_.

\_\_\_\_\_ looked exhausted. \_\_\_\_\_.

\_\_\_\_\_ some time in the future?

\_\_\_\_\_ this time yesterday.

**1.3.2. Complete the sentences giving your own ideas. Use the Complex Object.**

1) Parents always expect \_\_\_\_\_

\_\_\_\_\_

2) I considered music \_\_\_\_\_

\_\_\_\_\_

3) I sometimes watch \_\_\_\_\_

\_\_\_\_\_

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