



корпорация

российский
учебник

rosuchebnik.ru



Обучение английскому языку без натаскивания к экзаменам. Возможно ли это?»

М.В. Вербицкая,
д.ф.н., профессор НИУ ВШЭ,
Заслуженный работник высшей школы РФ,
руководитель ФКР КИМ ЕГЭ по ин. языкам,
руководитель группы разработчиков заданий
НИКО и ВПР по ин. языкам,
автор УМК Forward по английскому языку

Вербицкая Мария Валерьевна

«Обучение английскому языку без натаскивания к экзаменам. Возможно ли это?»

ИЛИ

«Как обучать так, чтобы не надо было натаскивать к экзаменам?»

Реальный успех на экзамене обеспечивается

необходимым уровнем развития коммуникативной компетенции, что подразумевает

- формирование умений в 4-х видах речевой деятельности и владение стратегиями разного рода аудирования и чтения;
- формирование устойчивых навыков использования лексических единиц и грамматических форм и конструкций в коммуникативно-значимом контексте

а также

- знакомством с форматом экзамена
- некоторой тренировкой в формате экзамена (выполнение инструкций, контроль за временем, заполнение бланков ответов, аудиозапись своего ответа и т.д.)

Распространенное заблуждение

**Необходимо как можно больше
тренироваться,
надо выполнить как можно больше
вариантов КИМ**

Оптимизация подготовки к ЕГЭ

- выполнение заданий в формате ЕГЭ без последующего анализа и обсуждения
БЕСПОЛЕЗНО
- НЕОБХОДИМА пошаговая подготовка в ходе освоения школьной программы, формирование под-умений
- НЕОБХОДИМ прогноз трудностей и анализ ошибок учащихся, работа над ошибками

Подготовить учащихся к ОГЭ и ЕГЭ

= сформировать их иноязычную
коммуникативную компетенцию
на заданном уровне

(9 кл – А2,

11 кл по базовой программе – В1,

по профильной программе – В2)

= выполнить требования ФГОС

Оптимизация подготовки к ЕГЭ

= развитие коммуникативной компетенции (владение ин. языком):

- овладение стратегиями разного рода аудирования и чтения
 - совершенствование навыков использования лексических единиц и грамматических форм и конструкций в коммуникативно-значимом контексте
 - знакомство с форматом экзамена
- + некоторая тренировка (выполнение инструкций, контроль за временем, заполнение бланков, аудиозапись и т.д.)

Овладение стратегиями аудирования

Учебник 6 кл., ч.1

Listening and speaking

29 ©T019 Listen to Pat. What does she do to stay fit?

P Listen to Pat again and fill in the table in the Workbook.
In pairs, ask and answer questions about Pat's routines.

Vocabulary

once
twice

once a week	twice a week	three times a week	four times a week	every day
go to the cinema				

Проектирование курса

А/П/Г: (SB-29, T019 = WB-14, T05) аудирование текста о Пат с пониманием основной информации; ответ на вопрос *What does she do to stay fit?*; повторное прослушивание с пониманием запрашиваемой информации; заполнение таблицы; мини-диалоги на основе прослушанного текста с опорой на заполненную таблицу; употребление в речи наречий и наречных выражений для обозначения периодичности действий *once a week, twice a week, three times a week, four times a week, every day*.

Овладение стратегиями чтения

Reading and speaking

- 20 What winter holidays and festivals in Russia and abroad do you know about? Find in this calendar a winter holiday you like and read about it. Then tell your friend about it.

Winter holidays calendar

December 25

United Kingdom, New Zealand, Australia, the USA:

Christmas Day

The Christmas story comes from the Bible. The Nativity scene — the birth of Jesus Christ — is very important in a true celebration of Christmas. At Christmas time you can see it in most Christian countries. Christmas is a time for rejoicing, merry-making, giving presents and feasting.



December 26

United Kingdom, New Zealand & Australia:

Boxing Day

It's a public holiday which gives the opportunity to relax after celebrating Christmas.

Traditionally on this day postmen, errand boys and servants of various kinds were given Christmas boxes with presents and/or money.



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January 1

United Kingdom, Australia, the USA, Russia:

New Year's Day

In England the New Year is not as widely celebrated as Christmas. The British usually go to a New Year's dance in a hotel or dance hall. On January 1 Americans visit friends and relatives. Many Americans watch the Tournament of Roses parade in Pasadena, California on TV. In California January is a warm sunny month with lots of flowers. However, the Russians have the longest New Year holidays in the world: they last 5 days and then comes another official holiday — Russian Christmas.



January 7
Russian Christmas

The Russian Orthodox

festivals. The difference between the modern and old calendar is

and

the

pare

special food, and we are just happy to have another celebration.

Vocabulary

- 21 Do you remember the difference between 'holiday' and 'festival'? Read the definitions of these words. Try to explain in Russian the difference between 'holiday' and 'festival'. Give your examples of Russian holidays and festivals.

holiday

a) day of rest from work

b) (often plural) period of rest from work

festival

a) (day or season for) rejoicing; public celebrations

b) series of performances (music, ballet etc.) given usually once a year

Project idea

- 22 Would you like to have a New Year party at school? You can organise an international party showing traditions of different countries. Do some research using the Internet and decide what you can do at the party: sing 'Auld Lang Syne', listen to Christmas carols, eat special food ... or do something else. Make a poster with the invitation and the programme of the party.

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Активизация лексических единиц и грамматических конструкций

Учебник 6 кл., ч.1

Ч/ЯН: (SB-16) чтение текста с полным пониманием содержания (про себя); заполнение пропусков правильной формой *to have* и *to have got*; выразительное чтение текста с заполненными пропусками вслух.

П/Г: (SB-17) выписывание полезных выражений из письма Тони; спонтанное высказывание о своей семье с использованием этих выражений.

Проектирование
курса

16 Complete the letter with the correct forms of *have got* or *have*.

To: RAP@awl.co.uk
From: g.anthony@awl.co.uk
Subject: **Family members**

The RAP



Hi there, The RAP readers,

My name is Tony. I'm English because my parents are both English and I'm British because I live in the UK.

I've got a mother and a father, their names are Pamela and Michael. We all live together in a house in East Sheen, near Richmond. We've got a dog called Winston. At the back of our house is our garden where I play with my cousin Thomas. He's thirteen years old and he's got an interesting hobby. He likes to dance. Sometimes we have parties in our garden and Tommy dances rap.

Elizabeth is Tommy's elder sister. She's nineteen and she's got a job, but she's not allowed to work at our uncle Robert's shop. His wife Patricia thinks it is good for her because she likes talking to people and working with them. I think that she's very kind and lively. She's got long blond hair and big blue eyes.

My grandmother Susan and grandfather William are Londoners. They live in London and they like to have a family dinner in their flat on their birthdays. I enjoy just looking at all the family together, and I like birthday cakes!

Would you like to write to me? Send letters to my e-mail address at the top of this letter.

Bye for now,
Tony

17 Write useful phrases from Tony's letter in your Workbook and prepare a talk about your family.

От рецепции к продукции

Учебник 6 кл., ч.1

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Формирование подумений аудирования

True – False – Not stated

- 14 Read the article and match descriptions 1–4 with photos A–D. Look at the map and find the countries where these places are located. Answer the question: What do all these places have in common?



Top 4 mysterious places in the world

By Rachel Wallace

(1) Stonehenge is probably the best-known ancient monument located in England. Stonehenge is a circle of large standing stones surrounded by smaller ones. The purpose of this monument is unknown, but there are many legends and theories. The most popular theory these days is based on various measurements. It is believed that Stonehenge is a calendar. Though nobody knows what the purpose of this amazing construction was, it is a must-see place for visitors.

(2) Machu Picchu is the best-known and most famous ancient city located in Latin America. Some archeologists think it was built around 1450, at the height of the Inca Empire. It was abandoned about 100 years later, in 1572 — nobody knows why. For centuries, it was unknown to the outside world. In 1911 the American explorer Hiram Bingham discovered the ruined city. Since then, thousands of tourists have visited the site.

(3) Egypt is one of the most mysterious places in the world. In Africa, this country has more than 110 pyramids. The Great Pyramids of Giza, made of giant stones weighing about 100 tons, are about 60–140 metres high. No one knows exactly how the pyramids were built.

(4) Easter Island lying between Tahiti and Chile has gained international popularity. Have you ever heard of giant statues shaped like human faces? Made of volcanic stone each statue is 14 feet tall on average (about 4 metres) and weighs about 75 tons. It is a mystery how ancient primitive people could erect these statues.

The RAP

Journey club

Listening and speaking

- 19 Do you remember what mysterious places Rachel has written an article about?

☞ T101 Listen to her telephone conversation with Nikita without looking at the text. What mysterious place described in Rachel's article (Exercise 14) is not mentioned in this conversation?

Nikita: Hi, Rachel, how are you? Where are you now?

Rachel: Hi, I'm on a tour in Wiltshire. We are approaching Stonehenge now. I've written about

to be shaped like
to approach sth.
on average


The RAP

Journey club



Формирование подумений аудирования

True – False – Not stated

30  Listen to a university lecturer talking about Raymond Chandler, a famous detective stories writer. What facts of Chandler's biography are NOT mentioned by the lecturer?

- 1 Place of birth.
- 2 Schools attended in England.
- 3 Year of moving to England.
- 4 British citizenship.
- 5 Schools attended in France.
- 6 The description of the main character of his books.
- 7 His jobs in California.
- 8 Number of films made after his books.
- 9 The name of the director of the film "Big Sleep".

Формирование подумений: перифраз в вопросах к тексту

13

A letter from the USA

Listening and reading

1 Robert is staying with Ted Rogers in Orlando in the USA.

© 1989 Listen and read. Then answer the questions: What new hobby has Robert started during his stay in the USA? What does Ted Rogers' father do?

14767 Sunset Boulevard,
Orlando
Florida
USA
6th April, 2014

Dear Pat, Nevita, Rachel, Trevor (and Scoop),
I've been in Orlando for two weeks now, and I'm really enjoying myself! The weather's great — it's sunny every day, and it's really hot. I wish the weather was like this in England. Ted's a great guy, and we get on really well. Every morning we go swimming in the pool in the garden. Everybody in Ted's street has got a swimming pool!

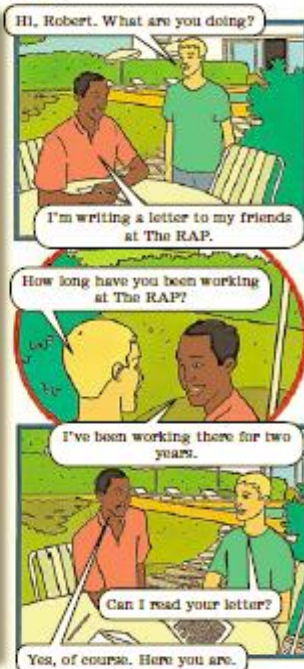
Orlando is quite a nice place, but there are too many old people here and not enough young people, and there are lots of English people, too. Ted's been living here since 2011.

He used to live in New York, but he and his family moved here when his father started work at the Marine Institute. His dad's a marine zoologist.

Yesterday I was at the Central Florida Zoo and saw a crocodile. Tomorrow we're going scuba diving. Ted's been diving since last year. I'm doing a course at the moment — it's great, but I have to study theory every day, and I've got to do an exam next week. Ted's dad is studying the life of sharks. He's been studying sharks since he was thirty-five, and he's an expert. I'm sending you an article for The RAP about sharks.

Even though I'm having a good time here, I miss you all a lot. I wish you were all here with me. See you next month in Bristol.

Best wishes,
Robert



P Look at the text, listen and repeat.

Работа над активной лексикой раздела – учитель произносит фразу, ученики должны ее перифразировать с использованием активной лексики (например, *Robert likes it in the USA – Robert is enjoying himself; The weather's very good – The weather's great* и т.п.)

7 класс

Формирование подумений: перифраз в вопросах к тексту

WORD LIST

agree
always
American
argue
arrogant
Asian
at the moment
band member
be crazy about
be interested in
believe in
belong to
bilingual
boring
bossy
Britain
British

confident
confused
crime
crisis
culture
customer
describe
district
diversity
do well
drums
England
English
entertainm
ethnic grou
European
exciting

17 Complete with words from the Word List.

Noun

- 1 arrogance
- 2 carelessness
- 3 cheerfulness
- 4 cleverness
- 5 _____
- 6 _____
- 7 excitement
- 8 optimism
- 9 pessimism
- 10 punctuality

Adjective

- arrogant

cultural
entertaining

punctual
quiet
quite often
regularly
relationship
religion
romantic

20 Complete the definitions with words from the Word List.

- 1 My mum can speak fluent English and French. she's bilingual.
- 2 The _____ of Britain is about 60 million.
- 3 I live in Britain, but I'm not a British _____. I'm Spanish.
- 4 We want a better world for the next _____ and their children.

19 Read the Word list and tick all the adjectives denoting character traits. Then read the text below. Match the underlined parts of the text with the character traits from the Word list. In some cases, two adjectives can be used.

I've got many friends, but I like Linda and Mary best of all. Linda and Mary are twins and they are supposed to be alike, but in fact they are as different as can be. Linda likes communicating with people (1), but Mary is usually afraid to start a conversation (2). Linda likes telling jokes and laughing (3) and she believes everything will be okay even if she has problems (4). However, it can be difficult sometimes to be friends with Linda because she likes telling people what to do (5). In general, Mary is a much more pleasant person. She always gives wonderful expensive presents (6) and she is ready to give a hand if her friends need help (7). She studies hard (8) and has excellent marks, but she never boasts of her achievements (9). Surprisingly, Linda and Mary never quarrel with each other (10)!

Формирование умений письменной речи

7 класс

11 класс

Reading and writing

- 5 Work in pairs. You have received a letter from your English-speaking pen friend, Richard. Do you think the letter is formal or informal? Read the letter and analyse its structure. Find in the letter the following parts:

- | | | |
|--------------|---------------------------------|-------------------------|
| A address | D first paragraph with greeting | G final phrase |
| B date | E main paragraph | H closing (signing off) |
| C salutation | F paragraph with questions | I signature |

London, Great Britain — 1
January 20, 2015 — 2

- 3 Dear ... ,
4 Thanks for your letter. It's nice to hear from you again. I enjoyed your story about the trip to Suzdal with your class.
5 You've asked me about my free time. Last Sunday I went to Alton Towers with my parents and my younger brother. Alton Towers is a theme park with a lot of rides and other amusements. You can also call it a funfair. I hate theme parks. I prefer going for a walk in the country to going to a theme park. For a start, theme parks are very expensive. Another thing is that the food in theme parks is awful! Last but not least, I don't think theme parks are very safe.
6 Have you ever been to a theme park, or a funfair? Are there many theme parks in your region? What do you think about theme parks?
7 Looking forward to your letter.
8 Bye,
Richard — 9

- Read the sentences explaining the rules of writing informal letters and look at the letter again. Complete the sentences with the words from the box. There are some new words, try to guess their meaning and then look them up in the Vocabulary at the end of the Student's book.

- | | | | |
|--|-------|------|-------------|
| 1 Write your address in the top ____ corner. | short | left | nice/polite |
| 2 You may write a full address (the house number, street name, town/city/village, postcode and country) or a ____ address (town/city/village and country). | date | line | name |
| 3 Write the ____ below the address. | right | ask | answer |
- 4 Write the salutation on the ____ of the page: *Dear ...* ,
5 On the next ____, write the greeting:
Thanks for your letter./It's nice to hear from you again.
6 In the main paragraph, ____ your friends questions:
You've asked me about .../You are asking if .../To answer your question, I'd like to ...
7 You may ____ questions, if you like:
I wonder if .../Could you tell me about ...
8 Finish your letter with a ____ phrase like:
Looking forward to your letter./Hope to hear from you soon.
9 Sign off: *Bye, .../Best wishes, .../Yours, ...*
10 Write your ____ (your first name only, without the family name): *Dasha/Nikita.*
11 Remember: there is a comma after the salutation and sign-off.

- 6 Write a letter to Richard answering his questions. Remember the structure of an informal letter and the rules of its writing.

Work it out

- 13 You have received a letter from your English-speaking pen friend Ronnie. Read the letter and analyse its structure. Find the elements listed below.

- | | |
|----------------------------------|--------------------------|
| a) address | g) final phrase |
| b) date | h) closing (signing off) |
| c) salutation | i) signature |
| d) first paragraph with greeting | |
| e) main paragraph | |
| f) paragraph with questions | |

New York, USA — 1
September 20, 2014 — 2

- 3 Dear ... ,
4 Thanks for your letter. It's nice to hear from you again. I enjoyed your story about the 1st of September in your school.
5 You've asked me about my hobbies. Last week I went to watch a tennis match and got Maria Sharapova's autograph. She is amazing! Do you know that besides being a brilliant tennis player, she's a successful businesswoman? She has also given a lot of time and money to charity. She donated over \$100,000 to Gomel area of Belarus affected by Chernobyl nuclear reactor disaster and launched a \$210,000 scholarship program for students from Chernobyl area.
6 Have you ever met any celebrity in person? Whom and how? Whom would you like to meet and talk to? Are you interested in collecting autographs?
7 Looking forward to your letter.
8 Bye,
Ronnie — 9

WRITING

- 1 Write a letter to Ronnie answering his questions (100–140 words). Remember the structure of an informal letter and the rules of its writing.

Формирование умений письменной речи

Начальная школа, 2 класс

27



11. У Веры перепутались письма и фотографии. Прочитай и помоги разобрать письма по датам. Найди фотографию к каждому письму.

01.09 (), 10.09 (), 20.09 (), 01.10 (), 15.10 ()

(A) Vera@Forward.ru

Hello,

My name's Vera. I live in Russia.
I'm 8 years old. I want to find a pen friend.
Write to me,
Vera



(B) Vera@Forward.uk

Hi Jill,

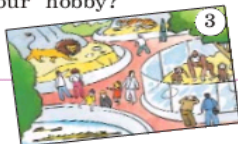
My hobby is making models. We have got a "Do-it-yourself" club at my school. I like animals, too. My friend's grandad lives in a village. He has got a horse, Buran. I like Buran very much. I don't have got pets at home. Please write to me about your friends,
Vera



(C) Jill@Forward.ru

Dear Vera,

Hello! My name's Jill. I'm nine. I live in England. I live with my mum. I have got many friends. I want to be your pen friend. I like horses and other animals. I have got a cat and a dog at home. What is your hobby? Write soon,
Jill



(D)

Jill@Forward.ru

Dear Vera,

This is a photo from my birthday. You can see my friends Ben, Tom and Mary. I like them very much. They are good friends. They like my pets. I've got a new camera. Please send me some photos.

Bye,
Jill



(E)

Vera@Forward.ru

Dear Jill,

Thank you for the photos from your birthday party. They are very nice. I like them very much. Look at my photos of the Zoo. It's Moscow Zoo. It's very big. There are many animals in it: monkeys, lions, tigers, crocodiles. You can see my friends Dasha, Nikita and Maxim. Come to Moscow!

Bye,
Your friend Vera



12. Game: Is it a ... ?

Догадайся, какое фото выбрал твой одноклассник.



Is it a horse?

Is it a girl?

Is it Vera?

Is it number 1?

No.

Yes.

Yes.

Yes.



Развернутое письменное высказывание

Which person is a street robber more likely to steal from?



Essay question

'Mobile phones should be banned from schools.' What is your opinion? Do you agree with this statement? Write an opinion essay (200–250 words).

Mobile phones should be banned from school

Mobile phones are here to stay. An **overwhelming** number of teenagers in Russia own one. **Even so**, there is a **considerable** disagreement over whether they should be allowed on school premises.

In my opinion, mobile phones should be banned in schools. The advantages of banning are **undeniable**. **To begin with**, mobile phones **disturb** lessons. Students text each other during lessons and even use SMS messages to cheat in exams. **What is more**, mobile phone theft is a serious issue in many schools. A final **key** argument is the **disturbing** rise in the number of cases of bullying by text message or making unpleasant videos of classmates.

On the other hand, many people are against the ban. Teenagers and their parents alike are concerned about the question of safety, both in schools and on public transport nowadays, and see mobile phones as a **vital** way of keeping in touch. They also say that mobile phones may soon actually be used in class, **for instance**, as a means of finding out information if the computer is not available.

To my mind, teenagers can use mobile phones to let their parents know they have safely come to school and switch off the phones while at school. If school authorities think that mobile phones can be used as the Internet access, they should introduce clear rules to make sure that phones are not misused. **All in all**, school is for learning, and if mobile phones interfere with learning, they should be banned.

(248 words)

WRITING

- In pairs, look at the visual material and the essay question and think of some ideas for the essay. Decide what to put in the following paragraphs.
 - The introduction (state the problem)
 - Your personal opinion and 2–3 reasons for your opinion
 - An opposing opinion and 1–2 reasons for this opposing opinion
 - Explanation why you don't agree with the opposing opinion
 - A conclusion restating your position
- Read the essay. How many of your ideas did the student include? Do you agree with the conclusion?



- Look at the essay again and follow the instructions.

- For each of the **underlined** linkers, think of an alternative with the same meaning.
- Look at the adjectives in red. What effect do they have on the student's arguments?
- Decide why the student uses a short statement at the very beginning of the essay.
- How many examples of the **passive** can you find? What effect does it have on the style of the essay?

- In **Train Your Brain** match sentence beginnings 1–4 with their endings a–d and check your answers to Exercise 3.

TRAIN YOUR BRAIN | Writing skills

Opinion essay: arguing persuasively

- Start the essay with a short, 'punchy' statement or question
- Use a variety of linking words and phrases
- Use the passive
- Include a variety of 'strong' adjectives
 - a to make the style of the essay more impersonal.
 - b to catch the reader's attention.
 - c to organise your arguments.
 - d to make your arguments more persuasive.

- Study the use of **even though**, **even if** and **even so** in a–c. Then complete sentences 1–3 with the correct phrase.

- Even though** he didn't like science, Matt got a grade A in his science exam.
- I don't think Lola will pass her history exam, **even if** she studies hard.
- Tim had an important exam in the morning. **Even so**, he went out with his friends the night before.

- I know you can find useful information on the Internet. —, you're spending too much time on the computer.
- She started checking her emails. — it was very late when she got home.
- you're right about who stole my mobile phone, we can't prove it, can we?

Good progress?

- Discuss these questions in small groups. Make a note of any interesting points other students make, which could be useful for an essay on this subject.

- Have you visited an Internet chat room, or do you know anyone who has?
- How common is it for young people in your country to spend time in chat rooms?
- Why do people visit them?
- What do people talk about?
- Why are they sometimes considered anti-social or even dangerous?



- Project idea.** Look at the essay question. Make a list of arguments for and against the statement and decide whether you agree with it or not. Use **Train Your Brain** and prepare to write an essay.

Essay question

'Internet chat rooms do not serve a useful purpose.' What is your opinion? Do you agree with this statement? Write an opinion essay (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

Формирование умений письменной речи

TRAIN YOUR BRAIN | Writing skills

Description of a place

Organisation: In four paragraphs

- 1 Information about the place and why you went there.
- 2 Description of the place and your first impressions.
- 3 Reasons why it was memorable/exciting, etc and personal anecdotes.
- 4 Reflections on your experience and why you would recommend it.

Style and language

- Write in a neutral style, adding personal anecdotes.
- Choose a variety of adjectives and adverbs to make your description more vivid.
- Use some colloquial words and expressions to add colour and interest.
- Use relative clauses to link your ideas in more complex sentences.

TRAIN YOUR BRAIN | Writing skills

Making your stories more memorable

- 1 Use a variety of tenses and some ____ clauses.
- 2 Make sure your story has a ____ point.
- 3 Use 'dramatic' verbs, e.g. ____ instead of *find*.
- 4 Use extreme adjectives, e.g. ____.
- 5 Use adverbs to show how people are feeling, e.g. ____.
- 6 Use adjectives and noun phrases to describe feelings, e.g. I was *surprised/____/amused/horrified* to see/hear/find ...; to my ____/amazement/amusement/horror ...
- 7 Use a variety of time phrases, e.g. *suddenly/all of a ____/after a little while/a ____ later, just ____/at that moment*.

TRAIN YOUR BRAIN | Writing skills

Organising your ideas in a text

- **Order your points:** first/firstly/ ¹____/to begin with, secondly, finally
- **Make a general point:** ²____, generally, generally speaking, in general
- **Add or emphasise a point:** ³____, in fact, furthermore, in addition, besides,
- **Introduce a contrasting clause:** ⁴____, ⁵____, in spite of this
- **Join two contrasting clauses:** ⁶____, ⁷____, although, though, but
- **Introduce a result:** ⁸____, as a result, consequently, so
- **Give a reason:** ⁹____, as, because
- **Express your attitude/viewpoint:** ¹⁰____, ¹¹____, ¹²____, personally, apparently

TRAIN YOUR BRAIN | Writing skills

Summaries

- Start by naming the author and identifying the text type and the topic.
- State the author's main point and summarise the information which supports it, in your own words.
- Be objective: do not include your own opinions or thoughts on the subject.
- Once the summary is written, read and check it for accuracy.

TRAIN YOUR BRAIN | Writing skills

Opinion essay: arguing persuasively

- 1 Start the essay with a short, 'punchy' statement or question
 - 2 Use a variety of linking words and phrases
 - 3 Use the passive
 - 4 Include a variety of 'strong' adjectives
- a to make the style of the essay more impersonal.
b to catch the reader's attention.
c to organise your arguments.
d to make your arguments more persuasive.

TRAIN YOUR BRAIN | Writing skills

A book review

Organisation

Introduction: include the title, type of book, author, your overall impression and a brief summary of the setting and plot.

Summary of the plot: outline the main characters and events in the story.

NB: Don't say too much and spoil the ending!

Opinions: say what you particularly liked/disliked about the book.

Conclusion: recommend/don't recommend the book.

Style and language

- Use present tenses to describe the main events of the story.
- Write in a neutral style, not too formal or casual.
- Vocabulary: use a variety of adjectives, adverbs and linking words to make your review more interesting and engaging.

Функциональный подход к обучению грамматике

5 класс

15 Mr Big's cave

THINK ABOUT GRAMMAR: Способы выражения необходимости

I. С помощью модального глагола **must** и конструкции **have to** в английском языке выражается необходимость совершить действие, при этом значение предложений с **must** и **have to** различно.

	Утвердительные формы	
	1) Решение, принятое человеком самостоятельно, внутренняя осознанная необходимость, обязанности: must	2) Необходимость диктуется обстоятельствами или другим человеком: have to
Настоящее время	I must tidy my room. (Я должен убирать свою комнату.)	I have to tidy my room. (Я обязан убирать свою комнату.)
Прошедшее время	I had to tidy my room. (Я должен был убирать свою комнату.) (Я обязан был убирать свою комнату.)	
Будущее время	I'll have to tidy my room. (Я должен буду убирать свою комнату.) (Я обязан буду убирать свою комнату.)	

Конструкция **have to** имеет формы настоящего, прошедшего и будущего времени, а вот у модального глагола **must** есть только форма **настоящего времени**. Когда речь идёт о плане **прошедшего времени**, значение этого модального глагола выражается формой прошедшего времени, заимствованной у конструкции **had to**. Для обозначения **будущего времени** используется либо форма будущего времени конструкции **I'll have to**, либо сам глагол **must**, если в предложении есть указание на время в будущем: on Sunday, tomorrow.

Grammar and speaking

6 Say who decides and fill in **must** or **have to**.



I ___ walk my dog.



I ___ feed my hamster.



I ___ water the plants.



I ___ weed the garden.



I ___ walk my dog.



I ___ feed my hamster.



I ___ water the plants.



I ___ weed the garden.

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II. Отрицательные формы **mustn't** и **don't/doesn't have to** имеют совершенно разный смысл.

Отрицательные формы	
Запрет: mustn't	Отсутствие необходимости: don't/doesn't have to
I mustn't be late for the lesson again. (Мне нельзя опять опоздать на урок.)	I don't have to go to school on Sundays. (Мне не надо ходить в школу по воскресеньям.)
You mustn't go there with us. (Тебе нельзя идти с нами туда.)	You don't have to go there with us. (Тебе не обязательно идти с нами туда.) (<i>Можешь пойти, если захочешь.</i>)
We mustn't play with a ball in the house. (Нам нельзя (<i>запрещено</i>) играть с мячом в доме.)	We don't have to go to a beach party. (Нам не обязательно идти на пляжную вечеринку.) (<i>Можем пойти, если захотим.</i>)

7 Fill in **mustn't** or **don't/doesn't have to**.

- I ___ go to school on Sundays.
- We ___ make noise. My little sister is asleep.
- I ___ spend much money.
- I ___ do this exercise in writing.
- He ___ forget to mail this letter tomorrow.
- You ___ come to the party.
- You ___ to eat it if you don't like it.
- They ___ to study music this year.

Grammar and writing

8 Write what you have to do and what you don't have to do at home.

Useful words and phrases

to help a lot at home
to help with the cooking/shopping
to make the bed
to tidy the room
to wash the dishes

to go to the supermarket
to take the rubbish out
to feed the cat/dog/hamster
to take the dog/cat for a walk
to weed the garden

Speaking

9 **Role-play.** You are Robinson Crusoe and your friend is Friday. Tell Friday what you had to do when you got to the desert island. Then Friday will tell you what he'll have to do from now on.



65

Формирование грамматических навыков: связные тексты, сознательный выбор формы

8 Complete the text with the correct forms of the words in brackets.

In mid 1997, film critics insisted that the new *Titanic* film
¹___ (be) a flop. The director, James Cameron, however, thought
differently. Originally, the studios wanted Matt
to play Jack, but Cameron ²___ (insist on/have)
who was perfect for the role. Then Cameron c
Céline Dion's song ³___ (be) too sentimental an
include) it. But James Horner, who wrote the
(persuade/him/use) it. When several stunt peop
during filming, critics ⁴___ (accuse/Cameron of
⁵___ (criticise/him for/put) people's lives in dan
finally opened in December, critics still ⁶___ (w
a disaster. Four months later, *Titanic* won elev
Everybody ⁷___ (congratulate/Cameron on/mak
film, which earned nearly two billion dollars. I
never ⁸___ (admit/make) a mistake.

6 Choose the verb forms which are NOT possible. In some cases both are possible.

When my sister was a teenager, there ¹*'d be/used to be* a lock on our house phone to stop her making calls on it. Now she has her own phone, and her bills must be enormous: she ²*'s talking/'ll talk* on it for hours. She ³*'d work/used to work* as a hotel receptionist, and she ⁴*'d tell/used to tell* us funny stories about the hotel guests. Then one afternoon she ⁵*used to come/came* home early because she had lost her job. Apparently, she ⁶*was always chatting/she'd chat* on the phone instead of doing her work.

Дедуктивный метод

От общего – к частному.

От правила – к практике.

1. Изучается правило, сформулированное обычно с использованием специфических грамм. терминов.
2. Учащиеся находят данное грамм. явление в предложениях или в тексте, называют его форму, объясняют его значение.
3. Подстановочные упр. по аналогии с образцом.
4. Упр. на трансформацию в соответствие с правилом.

(По Е.Н. Солововой)

Индуктивный метод

От единичного – к общему.

От наблюдения в речи – к правилу

1. Дается текст или набор предложений, где часто встречается новое грамм. явление, в т.ч. на контрасте с уже известными грамм. явлениями. Учитель формулирует задачу: «Ознакомьтесь ..., попытайтесь определить, как образуется превосходная степень прилагательного. Сформулируйте правило».
2. Учащиеся с помощью учителя формулируют правило образования/использования грамм. структуры.
3. Выполнение упр. на подстановку.
4. Выполнение упр. на трансформацию.

(По Е.Н. Солововой)

Индуктивный метод

Учащиеся сами формулируют правило, пытаются через контекст осмыслить новое грамматическое явление, определить его форму и выяснить закономерности его употребления.

Контекст должен быть однозначен, понятен и прозрачен.

Уместно использовать различные подсказки в тексте (подчеркивание/выделение разными цветами особенностей формы).

(По Е.Н. Солововой)

Интерактивное освоение грамматики (коммуникативно-когнитивный подход)

Work it out

4 Put the underlined phrases from the adverts into the table below.

- 1 Are you tired of eating the same meals?
- 2 You don't need to use plates!
- 3 Do you keep throwing out stale bread?
- 4 Every meal can be special.
- 5 They make soup taste more appetising.
- 6 Heat in a saucepan before serving!
- 7 We're famous for using only the best.
- 8 Do you just hate washing-up?
- 9 The next time you feel like cooking something truly sensational ...
- 10 It's worth changing to Marvelbread.

Verb patterns

We use the *-ing* form after:

- some verbs (*admit, avoid, fancy, miss, stop, practise, enjoy, imagine, __, __*)
- verb + preposition/phrasal verbs (*succeed at, apologise for, dream about, think about, look forward to, give up, __*)
- adjective + preposition (*good at, interested in, proud of, sorry for, __, __*)
- some expressions (*after, by, instead of, when, I don't mind, I can't stand, without, __, __*)

We use the infinitive with *to* after: *agree, allow, decide, expect, hope, learn, manage, offer, promise, refuse, seem, want, would like, __*

We use the infinitive without *to* after:

- modal verbs (*must, might, will, should, __*)
- other verbs with an object (*let, __*)

Work it out

6 Match statements 1–5 with definitions a–e.

- 1 We often email each other.
- 2 He's staying with us at the moment.
- 3 We're getting quite popular these days.
- 4 I come from Ireland.
- 5 Listen! He's playing the drums now.

- a a fact that doesn't change
- b a routine or a habit
- c something that's temporary
- d something that's changing
- e something that's happening now

7 Look at the texts in Exercise 2. Which tenses are used with these time expressions?

.....
never often these days now always
at the moment
.....

Check it out

Present Simple and Present Continuous

We use the Present Simple for routines/habits and facts that don't change.

We often **email** each other. I **come** from Ireland.

Time expressions: never, often, sometimes, usually, regularly, always

We use the Present Continuous for things happening now, temporary situations and change and development.

He's **playing** the drums now.
He's **staying** with us at the moment.
We're **getting** quite popular these days.

Time expressions: at the moment, these days, now, this term/year

Формирование умений говорения

8 класс

No place like home

05



SPEAKING

1 In pairs, look at the pictures and answer the questions.

- What type of accommodation does each picture show? Choose from the ideas below.

a semi-detached house a terraced house
a villa a cottage a block of flats
a detached house

- What type of accommodation do you think is:
the most attractive?
the most modern?
the most comfortable?
- What kind of accommodation is most common in your country?
- What kind of home does your family live in?

2 Listen and decide which picture in Exercise 1 the speaker is describing.

3 Read the description on page 113 and answer the questions.

- What does the speaker talk about first – small details or a summary of what the picture shows?
- Which tense does the speaker use to describe actions?
- Which phrases does the speaker use to describe where something is in the picture?
- Does the speaker have a negative or a positive reaction to the picture? Why?

4 Study **Speak Out** and check your answers to Exercise 3.

SPEAK OUT | Describing pictures

Start by saying what the picture shows in general.
The picture shows a street of terraced houses in a city.

Use the Present Continuous to describe what people are doing.
There are two old men on the right who **are chatting**.

Talk about what you can see in more detail. Use the following phrases to describe where things are:

in the background/middle/foreground
at the bottom/top
on the right/left

There's somebody washing his car **in the background**.

Use phrases like *perhaps* and *(it) might be* if you are making a guess.
It might be in Britain.
Perhaps it's in Germany.

Use *it looks* + adjective to show how you feel about the picture.
It looks **very friendly**.

5 Look at picture 3. What does the picture show in general?

6 Look at picture 3 again and complete the sentences. Then listen and check.

- ___ of the picture some children are playing.
- ___ some elderly people are sitting on a bench and talking.
- ___ somebody is reading.
- ___ a woman is walking with a bag.

Mind the trap!

Usually when we describe what we can see in general we use the article *a* and the pronoun *some* before nouns.

On the right **a** woman is talking on **a** mobile phone.
There are **some** cars and **a** bus in the background.

But when we talk about something for the second time we use *the*.

There's **a** small cottage in the background.
The cottage looks very attractive.

7 What else can you say about picture 3? Answer the questions.

- Can you guess which country or place the people are in? Why do you think so?
- Which adjectives describe the scene best? Choose three from the list.

attractive bright pleasant nice relaxed
boring colourful horrible quiet ugly

8 Look at picture 1 and follow the instructions.

- Look at **Speak Out** on page 46 and make notes on what you are going to say. Use the description on page 113 to help you.
- Describe the picture to your partner.

9 Choose one of the pictures above and describe it to your partner.


10 Complete the sentences to make them true about a typical home in our country. Then compare your answers with a partner.

- People in my country usually live in a ___.
- The typical home has got ___ bedrooms.
- Most homes are rather ___ and ___.
- Most people ___ a garage.
- Nearly everybody has got a TV, a ___ and a ___.

Project idea


Search the Internet for information about intelligent houses. Draw a plan and write a description of your dream house (an intelligent house!) using active vocabulary.

Формирование умений говорения




1

Tsunami commemoration ceremony in Thailand



4

Stonehenge in England



6

Newsworthy? 10




2

Marta Sharapova at Wimbledon



3

The London bombings



The Olympic opening ceremony in Sochi



5

Anti-war protest in London

SPEAKING AND LISTENING

1 Look at the examples of photojournalism: which concept below does each one represent for you? Discuss your ideas in pairs, giving reasons.

happiness peace human achievement
courage harmony hope

2 Listen and choose the photos and the concepts that the two people are talking about.

Ana photo ___ concept ___
Ivan photo ___ concept ___

3 Listen again and match the speakers, Ana and Ivan, with the phrases in **Speak Out**.

SPEAK OUT | Presentation skills: Emphasis

auxiliary do
I do remember ... it does have ...

adverbs
really amazing
the people really look as if ...
incredibly brave
absolutely stunning
they even went on travelling ...
we'll never ever have ...

so and such
They seemed so strong, and so resilient.
It was such a tragic end to the year.

patterns with what ... and it ...
What I remember most clearly is ...
What's particularly striking about it is ...
It's this sense of infinity that makes ...
It was this courage of theirs that made ...

4 Add the correct word from the brackets in a suitable place in the sentence. Change the verbs if necessary. Then listen, check and repeat.

1 I've heard so many people cheering and clapping. (even/never over)
2 Some people queued all night to get tickets. (even/do)
3 They had a difficult task ahead of them. (so/did)
4 The idea was brilliant. (absolutely/very)
5 It makes you think. (does/did)
6 His words were moving. (absolutely/incredibly)

5 Finish the sentences so that they mean the same as the original sentences.

1 There was such a big crowd that we couldn't see the stage.
The crowd ...
2 The rain was so heavy that they had to stop the match.
There was ...
3 The costumes that they were wearing were so beautiful.
They were wearing ...
4 The lack of music was such a disappointment for me.
I was ...

6 Rewrite each sentence beginning with the word in capital letters.

1 I love the combination of colours. WHAT
2 The light in the photograph first strikes you. IT
3 The people's enthusiasm impressed me. IT
4 We have to remember how difficult it was. WHAT
5 I'll never forget the expression on her face. IT
6 The photographer has managed to capture a feeling of excitement. WHAT

7 Choose a photo from the remaining four photos and prepare a short presentation. Use **Speak Out** to help you give emphasis.

- Say why you chose the photo and what concept it represents for you.
- Explain any personal significance that the photo has for you.
- Describe the interesting/impressive features of the photo itself.

8 Give your presentation to the class. While you listen to the other presentations, answer the questions giving reasons.

Which presentation ...

- was the most interesting and why?
- made the best use of emphasis?
- was the most surprising and why?

11 класс

- Когнитивное развитие личности

- Формирование УУД

- Формирование общей коммуникативной компетенции

- Связь разных видов РД

- Системность

- Выход в продукцию

10-11 кл. КИМЫ ЕГЭ

ЕГЭ Раздел 1. Аудирование

B1 Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего **A–F** и утверждениями, данными в списке **1–7**. Используйте каждое утверждение, обозначенное соответствующей цифрой, **только один раз**. В задании один заголовок.

- 1 I like having the best of both worlds
- 2 Life in the countryside is good for me
- 3 I love the countryside, because I can relax
- 4 The beauty of nature makes life more enjoyable
- 5 I love the countryside, because I can see the sea
- 6 I enjoyed moving to a town where I could see the sea
- 7 I dislike living in the country, but I like the sea

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите диалог. Определите, какие из утверждений **A1–A7** соответствуют содержанию текста (**2 – False**) и какие не соответствуют (**3 – Not stated**). Обведите ответ. Вы услышите запись диалога.

- A1** John usually spends Christmas in the countryside.
- A2** Angela is rather pessimistic about the countryside.
- A3** John considers Angela a workaholic.
- A4** John is enthusiastic about Angela's move to the countryside.
- A5** Angela worked in an international company.
- A6** John is more optimistic than Angela.
- A7** John is going to leave at 2 PM.

ЕГЭ Раздел 2. Чтение

B2 Установите соответствие между заголовками **1–8** и текстами **A–G**. Впишите свои ответы в таблицу. Используйте **только один раз**. В задании один заголовок.

- 1 Beware of rabbits
- 2 Exotic pets
- 3 Saving animals
- 4 Teaching and entertaining
- 5 Prote
- 6 Tende
- 7 What
- 8 Conti

A. Little is known for certain about how gut to Europe and North America as a domestic came during the 16th century. Holland, Portugal and South America, and the explorers brought exotic gems, along with other unusual and exotic animals. The guinea pig became very popular status symbols and with them came the guinea pig a unknown in Europe.

B. Many species of wild animals are in danger of extinction. It is usually due to loss of habitat as a result of excessive hunting. A good role to play in assisting with the protection of wild animals is both through education of the general public and through breeding of endangered species in zoos and then releasing them into the wild.

C. The guinea pig is today one of the world's most popular pets. It is a little way behind the rabbit. The animals are not pigs, nor do they come from Guinea. They could have originally come from Guinea (twenty-one shillings – very expensive "pig", an explanation is much easier to give than little piglets do!

D. Rabbits are one of the most popular pets. They are gentle and love of cuddles. To show their teeth softly when being petted, small rabbits are timid and non-aggressive and gentle handling they are generally quite entertaining to watch, but they need a lot of space. Their cage should be relatively large and outside it as well.

E. For a long time guinea pigs were used in the research, and as a result, the lives of many humans have been saved. In 1907, vitamin C was discovered. Humans cannot produce the vitamin themselves. The guinea pig's wide variety of habitats made them a prime choice for studies on the effects of vitamin C on the immune system.

F. Security at Denver International Airport is under threat. A new threat to the airport is the presence of thousands of dollars in damage to cars by hoodlums. At least 100 rabbits are removed from the airport. The airport is surrounded by parking lots and food in the parked vehicles.

ЕГЭ Раздел 3. Грамматика и лексика

Прочитайте приведённые ниже тексты. При выборе ответа используйте только слова, напечатанные заглавными буквами. Выберите **только один** вариант ответа. В задании один заголовок.

Around the world: the S

Welcome to the Seychelles! This is an archipelago in the Indian Ocean. It's not difficult to find a good tourist spot in the Seychelles. It's which of them is the _____.

B4

As the Seychelles Islands have a year-long climate, it's always a good time to visit, all times of year may be better suited to your interests. People interested in _____ a visit to Denis Island.

B5

Families with _____ should visit St. John's Park and the famous beaches.

B6

Happy New Year

It was an exam before Christmas. One of the students _____ how to answer the question.

B7

He was trying hard, but couldn't remember the textbook. So he _____, "I don't know. Merry Christmas!"

B8

Some time _____, just before the New Year, the examination papers came back.

B9

The student saw that the professor _____ paper, "God gets 100, you get 0. Happy New Year!"

B10

Прочитайте приведённый ниже текст. Выберите **только один** вариант ответа. В задании один заголовок.

The history of r

Radio started with the discovery of "radio waves" are electromagnetic waves that can carry speech, pictures and other data _____.

B11

Many devices work by using electromagnetic waves including radio, microwaves, cordless phones, controlled toys, television broadcasts, and _____.

B12

During the 1800s, Scottish physicist, J.C. Maxwell predicted the _____ of radio waves.

B13

In 1886, German physicist, H.R. Hertz discovered that rapid variations of electric current could be used to create radio waves.

B14

ЕГЭ Раздел 4. Письмо

Для ответов на задания **C1** и **C2** используйте бланк ответов № 2. Черновые пометки могут делаться прямо на листе с заданиями, или можно использовать отдельный черновик. При выполнении заданий **C1** и **C2** особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём не оцениваются. Запишите сначала номер задания (**C1, C2**), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать его другую сторону.

C1 You have received a letter from your English-speaking pen-friend Tom who writes:

This summer we are again going to Brighton. I wish I could go abroad to France or Spain – I have never been abroad. How do you usually spend your summer holidays? If you won a trip abroad, what country would you like to visit and what would you like to see there? How would you like to get there? By the way, my sister is getting married in the autumn.

Write a letter to Tom.

In your letter

- answer his questions
- ask 3 questions about his sister

Write 100–140 words.

Remember the rules of letter writing.

C2 Comment on the following statement.

There are no bad students – there are bad teachers.

What is your opinion? Do you agree with this statement?

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

РТ 11 класс. Обобщение стратегий

СТРАТЕГИЯ ВЫПОЛНЕНИЯ ЭКЗАМЕНАЦИОННЫХ ЗАДАНИЙ

В учебнике и рабочей тетради «Forward» для 11 класса представлены задания разных типов, используемых в едином государственном экзамене и международных экзаменах по английскому языку (например, PET, KET, FCE). Большинство национальных и международных экзаменов включают задания по аудированию (пониманию звучащей речи), чтению, грамматике и лексике, созданию письменных текстов. Выполняя задания рабочей тетради, вы сможете успешно подготовиться ко всем этим экзаменам и в первую очередь к ЕГЭ. Большую роль в подготовке к экзамену играет умение применять правильные стратегии выполнения разных заданий.

Далее, к заданиям, используемым в ЕГЭ по английскому языку, приводятся инструкции из контрольно-измерительных материалов. Следует отметить, что в экзаменационных материалах письменной части все инструкции даются на русском языке.

ЕГЭ по английскому языку

Письменная часть

Экзаменационная работа включает задания трёх уровней сложности: базового, повышенного и высокого. Задания базового и повышенного уровней не будут представлять большой сложности. Задания высокого уровня более трудные, они рассчитаны на учащихся, обучающихся по профильной программе (более 3 часов английского языка в неделю). Если во время экзамена вы испытываете затруднения с этими заданиями, не тратьте на них много времени. Выполняйте другие задания и вернитесь к трудным, выполнив более лёгкие задания.

В настоящее время экзаменационная работа по английскому языку состоит из четырёх разделов, включающих 40 заданий.

Раздел 1 («Аудирование») содержит девять заданий: два на установление соответствия и семь заданий на выбор одного правильного ответа из трёх предложенных. Рекомендуемое время работы — 30 минут.

Раздел 2 («Чтение») содержит девять заданий: два задания на установление соответствия и семь заданий на выбор одного правильного ответа из четырёх предложенных. Рекомендуемое время работы — 30 минут.

Раздел 3 («Грамматика и лексика») содержит 20 заданий: 13 заданий, требующих краткого ответа, и семь заданий на выбор одного правильного ответа из четырёх предложенных. При выполнении заданий, требующих краткого ответа, вы должны самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время работы — 40 минут.

Не забывайте переносить свои ответы в бланк ответов № 1 по окончании выполнения заданий каждого из этих разделов.

Раздел 4 («Письмо») состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время работы — 80 минут. Черновые пометки можно делать прямо на листе с заданиями или можно использовать отдельный черновик. Как черновик, так и отдельные черновые пометки не проверяются и не оцениваются. Оценке подлежит только вариант ответа, занесённый в бланк ответов № 2.

Все бланки ЕГЭ заполняются яркими чёрными чернилами. Допускается использование гелевой, капиллярной или перьевой ручек.

Общее время проведения письменной части экзамена — 180 минут.

К заданиям, используемым в ЕГЭ по английскому языку, приводятся инструкции из контрольно-измерительных материалов. Следует отметить, что в экзаменационных материалах письменной части все инструкции даются на русском языке.

Устная часть

В настоящее время устная часть ЕГЭ включает четыре задания — три базового уровня сложности и одно высокого уровня сложности.

Задание 1 — чтение вслух небольшого текста научно-популярного характера.

В задании 2 предлагается ознакомиться с рекламным объявлением и задать пять вопросов на основе его ключевых слов.

В задании 3 необходимо выбрать одну из трёх фотографий и описать её, используя предложенный план.

В задании 4 ставится задача сравнить две фотографии по предложенному плану.

Экзамен проводится в новой компьютеризированной форме без участия экзаменатора-собеседника. Задания и цветные фотографии предъявляются экзаменуемому на дисплее компьютера. Каждое последующее задание предлагается после окончания выполнения предыдущего задания. Во время ответа постоянно ведётся аудио- или видеозапись.

Время на подготовку к выполнению каждого задания устной части ЕГЭ — 1,5 минуты.

Общее время ответа одного экзаменуемого (включая время на подготовку) — 15 минут.

Постарайтесь полностью выполнить поставленные задачи, старайтесь говорить ясно и чётко, не отходить от темы и следовать предложенному плану ответа. Так вы сможете набрать наибольшее количество баллов.

ОБЩИЕ РЕКОМЕНДАЦИИ

ВСЕГДА

Внимательно читайте инструкцию! Стратегии выполнения заданий в рамках одного и того же вида речевой деятельности (аудирование, чтение, письмо, говорение) зависят от того, какая именно задача перед вами поставлена. В чтении и аудировании это может быть понимание общего содержания текста, поиск запрашиваемой информации или полное и детальное понимание текста. Ваш подход к выполнению этих заданий будет разным.

НИКОГДА

Не волнуйтесь, если вы не всё поняли в звучащем или написанном тексте. Для того чтобы правильно выполнить задание, совсем не обязательно понимать каждое слово. Постарайтесь понять общее содержание текста и догадаться о значении неизвестных слов по контексту, по их морфемному составу или по аналогии с международными словами.

Не тратьте много времени на вопросы, которые вызывают затруднения. К ним следует вернуться позже, выполнив более лёгкие задания. Помните, что время работы на экзамене ограничено.

Не оставляйте ни одного вопроса без ответа. Если вы не знаете ответ — используйте догадку, она может оказаться верной. На уроке попросите учителя разобрать задания, которые вам было трудно выполнить. Позже, дома, проанализируйте причины своих ошибок/затруднений и потренируйтесь выполнять подобные задания.

ПОМНИТЕ

Многое зависит от вашей внимательности, умения понять инструкцию и следовать ей и от выбора правильной стратегии выполнения задания.

АУДИРОВАНИЕ (понимание звучащего текста)

Общие рекомендации

Внимательно прочитайте инструкцию и вопросы задания до первого прослушивания аудиотекста. Постарайтесь понять, какого рода информацию вам надо извлечь из звучащего текста, чтобы ответить на эти вопросы.

При первом прослушивании просматривайте вопросы и отмечайте ответы, которые кажутся вам наиболее подходящими.

Перед вторым прослушиванием прочитайте ещё раз все вопросы, особенно те, на которые не ответили во время первого прослушивания. Слушая запись второй раз, проверьте выбранные вами ответы и постарайтесь ответить на вопросы, которые вызвали затруднения при первом прослушивании.

Помните, что вопросы следуют в том же порядке, что и информация в аудиотексте. Однако последний вопрос может касаться общего смысла высказывания или общей идеи текста, поэтому важно понять текст в целом.

Задания на установление соответствия (Matching)

Задание 1 раздела «Аудирование» ЕГЭ базового уровня сложности

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего **A–F** и утверждениями, данными в списке **1–7**. Используйте каждое утверждение, обозначенное соответствующей цифрой, **только один раз**. В задании есть **одно лишнее утверждение**. Вы услышите запись дважды. Занесите свои ответы в таблицу.

Если в задании нужно определить, кто произносит тот или иной монолог, сосредоточьтесь на фразах и словах, которые характеризуют говорящего (например, профессия).

Если нужно определить, где происходит тот или иной разговор, обратите внимание на фразы, связанные с местом действия. Иногда одна характерная фраза помогает выбрать правильный ответ.

Если нужно определить, какое из звучащих высказываний соответствует тому или иному утверждению из списка, постарайтесь сформулировать для себя основную мысль услышанного высказывания и затем подберите к нему подходящее по смыслу утверждение.

Если в задании требуется определить тип звучащего текста, следует обратить внимание на слова и выражения, характерные для того или иного типа текста, игнорируя избыточную информацию, содержащуюся в аудиозаписи.

Задания «Верно — Неверно — В тексте не сказано» (True — False — Not stated)

Задание 2 раздела «Аудирование» ЕГЭ повышенного уровня сложности

Вы услышите диалог. Определите, какие из приведённых утверждений **A–G** соответствуют содержанию текста (**1 — True**), какие не соответствуют (**2 — False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 — Not stated**). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

Выбирая ответ, исходите только из той информации, которая даётся в звучащем тексте. Не пытайтесь привлечь свои общие знания, опирайтесь только на аудиозапись.

Дополнительное пособие по развитию умений и навыков устной речи



Образцы ответов

Вариант 1

- 1) What teams are playing?/What teams are going to play?
- 2) How can I get to the stadium?
- 3) How much is the ticket? How much does the ticket cost?
- 4) Can I take photos during the game?/I can take photos, can't I?
- 5) Are there any discounts for students?/Are there discounts for students?/Do you offer discounts for students?

Вариант 2

- 1) Do I need any special equipment?/Do you provide the equipment?
- 2) Do your instructors have enough experience?/Are the instructors experienced enough?
- 3) What is the price per jump?/How much does a jump cost?/How much do I have to pay for a jump?
- 4) What are the safety rules?/What safety rules do I have to follow?
- 5) How long is the course for beginners?

Mind the trap!

Фразы типа What about ... ? или I'd like to know ... недопустимы – они не являются прямыми вопросами.

? FAQ

Что произойдёт, если мой ответ займёт меньше положенного времени?

Если вы при этом выполнили задание полностью, полностью прочитали текст вслух или задали все положенные вопросы (задание 2) или раскрыли все пункты плана, используя 12–15 фраз (задания 3–4), то это не скажется на полученных баллах.

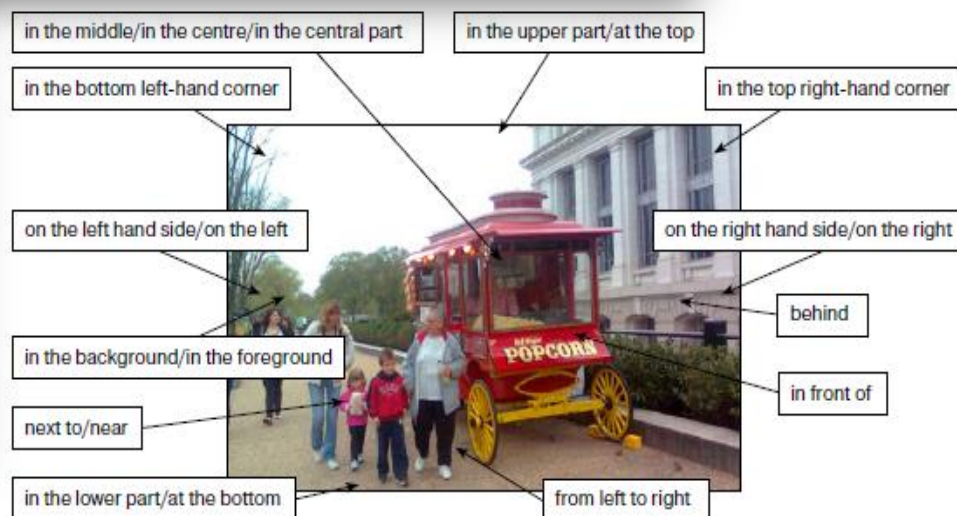
Что произойдет, если мой ответ займёт больше положенного времени?

Эта ситуация хуже, потому что запись вашего ответа прекратится и эксперт просто не услышит концовку.

работки отдельно как варианты с 1/ выполнение.

Раздел «Образцы ответов» для тех старшеклассников, кто только готовится к экзамену, что предполагает, что предлагаются наиболее типичными, но не исключены и другие варианты. Возможно и то, что особенно это касается даже в чтении, а также расстановки оформления пред

Для задания 1 образцы прочтения текстов



Портфель корпорации «Российский учебник»

Линии преемственных УМК и учебных пособий серии «FORWARD» для 2-11 классов

- Линия УМК «FORWARD» для 2-11 классов: включены в ФП, соответствует ФГОС и обеспечивают преемственность изучения английского языка со 2 по 11 класс





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