

# Единый Государственный Экзамен



## Стратегия подготовки к ЕГЭ по английскому языку



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# Структура ЕГЭ по английскому языку

| Разделы работы       | Кол-во заданий | Время на выполнение задания    | Соотношение оценок выполнения частей работы в общей оценке | Тип заданий                   |
|----------------------|----------------|--------------------------------|--|-------------------------------|
| Аудирование          | 9              | 30 минут                       | 20%  | Задания с кратким ответом     |
| Чтение               | 9              | 30 минут                       | 20%  |                               |
| Грамматика и лексика | 20             | 40 минут                       | 20%  |                               |
| Письмо               | 2              | 80 минут                       | 20%  | Задания с развернутым ответом |
| Говорение            | 4              | 15 минут                       | 20%  |                               |
| ИТОГО                | 44             | 195 минут =<br>3 часа 15 минут | 100%   |                               |

# Уровни сложности в КИМах

УРОВЕНЬ СЛОЖНОСТИ ЗАДАНИЙ ОПРЕДЕЛЯЕТСЯ УРОВНЯМИ СЛОЖНОСТИ ЯЗЫКОВОГО МАТЕРИАЛА И ПРОВЕРЯЕМЫХ УМЕНИЙ, А ТАКЖЕ ТИПОМ ЗАДАНИЯ.

БАЗОВЫЙ, ПОВЫШЕННЫЙ И ВЫСОКИЙ УРОВНИ СЛОЖНОСТИ ЗАДАНИЙ ЕГЭ СООТНОСЯТСЯ С УРОВНЯМИ ВЛАДЕНИЯ ИНОСТРАННЫМИ ЯЗЫКАМИ, ОПРЕДЕЛЕННЫМИ В ДОКУМЕНТАХ СОВЕТА ЕВРОПЫ, СЛЕДУЮЩИМ ОБРАЗОМ:

- БАЗОВЫЙ УРОВЕНЬ - A2
- ПОВЫШЕННЫЙ УРОВЕНЬ - B1
- ВЫСОКИЙ УРОВЕНЬ - B2

*Распределение заданий по уровням сложности*

| Уровень сложности заданий | Количество заданий | Максимальный первичный балл | Процент максимального первичного балла за выполнение заданий данного уровня сложности от максимального балла, равного 100 |
|---------------------------|--------------------|-----------------------------|---|
| Базовый                   | 19                 | 45                          | 45  |
| Повышенный                | 9                  | 20                          | 20  |
| Высокий                   | 16                 | 35                          | 35  |
| Итого                     | 44                 | 100                         | 100   |

Задания в экзаменационной работе располагаются по возрастающей степени трудности внутри каждого раздела работы.

## демоверсия

- Дает возможность познакомиться с форматом экзамена этого года





ФЕДЕРАЛЬНЫЙ ИНСТИТУТ ПЕДАГОГИЧЕСКИХ ИЗМЕРЕНИЙ

## АНГЛИЙСКИЙ ЯЗЫК

**М.В. Вербицкая, К.С. Махмурян, В.Н. Симкин**

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ  
для учителей, подготовленные  
на основе анализа типичных ошибок  
участников ЕГЭ 2016 года

по **АНГЛИЙСКОМУ ЯЗЫКУ**



МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ  
ПО ОЦЕНИВАНИЮ ВЫПОЛНЕНИЯ ЗАДАНИЙ  
УСТНОЙ ЧАСТИ ЕГЭ

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# Пособия для подготовки к ЕГЭ



**ЕГЭ проверяет не то, что знают ваши ученики о языке, а то, как они умеют им пользоваться...**

**Отрабатывайте в учениках экзаменационные стратегии и техники, доводя их до автоматизма!**



*The New York Times*



[www.fipi.ru](http://www.fipi.ru)  
[www.ege.edu.ru](http://www.ege.edu.ru)  
[www.macmillan.ru](http://www.macmillan.ru)  
[www.pearsonelt.com](http://www.pearsonelt.com)



Карта индивидуальных достижений \_\_\_\_\_

|       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |  |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|--|
| 1     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 2     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 3     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 4     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 5     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 6     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 7     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 8     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 9     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 10    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 11    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 12    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 13    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 14    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 15    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 16    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 17    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 18    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 19    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 20    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 21    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 22    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 23    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 24    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 25    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 26    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 27    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 28    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 29    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 30    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 31    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 32    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 33    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 34    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 35    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 36    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 37    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 38    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 39    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| 40    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| УЧ    | 1 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
|       | 2 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
|       | 3 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
|       | 4 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |
| ИТОГО |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |  |

# Обучение аудированию (9 заданий – 30 минут). макс.- 20 баллов





# Алгоритм подготовки к аудированию

## 1. Отрабатываем задание №1:

- - читаем задание, осознаем суть;
- - слушаем запись 2 раза;
- - отмечаем ответы, проверяем;
- - слушаем еще раз с текстом;
- - слушаем без текста, отмечаем ответы;
- - доводим понимание до совершенства.

**2. После отработки задания №1 во всех вариантах переходим к отработке задания №2, затем - №3.**

### 3. Только после отработки каждого задания переходим к аудированию всех трех заданий одновременно

## ВАЖНО!!!

## Одновременно с аудированием ЗАПОЛНЯЕМ БЛАНКИ!!!

| A B C D E F G H I J K L M N O P Q R S T U V W X Y Z , - A A A O O E E E I I U U B                          |              |   |                   |   |   |   |   |  |  |  |  |  |  |  |  |   |  |  |  |  |            |  |  |  |  |  |    |    |
|--|--------------|---|-------------------|---|---|---|---|--|--|--|--|--|--|--|--|---|--|--|--|--|------------|--|--|--|--|--|----|----|
| Код региона  | Код предмета |   | Название предмета |   |   |   |   |  |  |  |  |  |  |  |  | <small>С порядком проведения единого государственного экзамена ознакомлен(-а). Сопоставил цифровых значений аттрикода на бланке регистрации и уникального номера КИМ с соответствующими значениями на конверте ДК подтверждения. Подпись участника ЕГЭ строго внутри окошка</small> |  |  |  |  | Резерв - 5 |  |  |  |  |  |    |    |
| <b>ВНИМАНИЕ!</b> Все бланки и листы с контрольными измерительными материалами рассматриваются в комплекте. |              |   |                   |   |   |   |   |  |  |  |  |  |  |  |  |   |  |  |  |  |            |  |  |  |  |  |    |    |
| Результаты выполнения заданий с КРАТКИМ ОТВЕТОМ  |              |   |                   |   |   |   |   |  |  |  |  |  |  |  |  |   |  |  |  |  |            |  |  |  |  |  |    |    |
| 1  | 2            | 7 | 4                 | 5 | 1 | 6 |   |  |  |  |  |  |  |  |  |   |  |  |  |  |            |  |  |  |  |  | 21 |    |
| 2  | 1            | 2 | 1                 | 3 | 1 | 2 | 3 |  |  |  |  |  |  |  |  |   |  |  |  |  |            |  |  |  |  |  |    | 22 |
| 3  | 3            |   |                   |   |   |   |   |  |  |  |  |  |  |  |  |   |  |  |  |  |            |  |  |  |  |  |    | 23 |
| 4  | 2            |   |                   |   |   |   |   |  |  |  |  |  |  |  |  |   |  |  |  |  |            |  |  |  |  |  |    | 24 |
| 5  | 3            |   |                   |   |   |   |   |  |  |  |  |  |  |  |  |   |  |  |  |  |            |  |  |  |  |  |    | 25 |
| 6  | 1            |   |                   |   |   |   |   |  |  |  |  |  |  |  |  |   |  |  |  |  |            |  |  |  |  |  |    | 26 |
| 7  | 2            |   |                   |   |   |   |   |  |  |  |  |  |  |  |  |   |  |  |  |  |            |  |  |  |  |  |    | 27 |
| 8  | 1            |   |                   |   |   |   |   |  |  |  |  |  |  |  |  |   |  |  |  |  |            |  |  |  |  |  |    | 28 |
| 9  | 1            |   |                   |   |   |   |   |  |  |  |  |  |  |  |  |   |  |  |  |  |            |  |  |  |  |  |    | 29 |
| 10   |              |   |                   |   |   |   |   |  |  |  |  |  |  |  |  |   |  |  |  |  |            |  |  |  |  |  |    | 30 |

# Обучение чтению (9 заданий – 30 минут) макс. – 20 баллов



## Элементы содержания, проверяемые на экзамене в разделе «Чтение»:

| <b>Вид чтения<br/>(задания 10-12)</b>   | <b>Содержание<br/>задания</b>                           | <b>Умения</b>   |
|---|---|---|
| <b>Ознакомительное чтение с пониманием <b>основного</b> содержания прочитанного текста. <i>Reading for gist, skim reading или skimming.</i></b>                   | Соотнесение текстов и заголовков                        | Умение отбросить лишний, неподходящий заголовок, умение выделить и понять ключевые слова.   |
| <b>Просмотровое/поисковое чтение с извлечением <b>необходимой/интересующей/запрашиваемой</b> информации. <i>Reading for specific information или scanning</i></b> | Проверка утверждений                                    | Умение найти ответ, содержащийся в разных частях текста, поиск конкретных ключевых слов (дата, время, номер, имена, названия)                   |
| <b>Изучающее чтение с <b>полным</b> пониманием прочитанного текста. <i>Reading for detailed comprehension или reading for detail</i></b>                          | Полное понимание всех основных и второстепенных фактов. | Умение оценить, прокомментировать, пояснить информацию, сделать на основе прочитанного вывод. Умение догадываться о значении слов по контексту. |

| <b>Отрабатываемые техники</b>  | <b>Приемы в организации урока</b>  |
|--|--|
| Проверять понимание учащимися текстов во всех ВРД <b>как в устной, так и в письменной речи.</b>                              | Задать вопросы, затем прочитать текст, снова задать вопросы, попросить ответить письменно.   |
| <b>Научить укладываться во временные рамки</b> – тестовые материалы должны подходить к требованиям экзамена.                 | Каждый раз сокращать время выполнения задания, пока не смогут справиться в установленные сроки.  |
| <b>Сложность заданий должна качественно и количественно возрастать от этапа к этапу.</b>                                     | Начать с наиболее простых текстов, отработать методику, затем использовать больше новой лексики.   |
| <b>Методика тестирования</b> должна отвечать современным требованиям и быть <b>разнообразной.</b>                            | Подбирать те тексты, которые интересны учащимся своей проблематикой, использовать Интернет   |
| <b>Оценка</b> должна быть максимально <b>объективна</b> , может быть выставлена самими учениками, но обязательно обоснована. | Дать одной группе домашнее задание озаглавить каждый абзац прочитанного на уроке текста, а другая будет пытаться угадать, какая часть текста подходит под заголовки. |

# Как научиться быстрому чтению?

(Таблицы Шульте)

|    |    |    |    |    |
|----|----|----|----|----|
| 3  | 17 | 21 | 8  | 4  |
| 10 | 6  | 15 | 25 | 13 |
| 24 | 20 | 1  | 9  | 22 |
| 19 | 12 | 7  | 14 | 16 |
| 2  | 18 | 23 | 11 | 5  |

|   |   |   |   |   |
|---|---|---|---|---|
| В | И | С | М | А |
| Ж | У | Ч | Х | Е |
| Л | Ш | П | Щ | О |
| Д | Ц | Ф | Т | К |
| Б | Н | Р | З | Г |

|   |   |   |   |   |
|---|---|---|---|---|
| Ш | Х | К | Е | Ч |
| В | З | А | М | О |
| Н | Ф | С | П | Т |
| Л | Р | У | Ж | Г |
| Ц | Д | Б | И | Щ |

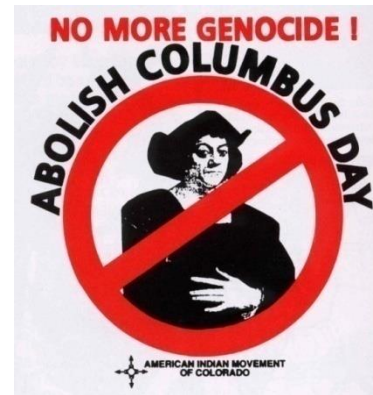
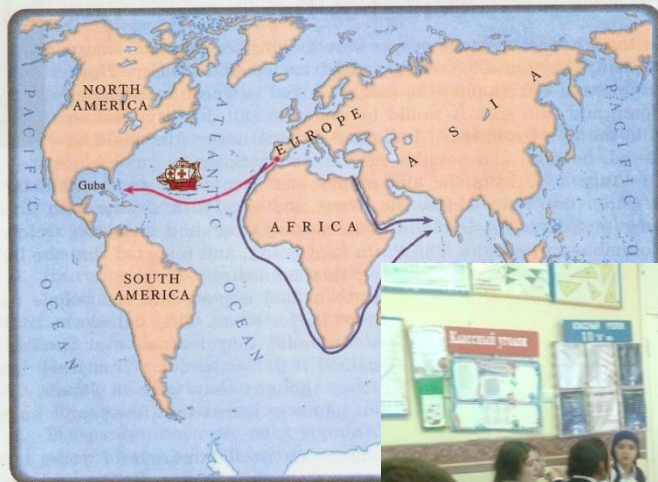
|   |   |   |   |   |
|---|---|---|---|---|
| Д | Ц | К | С | Г |
| М | Б | Щ | Х | У |
| Ф | О | Ж | Ч | Н |
| Р | Т | Е | Л | З |
| Ш | И | В | П | А |

|   |   |   |   |   |
|---|---|---|---|---|
| А | Ц | Л | Н | Г |
| П | Ф | Ч | З | Т |
| С | Ж | Д | Ш | К |
| Е | И | У | Х | Р |
| В | Щ | М | О | Б |

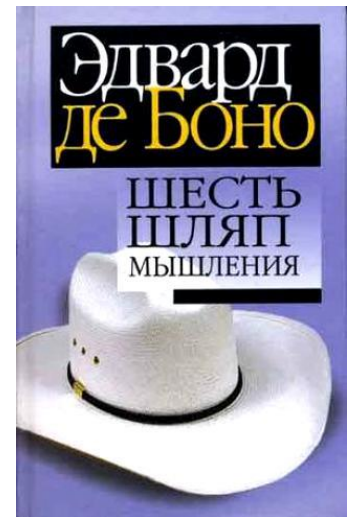
# Read, Write and Talk



3) Find Columbus's route on the map.



Why do we  
celebrate  
Columbus  
Day?



# Методика «Шести шляп»

Развитие ассоциативного мышления  
при анализе текста

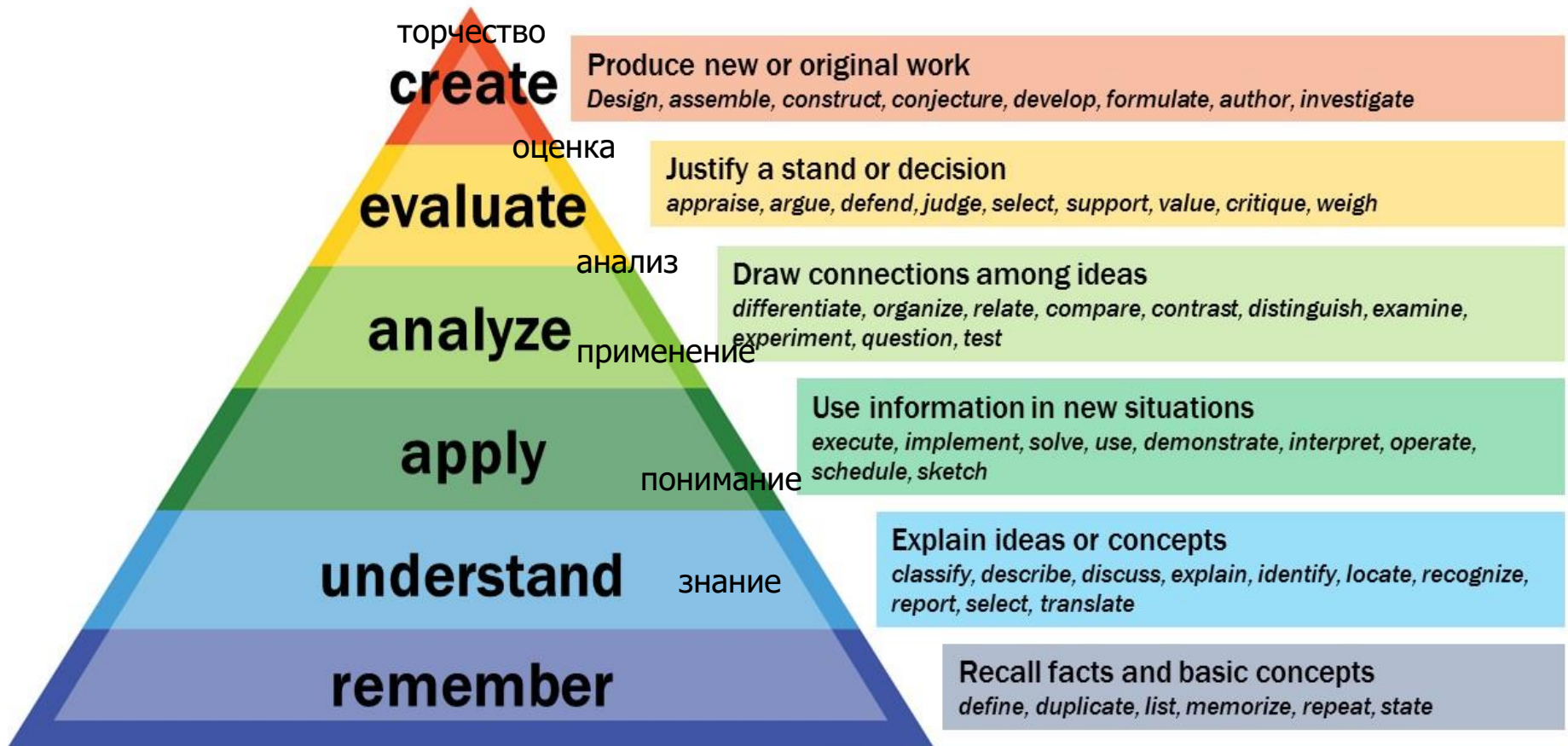


FreeWoman.Club



# Систематика Блума

## Bloom's Taxonomy



# REMEMBER

Retrieve relevant knowledge from long-term memory.



- Can you recall...?
- Where is...? Who is...?
- Can you list four...?
- How would you describe...?
- How could you explain...?
- Which of these is true...? false...?

|         |             |          |
|---------|-------------|----------|
| Showing | Restating   | Choosing |
| Naming  | Finding     | Matching |
| Listing | Recognizing | Relating |

# ANALYZE

Separate a whole into parts and determine their relationships.



- Why do you think...?
- What is the relationship...?
- Can you compare...? contrast...?
- What idea is relevant to...?
- How would you categorize...?
- What can you infer...?

|               |               |                 |
|---------------|---------------|-----------------|
| Classifying   | Experimenting | Simplifying     |
| Investigating | Dividing      | Differentiating |
| Dissecting    | Discovering   | Researching     |

# UNDERSTAND

Construct meaning from instructional messages.



- What is the main idea of...?
- Can you find an example of...?
- How would you summarize...?
- What might happen next...?
- How do you explain...?
- What ideas or facts show...?

|              |              |           |
|--------------|--------------|-----------|
| Organizing   | Paraphrasing | Reviewing |
| Discussing   | Extending    | Inferring |
| Interpreting | Outlining    | Showing   |

# EVALUATE

Make judgments based on criteria and standards.



- Which is more important?
- Is there a better solution to...?
- Can you defend...?
- What are the pros of...? cons...?
- Why is... of value?
- How would you feel if...?

|            |              |            |
|------------|--------------|------------|
| Validating | Justifying   | Critiquing |
| Debating   | Monitoring   | Selecting  |
| Assessing  | Prioritizing | Rating     |

# APPLY

Carry out or use a procedure in a given situation.



- What would happen if...?
- How could you clarify...?
- Who do you think...?
- Which approach would you...?
- How would you use...?
- What is a situation like...?

|            |              |              |
|------------|--------------|--------------|
| Practicing | Implementing | Interviewing |
| Choosing   | Operating    | Solving      |
| Planning   | Developing   | Generalizing |

# CREATE

Combine elements or ideas to form a new whole.



- What is an alternative...?
- Could you invent...?
- Can you compose a...?
- What is your theory about...?
- How can you imagine...?
- What could you design to...?

|             |              |           |
|-------------|--------------|-----------|
| Building    | Constructing | Changing  |
| Combining   | Devising     | Adapting  |
| Formulating | Improving    | Producing |

**Обучение грамматике и лексике  
(20 заданий – 40 минут). макс.- 20 баллов**

- Задания 19-25: на употребление правильных глагольных форм.
- Задания 26-31: на словообразование
- Задания 32-38: на лексическую сочетаемость

## Задания на трансформацию

In the past people believed that the earth was flat.

Опустите слово *people*.

In the past it was believed that the earth was flat.

Сделайте слово *the earth* подлежащим.

In the past the earth was believed to be flat.

Используйте слово *USED* как ключевое слово.

People used to believe that the earth was flat.

They postponed the ceremony because of the earthquake.

- a) Замените слово *postponed* синонимом.
- b) Не говорите, кто отложил церемонию.
- c) Начните предложение со слов *The earthquake*.
- d) Используйте слово *DUE* как ключевое слово.

## Section 1

### Confusing Words

---

Choose the right word.

#### Test 1

---

*affect / effect*

1. His decision **affected** / **effected** the life of his family as well. 2. His **affect** / **effect** on the life of his family was profound. 3. She **affected** / **effected** my behaviour strongly. 4. The conversation with him ended with no **affect** / **effect**. 5. The harmful **affect** / **effect** of carbon dioxide to the environment was being discussed at the conference. 6. To put new regulations into **affect** / **effect** is an urgent problem of the government. 7. The invention of the atomic bomb **affected** / **effected** the world. 8. My mother does not allow me to play with Nic

## Section 3

### Idioms

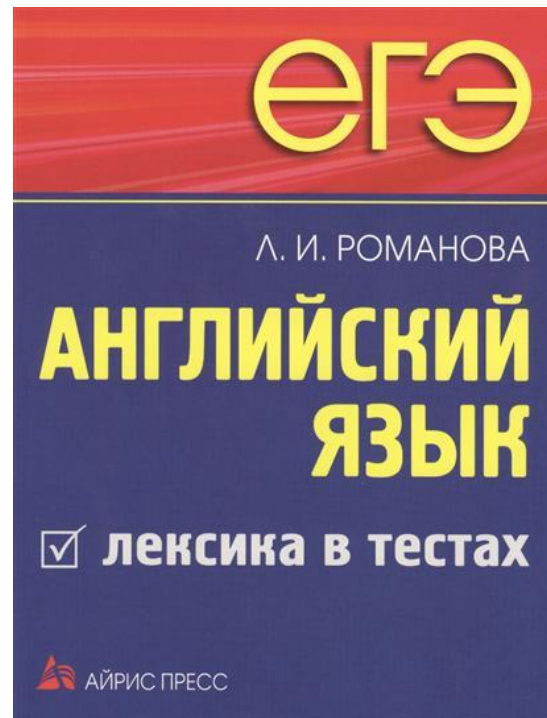
---

Choose the right variant.

#### Test 27

---

1. When they arrived, the party was in full \_\_\_\_.
- |         |         |
|---------|---------|
| A order | C meal  |
| B load  | D swing |



## Section 2

### Problem Verbs

---

Choose the right verb.

#### Test 21

---

*do / make*

1. They **did** / **made** their best to **do** / **make** a right choice among appealing offers **done** / **made**. 2. They **did** / **made** a trip to the mountains. 3. You must **do** / **make** a decision. Walks before going to sleep will **do** / **make** you a lot of good. If you continue working on the computer till late hour, it will **do** / **make** you much harm. 4. How is he? — He is **doing** / **making** well. He has been **done** / **made** an offer recently and is **doing** / **making** plans to

# Обучение письму (2 задания – 80 минут). макс.- 20 баллов

1. Строить развернутое высказывание в контексте коммуникативной задачи и в заданном объеме;
2. Описывать события / факты / явления
3. Сообщать / запрашивать информацию;
4. Выражать собственное мнение / суждение;
5. Аргументировать свою точку зрения;
6. Делать выводы;
7. Строить письменное высказывание логично и связно;
8. Использовать различные стратегии: описания, рассуждения, сообщения, повествования;
9. Соблюдать правила организации письменного текста;
10. Употреблять языковые средства оформления письменного высказывания точно и правильно.

## Как написать письмо, если словарный запас невелик?

Использовать готовый шаблон! Его нужно заучить наизусть. Шаблон обычно содержит в себе уже 60-70 слов, то есть, останется только дописать его, исходя из задания и используя всего 40-60 слов. Пример шаблона:

14 Gagarin Street  
Izberbash 368500  
Russia  
19 November 2016

**Dear** (ИМЯ),

**Thanks for your letter, it was nice to hear from you again. I'm sorry I couldn't reply straightaway. I was busy with my schoolwork.**

**You asked me about** (пишем о теме, которой интересуется написавший нам письмо). **Well**, (отвечаем на его вопросы).

**By the way**, (задаем три своих вопроса в отдельных предложениях)

**Oh, I have to go now. Mum wants me to do some shopping for her.**

**Looking forward to hearing from you soon.**

**Best wishes,**

**Andrey**

Получившийся шаблон содержит 67 слов, и нам остается дописать всего 40-60.

**Read the exam task below. From the list A–G, choose three sentences that best convey the context and ideas included in the exam task and put them in the correct order.**

You are on a school trip in the mountains. Write a postcard to your Welsh friend Jane. Tell her where you are right now, say if you like the trip and write about your plans for the following day.

- A It's my first day at the seaside.
- B I'll email you when I get back next weekend.
- C I don't like this trip because it's raining all the time.
- D Tomorrow me and my family are going to the top of Mont Blanc.
- E I'm sitting in the tent with two other guys.
- F Our plans for the next few days are still not decided.
- G If it is fine tomorrow, we may finally climb some mountains.

1  2  3

Hi,  
Thanks for the message about the holiday trip you're planning. Can you tell me exactly where and when you want to go? Who else is going on the trip? When do I have to decide if I want to go along too?  
Jim

**5** Read a sample answer to the exam task from Exercise 4. Complete the gaps 1–5 using the phrases A–F. There is one extra phrase that you do not need to use.

- A with my girlfriend Amy
- B coming back on the last of August
- C come before the end of March
- D leave on the first of July
- E travelling to Mozambique in Africa
- F my brother might also be coming

Hi Jim,

Thanks for your email. We are planning on <sup>1</sup>\_\_\_\_\_. We would like to <sup>2</sup>\_\_\_\_\_. I will be going <sup>3</sup>\_\_\_\_\_, and <sup>4</sup>\_\_\_\_\_, but he is not sure yet. You need to tell me if you want to <sup>5</sup>\_\_\_\_\_, as we will have to book the plane tickets.

Cheers,

Peter



## Language Support for writing an essay

### 1 абзац. Вводные фразы. Make the introduction (state the problem).

- It is popularly believed that....
- People often claim that... Some people argue that... A lot of people think that...
- It is often suggested /believed that...
- Many people are in favour of idea that... Many people are convinced that...
- Some people are against...
- People have been ...ing... I believe/ think/ feel (that)...
- In recent years... Today we still want/have/do...
- ...is/are getting more and more...increasing/decreasing
- In this essay I will try to look upon this issue.
- In this essay I will try to express my opinion on this issue.
- In this essay I would like to express my point of view on this issue.
- In this essay I will try to answer this question.
- I would like to explain my point of view on this situation.
- I would like to express my opinion on this problem.

### 2 абзац. Express your personal opinion and give 2-3 reasons for your opinion:

- As already stated I'm in favor of... for a number of reasons...
- There are many things to be said in favour of...
- To start with, / To begin with,
- Secondly, Thirdly, Finally,
- In my opinion/ from my point view...
- To my mind, ...
- First of all...
- For example...
- For instance...
- Secondly...
- As a result...
- such as, like, in particular...

### Фразы, добавляющие новые аргументы:

- Furthermore, /Moreover, /What is more,
- As well as... /In addition to this/that...
- Besides, /.....also....
- Not only....., but..... as well.
- Apart from this/that ....
- not to mention the fact that

### 3 абзац. Express the opposing opinion and give 1-2 reasons

- It has become fashionable for some people to argue that...
- On the other hand...
- They say that...
- so/ because...
- Besides...

### 4 абзац. Explain why you disagree with the opposing opinion.

- I (strongly) disagree that/with this view because...
- I am totally against...
- In my opinion this subject is very controversial

### 5 абзац. Заключительные фразы:

- To conclude, To sum up,
- All things considered
- Taking everything into account

• **Разбор задания 39**

«Личное письмо»



You have received a letter from your English-speaking pen-friend Tom who writes:

... My parents want me to start music lessons and I am not happy with their choice, because I'd rather play sports. What would you suggest? What can be my strongest argument? What sport shall I choose?

As for my other news I've just watched a very interesting film about Russian history...

Write a letter to Tom.

In your letter

– answer his questions

– ask **3 questions** about his interest in Russian history

Write **100 – 140 words**.

Remember the rules of letter writing.

Dear Tom,

I am glad to get your letter. Sorry, I have not written for so long school studying for my exams. How are you doing?

I am fond of sports. I think you can talk with your parents about it. health and you can go in for sports. I advise you chose the volleyball.

I am looking forward to your questions. How long did you go th about Russian history? Your friends also watched this film?

Keep in touch.

Love,

Rushana

**Разбор задания 40**

«Ваше мнение»

Comment on the following statement.

*Fast food is very popular and saves time for busy working people. However, many experts say that it is not healthy.*

**What is your opinion?**

**Write 200 – 250 words.**

Use the following plan:

– make an introduction (state the problem)

– express your personal opinion and give 2-3 reasons for your opinion

– express an opposing opinion and give 1-2 reasons for this opposing opinion

– explain why you don't agree with the opposing opinion

– make a conclusion restating your position

In today's life people think that fast food better then home food. Now it is become a very big problem for society, because any of people, who eat such foods don't care about their health. They go in such caffe as Mcdonalds and other.

As for me, I don't think that fast food is good. All over the world people eat it. When people eat this food they do not think about their health. People sure that it is wonderful cooking, but now many of them become fat, because they like it very-very much. In some countries some caffe, where are advice fast food closed. I agree with that, because we can stop it.

On the other hand busy people sure that it is one of the most better way of the eating because many free time lost. I disagree with this people. I state that good food can choose in many restaurants or caffe. Yes, people spend their time for it, but it is better, then problem with your health.

To sum up, fast food may be good for busy people, but health expensive.

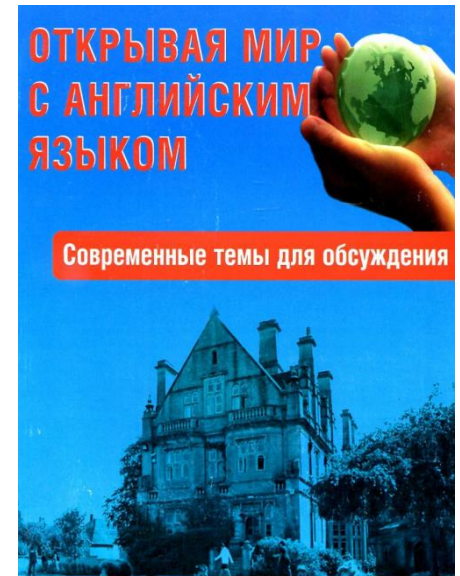
# Обучение говорению (4 задания – 15 минут). макс.- 20 баллов

## □ 3 задания базового уровня:

- 1 - чтение вслух (1 балл)
- 2 - задать вопросы (5 баллов)
- 3 – описание картинки (7 баллов)

## □ 1 задание высокого уровня:

- 4 – сравнение 2 картинок (7 баллов)



## Задание 1

**Task 1. You need to read the text aloud. You have 1.5 minutes to read the text silently, and then be ready to read it aloud. Remember that you will not have more than 2 minutes for reading aloud.**

The Calbuco volcano in southern Chile erupted on 22nd April. The next day there was another large eruption. The eruptions were a surprise. Normally, there are an increasing number of earth tremors before powerful volcanic eruptions. Yet none were detected. Calbuco last erupted in 1971.

The first eruption lasted for 90 minutes. It produced a large cloud of ash 20 kilometres high. Around 6,500 people who live near Calbuco were told to leave their homes. Officials set up a 20-kilometre no entry zone around the volcano. Volcanic ash in the air can damage aircraft engines. For several days after the eruption the ash caused flight cancellations and delays in Argentina and Brazil.

Officials do not know when everybody will be able to return to their homes. The last time Calbuco became active, the eruption lasted for six weeks. The officials are worried about volcanic mudflows. These can be a danger when heavy rain falls on steep slopes covered in ash.

## Задание С4

Task 2. Study the advertisement.



You are considering visiting the city and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out the following:

- 1) dates for departures
- 2) hotel facilities
- 3) if breakfast is included
- 4) number of city tours
- 5) discounts

You have 20 seconds to ask each question.

| №  | О чем надо спросить                    | Как задать вопрос   |
|----|--|---|
| 1  | age restriction                        | Is there a minimum\ any age restriction for this film?                            |
| 2  | availability of (smth)                 | Is (something) available?   |
| 3  | courses available                      | What courses are available at your school?  |
| 4  | directions to the hotel\ gym           | How can I get to your hotel?  |
| 5  | discounts for groups\ party reductions | Are there any discounts for groups?   |
| 6  | discounts for students                 | Are there any discounts for students?   |
| 7  | distance from the city centre          | How far is the (hotel) from the city centre?                                      |
| 8  | duration of the course\ tour           | How long is the course\ tour?<br>How long does the course\ tour last?             |
| 9  | entrance fee                           | What is the entrance fee?<br>How much is the ticket?<br>How much does (...) cost? |
| 10 | hotel facilities                       | What facilities are available at the hotel?                                       |

|    |                                       |   |
|----|---------------------------------------|---|
| 11 | if breakfast is included              | Is breakfast included into the price?   |
| 12 | if textbooks are included             | Are textbooks included into the price?  |
| 13 | location of the hotel\ gym\ club      | Where is your hotel\ gym\ club situated\<br>located?                                      |
| 14 | online (advance) reservation\ booking | Can I book\ purchase a ticket online (in<br>advance)?                                     |
| 15 | opening hours (of the club)           | What are the opening hours (of your club)?<br>When is (the club) open?                    |
| 16 | photo permission\ taking pictures     | Is it allowed to take pictures during the tour?   |
| 17 | possible accommodation                | What kind of accommodation do you offer?  |
| 18 | double\ single room price per night   | What is the double\ single room price per night?  |
| 19 | price of a three-week course          | How much is a three-week course?<br>How much do I have to pay for a three-week<br>course? |
| 20 | refund for a ticket                   | Can I get a refund for the ticket if I miss the<br>concert?                               |

**Task 3. Imagine that while travelling during your holidays you took some photos. Choose one photo to present to your friend**



1



2



3

You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes. In your talk remember to speak about:

- when and where you took the photo
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with:  
I've chosen photo number ... .

**Start speaking now**

2 min



## Примерный шаблон для ответа на задание 3

### Начало

I've chosen photo number ... *(обязательно начинаем с этой фразы!)*

### Вступление

As you know I like taking photos. It is my hobby and I can't miss an opportunity to make a photo of an interesting event. Now I want to show you one of my best pics.

### Отвечаем на вопрос **where and when the photo was taken**

I took this photo during my holidays (travelling, two years ago) when I was in .... (любой город или страну)

### Отвечаем на вопросы **what/who is in the photo** и **what is happening** (4-5 предложений)

In the foreground of the picture you can see... *(кого мы видим и что они делают)*

You can't see me because I'm taking the photo.

They are very happy because at last their dream came true *(если мы видим счастливые лица на фото)*

In the background of the picture you can see... *(Можно также использовать конструкцию there is/are...)*

### Отвечаем на вопрос **why you keep the photo in your album**

I keep this photo in my album because looking at this photo makes me go back in that time.

Moreover, I used this photo for my school project *(название проекта в зависимости от темы, например My family, My travelling, My hobby и так далее)*

### Отвечаем на вопрос **why you decided to show the picture to your friend**

I decided to show this photo to you because it carries pleasant memories.

because I bet that you had never seen anything like that before

I'd like to go there with you

That's all I wanted to say. *(Закончите ответ этой фразой)*

4

**Task 4. Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:**

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the ways of reading a book presented in the pictures you'd prefer
- explain why

**You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.**

Photo 1



Photo 2



## **Пример ответа (из Интернета)**

I would like to give a short talk about the photos which are presented here.

The common theme of these pictures is animals' lives in wildlife and in captivity.

Let me start with the first picture, which shows a polar bear in the zoo. A lot of people have gathered around its open-air cage. They are taking pictures. It is probably late autumn as the people are wearing warm coats and caps.

As for the second picture, it also shows a bear. But it is a brown bear in the forest. The bear is carrying a log and looks quite happy. The season is probably summer and the picture is full of bright colours: yellow flowers, green grass.

As I have already mentioned, both pictures show an animal, the bear.

Obviously, there are some differences. The first picture shows the bear in the zoo but in contrast the second one shows the bear in its natural habitat, in the forest. Besides, the bear in the first picture looks tired and unhappy. On the contrary, the second bear seems rather happy and lively. It is busy with carrying a log.

Finally, the season is different. The sad and gloomy colours of the first picture are contrasted to the bright and cheerful colours of the second.

Personally, I would prefer freedom for wild animals.

Well, it's my idea of freedom. I believe that everybody, I mean every living being, should have the right to be free.

In conclusion, I would like to say that both pictures make us think that our world is not perfect and we have a lot of problems to solve.

I have come to the end of my talk, thank you for listening.

## **Примерный шаблон для ответа на задание 4.**

### **Вступление**

I am going to compare and contrast two photos (pictures) which are presented here.

*Краткое описание фото (не более 2-х фраз на каждую картинку, кто изображен, что делают и где находятся. Использовать Present Continuous*

In the first photo (picture) we can see ...

The second one (picture) shows us (depicts) ...

*Говорим о сходстве (сначала лучше сказать о явном сходстве)*

These two photos have a lot in common. They are connected with the topic (sport, party, food, family, travelling, weather).

The main similarity between these two photos is ...

Another similarity is...

*Говорим о различиях (для успешного ответа желательно выявить не менее 2-х отличий)*

However, these photos have some differences.

Firstly, the main difference between two photos is ..

*Далее можно любое стандартное различие найти (количество людей, возраст, погода, настроение, одежда и т.д)*

Secondly, in the photo on the left we can see... in the photo on the right ...

### **Говорим о своих предпочтениях**

As for me, I would prefer .. because ..

*Если трудно аргументировать свой ответ, можно сказать что-то общее, например,*

I always wanted to try it

It suits me better

It helps me to..

I like it (I am keen on/enjoy) and I think it's ...(прилагательное)

### **Заключение**

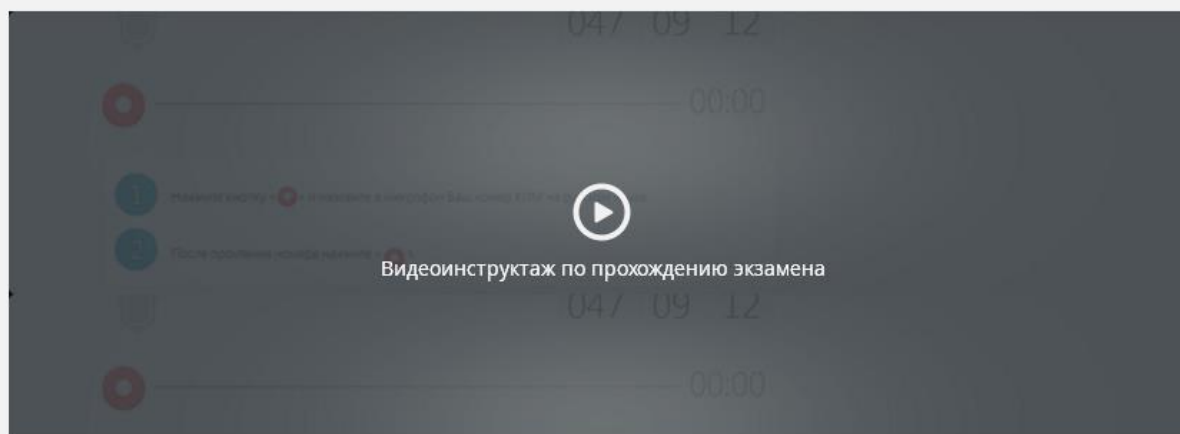
In conclusion, I would like to say ...

|  |   |  |
|--|---|--|
| 1. Решение коммуникативной задачи (Содержание) | <b>Аспект 1.</b> Ответ на вопрос, когда было сделано фото, дан                    |  |
|  | <b>Аспект 2.</b> Ответ на вопрос, кто/что изображено на фото, дан                 |  |
|  | <b>Аспект 3.</b> Ответ на вопрос, что происходит на фото, дан                     |  |
|  | <b>Аспект 4.</b> Ответ на вопрос, почему автор сделал это фото, дан               |  |
|  | <b>Аспект 5.</b> Ответ на вопрос, почему автор решил показать это фото другу, дан |  |
|  | <b>ИТОГОВЫЙ БАЛЛ</b> (максимальный балл – 3)                                      |  |
| 2. Организация                                 | Наличие вступления и заключения, завершенность высказывания                       |  |
|  | Логичность и использование средств логической связи                               |  |
|  | <b>ИТОГОВЫЙ БАЛЛ</b> (максимальный балл – 2)                                      |  |
| 3.   | <b>ЯЗЫКОВОЕ ОФОРМЛЕНИЕ ВЫСКАЗЫВАНИЯ</b> (максимальный балл – 2)                   |  |

|  |  |  |
|--|--|--|
| 1. Решение коммуникативной задачи (Содержание) | <b>Аспект 1.</b> Краткое описание фотографий (что происходит на фото и где) дано |  |
|  | <b>Аспект 2.</b> Ответ на вопрос о сходстве фотографий дан                       |  |
|  | <b>Аспект 3.</b> Ответ на вопрос о различиях дан                                 |  |
|  | <b>Аспект 4.</b> Ответ на вопрос о предпочтениях экзаменуемого дан               |  |
|  | <b>Аспект 5.</b> Обоснование своих предпочтений дано                             |  |
|  | <b>ИТОГОВЫЙ БАЛЛ</b> (максимальный балл – 3)                                     |  |
| 2. Организация                                 | Наличие вступления и заключения, завершенность высказывания                      |  |
|  | Логичность и использование средств логической связи                              |  |
|  | <b>ИТОГОВЫЙ БАЛЛ</b> (максимальный балл – 2)                                     |  |

## Тренировочная версия станции записи устных ответов

Предлагаемая версия позволяет ознакомиться с основными приемами работы с программным обеспечением участника экзамена по иностранному языку (раздел «Говорение»).  
Для корректной работы необходимо использовать браузеры Google Chrome, Mozilla Firefox 36 и выше.



**ИМИТАЦИЯ ЭКЗАМЕНА**

! В режиме имитации поведение системы максимально близко к реальному, с которым Вы столкнетесь на экзамене.

### **Внимание!**

В режиме имитации аудиозапись (номера КИМ и ответов) не выполняется.  
Некоторые элементы интерфейса могут отличаться от окончательной версии программного обеспечения.

По вопросам, связанным с работой интернет-версии станции записи устных ответов, обращайтесь по электронной почте [injaz@obrnadzor.gov.ru](mailto:injaz@obrnadzor.gov.ru)

← → ↻ <https://speaking.svetlanaenglishonline.ru/ege/exam> ☆ 🔔 ☰

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Аудиофайлы к пособию ОГЭ: говорение

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