

М.А. Бодоньи

АНГЛИЙСКИЙ ЯЗЫК

Подготовка к ЕГЭ:
устная часть

Задания
по **новой** демоверсии
на 2015 год



УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС
«АНГЛИЙСКИЙ ЯЗЫК. ПОДГОТОВКА К ЕГЭ»



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ПОДГОТОВКА К ЕГЭ: УСТНАЯ ЧАСТЬ ЗАДАНИЯ ПО НОВОЙ ДЕМОВЕРСИИ НА 2015 ГОД

Учебно-методическое пособие



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Предлагаемое учебно-методическое пособие предназначено для подготовки старшеклассников к **устной части ЕГЭ по английскому языку**. Новый формат экзамена, введенный с 2015 года, содержит задания, направленные на проверку уровня сформированности умений устной речи. Пособие основано на предлагаемой в ЕГЭ типологии заданий, критериях оценивания, трудностях их выполнения. В нём представлена авторская методика развития и активизации умений устной речи, обеспечивающая эффективную подготовку к экзамену и успешное его выполнение.

Издание адресовано выпускникам средней школы, планирующим сдавать ЕГЭ по английскому языку, а также учителям и методистам.

Книга является **важным дополнением к учебно-методическому комплексу «Английский язык. Подготовка к ЕГЭ»**, включающему такие пособия, как «Английский язык. Подготовка к ЕГЭ-2015. Пособие с аудиоприложением. Книги 1 и 2», «Английский язык. Подготовка к ЕГЭ: словообразование. Задания 26-31. Раздел «Грамматика и лексика», «Английский язык. 10-11 классы. Тренировочная тетрадь для подготовки к выполнению раздела 4 на ЕГЭ (личное письмо, эссе) и др.

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ПРЕДИСЛОВИЕ

Уважаемые старшекласники и учителя английского языка!

Как известно, в ЕГЭ по английскому языку 2015 года вводятся существенные изменения, связанные с появлением устной части. Данное нововведение позволяет представить и оценить иноязычные коммуникативные умения школьников в комплексе — проверить уровень сформированности как языковой, так и речевой компетенций. Ясно, что такие трансформации требуют дополнительной активизации умений устной речи, и предлагаемое учебно-методическое пособие может быть рассмотрено как эффективное средство подготовки к устной части ЕГЭ по английскому языку. Оно составлено на основе Демоверсии 2015 года, критериев оценивания устной части, а также рекомендаций, представленных на сайте ФИПИ.

Задания устной части включают три задания базового уровня сложности:

- чтение фрагмента информационного или научно-популярного, стилистически нейтрального текста;

- условный диалог-расспрос с опорой на вербальную ситуацию и фотографию (картинку);

- создание монологического тематического высказывания с опорой на вербальную ситуацию и фотографию (картинку);

- одно задание высокого уровня сложности:

- создание монологического тематического высказывания с элементами сопоставления и сравнения с опорой на вербальную ситуацию и фотографию (сравнение двух фотографий).

Пособие состоит из четырех частей, в каждой из которых на основе представлена отработка одного из предлагаемых заданий:

- Preparation for Task 1: Achieve Reading Fluency.

- Preparation for Task 2: How to Ask Direct Questions

- Preparation for Task 3: Picture Description

- Preparation for Task 4: Compare and Contrast Photos

Используются разнообразные упражнения, позволяющие познакомить учащихся с форматом проведения устной части, проанализировать критерии оценивания и предполагаемые трудности выполнения, а также активизировать устно-речевые умения школьников.

Таким образом, выполнение заданий, представленных в разработанном пособии, обеспечивает эффективную подготовку к устной части ЕГЭ по английскому языку и успешное выполнение заданий.

Желаем успешной сдачи экзаменов!

Замечания и предложения, касающиеся данной книги, можно присылать почтой или на электронный адрес:

legionrus@legionrus.com

Обсудить пособие, оставить замечания и предложения, задать вопросы можно на форумах издательства

<http://legion-posobiya.livejournal.com> или <http://f.legionr.ru>

Preparation for Task 1: Achieve Reading Fluency

Words: Revising Rules of Reading

1. A. Read the task¹, analyze it and answer the questions below.

Task 1. Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

You don't see many birds in winter. Most have left your area. Those that stay are not as active. Activity uses energy that is needed to keep warm. The worst problems for birds in winter are getting enough heat and holding on to the heat once it is made. These are problems for all birds. But it is especially true for very small ones. They cannot find enough food. The weather stays so cold for so long that they cannot eat enough to keep alive. But birds have many ways of fighting the cold.

You shiver to keep warm. The heat that you make is made mostly in your muscles. The muscles make more heat when they are active. So one way of keeping warm is to move about, use your muscles. Another way is to shiver. When your body needs heat, the muscles tighten and loosen quickly. They become active. Just as you shiver to keep warm, so do birds.

1. What should you do in this task?
2. What kind of communicative situation are you offered?
3. Why do you want to read this text to your friend?
4. How much time do you have to read the text? How should you read the text?
5. Do you have time for preparation?
6. Should you speak about the text after reading it? Should you answer or ask questions based on the text?
7. Is this task difficult for you? Why or why not?

¹ Демонстрационный вариант УСТНОЙ ЧАСТИ контрольно-измерительных материалов единого государственного экзамена по АНГЛИЙСКОМУ ЯЗЫКУ (<http://fipi.ru/ege-i-gve-11/demoversii-specifikacii-kodifikatory>)

B. Read the text. Note down the time you need to read it. Underline the words which are difficult for you to read. Read these words below using given transcription. Check yourself.

birds	[bɜ:d]	enough	[ɪ'nʌf, ə-]
area	['æriə]	heat	[hi:t]
worst	[wɜ:st]	another	[ə'nʌðə]
especially	[ɪs'pɛʃ(ə)li,əs-]	cannot	['kænɒt]
true	[tru:]	alive	[ə'laɪv]
fighting	['fɑ:tn]	shiver	['ʃɪvə]
quickly	['kwɪkli]	tighten	['taɪt(ə)n]

C. Read the text. Put | and || in the text to show where you should pause. Compare your text with the marked variant below.

You don't see many birds in winter. || Most | have left your area. || Those that stay | are not as active. || Activity uses energy | that is needed to keep warm. ||

The worst problems for birds in winter | are getting enough heat | and holding on to the heat once | it is made. || These are problems for all birds. || But it is especially true for very small ones. || They cannot find enough food. || The weather | stays so cold for so long | that they cannot eat enough | to keep alive. || But birds | have many ways of fighting the cold. ||

You shiver to keep warm. || The heat that you make | is made mostly in your muscles. || The muscles | make more heat | when they are active. || So | one way of keeping warm | is to move about, | use your muscles. Another way is to shiver. || When your body needs heat, | the muscles tighten | and loosen quickly. || They become active. || Just as you shiver to keep warm, | so do birds. ||

Useful Tips

Чтение является важнейшим умением. Устная часть КИМ ЕГЭ по английскому языку включает задание, направленное на проверку уровня сформированности умений чтения. Это задание, предполагающее чтение вслух небольшого текста научно-популярного характера.

Предполагаемое время на подготовку – 1,5 минуты.

Максимальное количество баллов за первое задание в устной части ЕГЭ по английскому языку – 1 балл.

При проверке данного умения обращают внимание как на саму технику чтения (понимание правил чтения отдельных букв и их сочетаний), так и на фонетическую сторону речи: произношение звуков, ритм английского предложения и интонацию.

2. A. Read the criteria of evaluation and analyze them.

1 балл	0 баллов
<i>Речь воспринимается легко:</i> необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры соблюдаются, произношение слов без нарушений нормы: допускается не более пяти фонетических ошибок, в том числе, одна-две ошибки, искажающие смысл.	<i>Речь воспринимается с трудом</i> из-за большого количества неестественных пауз, запинок, неверной расстановки ударений и ошибок в произношении слов, ИЛИ сделано более пяти фонетических ошибок, ИЛИ сделано три и более фонетических ошибок, искажающих смысл.

B. Divide the characteristics of reading into two groups.

необоснованные паузы, фонетические ошибки, фразовое ударение отвечает норме, интонация соответствует норме, неестественные паузы, неверная расстановка ударений, правильное произношение слов, ошибки в произношении слов

Characteristics of Good Reading	Characteristics of Bad Reading

C. Define which characteristics are important for you to practice.**Useful Tips**

К типичным ошибкам учащихся при выполнении задания 1 относятся

- неправильное произнесение звуков [θ], [η], [h], [з:];
- неправильное чтение слов, в которых буквы пишутся, но не читаются: muscles, castle;
- неправильное произношение звуков, которые меняют смысл слов: heat-hid, food-foot;
- отсутствие редуцированного произношения безударных слогов;
- неправильное деление простых и сложных предложений на смысловые синтагмы;
- неправильное чтение синтагм с перечислением;
- неправильная интонация предложений с низким нисходящим тоном ².

3. A. Revise the rules of reading vowels. Give examples for each type. Use the words below.

<i>Тип слога</i>	<i>Открытый слог</i>	<i>Закрытый слог</i>	<i>Гласный + r + (согласный)</i>	<i>Гласный + r + гласный</i>
Aa	[ei]	[æ]	[a:]	[eə]
Your examples:				
Ee	[i:]	[e]	[ɜ:]	[ɪə]
Your examples:				
Ii	[aɪ]	[ɪ]	[ɜ:]	[aɪə]
Your examples:				
Oo	[əʊ]	[ʊ]	[ɔ:]	[ɔ:]

² Махмуриян К.С. Программа подготовки экспертов ПК субъектов РФ по проверке устных ответов участников ЕГЭ по ИЯ. Специфика работы экспертов. (<http://fipi.ru/actions/seminar/23-24092014-seminar-dlya-tyutorov-ekspertov-ege-po-inostrannym-yazykam>)

Your examples:				
Uu	[(j)u:]	[ʌ]	[3:]	[juə]
Your examples:				
Yy	[aɪ]	[ɪ]	[3:]	[aiə]
Your examples:				

case, her, line, car, bet, bit, burn, sort, fare, term, sir, third, or, sort, fur, zone, nude, lot, cut, myth, mere, hire, my, tank, Cyrd, she, pure, tyre

B. Practice reading words. Pay attention to the rules of reading vowels.

Aa

pale, take, table, made, sale, plate, rate, name, behave, gate, tale; bat, pan, man, mad, apple, cattle, bad, fat, cat, sad, flat, battle; arm, alarm, car, dark, far, hard, art, part, card, artist, farm, harm; bare, care, dare, fare, hare, pare, prepare, square, ware, haircare, stare.

Oo

go, no, rose, nose, stone, bone, phone, pole, hole, sole, noble, joke; not, rock, cock, long, God, hot, dog, ox, fond, clock, fog, horror, nod; or, forty, horse, morning, orchard, corner, sport, fork, sort; ore, bore, more, before, adore, ignore, tore, wore, restore, explore, shore.

Uu

blue, use, amuse, accuse, tulip, duke, Tuesday, tube, mute, student; but, sun, bus, cut, rub, fun, hunt, just, jump, public, rubbish, suffer; burn, burst, hurt, church, fur, turn, curl, Thursday, purse, purpose; pure, cure, endure, secure, demure, caricature, sure, obscure.

Ee

me, he, these, even, complete, be, Egypt, refuse, refer, recently, ecology; pet, met, pen, men, chess, well, ten, intend, egg, bed, red, net, festival; her, serve, perfect, perch, verse, berth, mermaid, permanent, service; here, severe, sincere, mere, interfere, sphere, atmosphere.

Ii

ice, pine, nine, five, tie, mile, time, fine, rise, drive, stripe, slice, ride, pile;
 big, fill, kiss, win, mint, mix, sing, ill, sit, is, lip, six, picnicker, prince, insect;
 girl, shirt, skirt, birch, fir, first, circle, bird, dirty, sir, third, ladybird, dirt;
 fire, hire, tired, admire, wire, desire, retire, expire, empire, inspire, require.

Yy

bye, my, fly, buy, try, rye, dye, lye, deny, rely, supply, type, typist;
 myth, Syd, crystal, rhythm, symbol, system, lynx;
 myrtle;
 tyre, lyre, pyre.

Useful Tips

Следует обратить особое внимание на отработку слов, образованных на основе третьего типа чтения гласных. Как правило, трудности возникают с сочетаниями звуков *e + r*, *i + r*, *u + r*, которые дают звук [ɜ:].

4. Practice the third type of reading vowels.

Farm, firm, form, fern, start, stork, skirt, word, serf, urge, birth, herb, large, garb, third, shark, curly, thirsty, verbal, order, servant, orchard, sportsman, murmur.

Useful Tips

Обрати внимание на то, что гласная *o* перед *m*, *n*, *v*, *th* читается как [ʌ], исключения составляют слова *moth* [ɒ], *both* [əʊ], *move* [u:].

5. Underline the words which are pronounced with [ʌ].

Son, ox, cock, other, woke, globe, above, knot, mother, brother, month, come, knock, nod, lodge, dove, none, hope, done, glove, love, some, front.

6. Revise the rules of reading digraphs.

oi, oy	[ɔɪ]	poison, spoil, joy, annoy
ei, ey	[eɪ]	grey, they, veil, obey

		<p>But: [e] leisure; [i:] receive, deceive, perceive; [aɪ] either, neither, height; In unstressed positions: [i] turkey, money, jersey, key [ki:].</p>
oo	[u:]	<p>moon, spoon, too, zoo, boost, doom, goose, mood, balloon, noon But: [ʊ] before k-book and in words foot, good, wood, stood, wool Exceptions: [ʌ] – flood, blood [ɔ:] – floor, door</p>
au, aw	[ɔ]	<p>eaunch, law, awful, paw, dawn, cause, because, pause, Australia, Austria, autumn</p>
ou	[aʊ]	<p>south, account, about, aloud, house, ground, amount, bounce, count But: [u:], [ʊ] - could, would, should, group; [ʌ] - country, couple, double, young, touch, tough, enough, rough;</p>

		[əʊ] – soul, shoulder, dough; [ɔ:] – bought, brought, thought, fought, ought; [ɒ] – cough. In unstressed positions: [ə] – nervous, monstrous.
ow	[aʊ] [əʊ]	[aʊ] – down, allow, flower, crowd; [əʊ] – slow, know, flow, below, blow. But: [ɒ] – knowledge

7. Revise the rules of reading the digraph ea.

ea		
[i:]	[e]	[ei]
please treat clean easy dream eager leave read reach sea steam team	breakfast deaf health heaven jealously measure pleasant pleasure realm sweater threat treasure	break great steak

8. Revise the rules of reading the following digraphs.

Обрати внимание на то, что в данных сочетаниях звуков одна гласная становится ведущей, а другая становится «немой»

Ie/ iE	[i:] [e]	believe friend But: [ai] tie, lie, die, bye
ee	[i:]	fee, speech, needle, beetle, sleep, sheep
Oe	[əʊ]	toe, goes, tiptoe, aloe But: [u:] canoe, shoe
Oa	[əʊ]	boat, coat, soap, coal, throat, toast
Ue Ui	[(j)u:]	suit, fruit, juice, due, continue, clue, blue, issue, rescue, glue But: colleague, antique, monologue
Ai Ay aI aY	[ei] [ɪ]	stay, tray, pay, plain, train Sunday, Monday, mountain But: [ɜ:] curtain

9. Revise the rules of reading the following digraphs.

ew, eu – [(j)u:].

few, drew, crew, view, steward, new, eucalyptus, Eugene

10. Practice reading words. Pay attention to the rules of reading vowels.

Believe, toe, canoe, boat, suit, colleague, stay, Sunday, curtain, Monday, double, young, touch, tough, enough, rough, cough, moon, spoon, too, zoo, tray, pay, train, antique, please, bought, spoil, joy, annoy, turkey, money, jersey, treat, dream, eager, leave, read, reach, sea, steam, team, soul, shoulder, dough, fought, ought, country, couple, health, launch, law, monologue, fruit, soap, juice, due, continue, pleasant, perceive, pleasure, group, real, grey, plain, sweater, threat, treasure, awful, paw, nervous, brought, thought, clean, easy, poison, monstrous, dawn, cause, because, pause, balloon, leisure, Australia, die, Austria, needle, beetle, autumn, either, south, account, about, coal, aloud, house, ground, amount, bounce, count, could, would, down, they, receive, allow, flower, height, crowd, slow, know, flow, below, blow, knowledge, boost, doom, goose, mood, noon, clue, blue, issue, rescue, glue, coat, should, throat, toast, shoe, goes, tiptoe, aloe, friend, fee, obey, speech, sleep, sheep, tie, lie, bye, break, great, steak, breakfast, deaf, heaven, jealously, measure, mountain, veil, deceive, neither, key.

11. A. Revise the rules of reading digraphs.

			Your example
ai + r	→ [ɛə]	pair	
ei + r	→ [ɛə]	their	
oa + r	→ [ɔ:]	aboard	
oo + r	→ [ɔ:]	floor, poor	
ee + r	→ [iə]	career	
ea + r	→ [iə]	hear	
ea + r	→ [ɛə]	bear	
ou + r	→ [aʊə]	flour But: [ɔ:]course	
ou + r (unstressed position)	→ [ə]	colour	
eu + r	→ [(j)ʊə]	Europe	

B. Give your examples for each rule.**12. Practice reading words. Pay attention to the rules of reading vowels.**

Affair, footwear, beer, baseboard, career, air, Europe, mountaineer, disappear, pioneer, spoor, sightseer, armchair, seaboard, despair, deer, backdoor, fair, opendoor, weir, unmoor, appear, blackboard, funfair, keyboard, indoor, uproar, outdoor, Eurasian, volunteer, bear, poor, hear, seafloor, hair, soar, pair, Eurasia, repair, hoar, stair, unfair, heir (h - не-мая), roar, their, cheer, engineer, European, foreseer, boar, scoreboard, oar, aboard, fireboard, inboard, ear, dear, near, wallboard, door, floor, clear, year, Europhobia.

13. Match examples with each rule of reading.

1. o + ll → [əʊ]	dance – chance
2. o + ld → [əʊ]	feather – weather
3. o + lt → [əʊ]	small – false
4. i + ld → [aɪ]	rasp – gasp
5. i + nd → [aɪ]	half – halves
6. i + gh → [aɪ] (gh не читается)	calm – palm

7. a + ss → [ɑ:]	task – mask
8. a + st → [ɑ:]	branch – ranch
9. a + sk → [ɑ:]	plant – grant
10. a + sp → [ɑ:]	head – dead
11. a + nt → [ɑ:]	kind – mind
12. a + nce → [ɑ:]	enroll – stroll
13. a + nch → [ɑ:]	revolt – bolt
14. a + ft → [ɑ:]	cold – fold
15. a + th → [ɑ:]	cast – past
16. a + l + любая согласная буква кроме k, m, f, ve → [ɔ:]	bath – father
17. a + l + m → [ɑ:] (l – не произносится)	light – fight
18. a + l + f/ ve → [ɑ:] (l – не произносится)	grass – class
19. ea + d → [e]	mild – child
20. ea + th → [e]	aircraft – overdraft

14. A. Read the pairs. Some words are exceptions and they are pronounced differently. The clues in the table will help you. Check your pronunciation in the dictionary.

	The vowels pronounce
1. roll – doll	differently
2. holt – bolt	similarly
3. old – gold	similarly
4. high – height	similarly
5. kind – wind	differently
6. bright – sight	similarly
7. gasp – wasp	differently
8. ask – mask	similarly
9. embarrass – glass	differently

10. past – coast	differently
11. beneath – death	differently
12. plant – want	differently
13. grant – vacant	differently
14. path – math	differently
15. chance – fiancé	differently
16. raft – spacecraft	similarly

B. Write the exceptional words from A with their transcription.

15. Read the rule of reading. Which words from the table refer to it?

ea + r + consonant → [ɜ:]

ear earn learn clear search near pearl earth hear heard

16. Read the following words with –ough-. Pay attention to the differences in reading them.

ough		
[ɔ:]	[əʊ]	[aʊ]
bought	although	bough
ought	though	drought

Useful Tips

Обрати внимание на непроизносимые согласные, которые часто встречаются при чтении:

1. g и k не произносятся перед n;
2. w не произносится перед r;
3. b и p не произносятся после m;
4. b не произносится перед t;
5. h не читается после w, за исключением случаев, когда после w следует o;
6. p не читается в начале слова в сочетании с n и s;
7. в конце слова при сочетании трех согласных средняя не читается (это особенно касается слов, оканчивающихся на -le, -en).

17. Read the following words. Define if they have a silent consonant. Use the rules of reading to explain the appearance of silent consonants.

Words	Rules of reading
reign	
why	
wrap	
whom	
debt	
rustle	
pneumonia	
wrong	
wrestle	
know	
who	
whale	
fasten	
muscle	
sign	
knock	

whose

thistle

what

soften

where

hymn

whole

wrest

kneel

lamb

psychology

whistle

doubt

castle

when

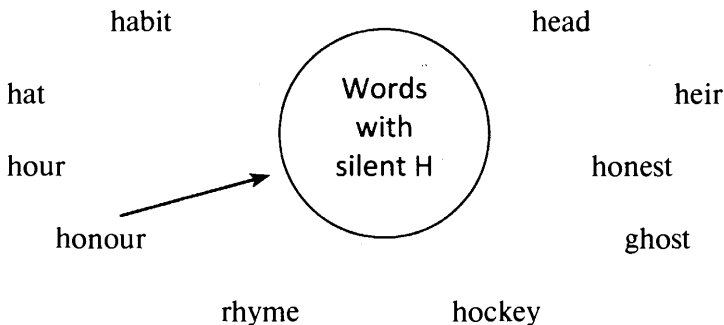
listen

christen

Useful Tips

Необходимо запомнить слова, в которых h не читается:
heir, hour, honest, honour, ghost, rhyme

18. Read the following words. Which of them refer to the group of words with silent consonants?



19. Underline silent letters in each word.

Climb, crumb, dumb, comb, muscle, sandwich, Wednesday, champagne, foreign, sign, thought, through, daughter, light, might, right, fight, weigh, hour, honest, heir, herb, knife, knee, know, knock, knowledge, calm, half, talk, balk, would, should, autumn, hymn, island, isle, castle, fasten, listen, often, whistle, thistle, wrap, wrong, feign, thought, honor, could, psychiatrist.

Useful Tips

Одним из самых трудных в плане чтения являются слова с gh, которое читается по-разному, а может и не произноситься. Обрати особое внимание на эти слова: их знание позволит тебе не допустить многочисленных ошибок в чтении.

20. Match the words with their transcription.

1. cough	a. [ɪʌf]
2. draught	b. [faɪt]
3. laugh	c. [weɪ]
4. rough	d. [kɒf]
5. tough	e. ['nɔ:tɪ]
6. bought	f. [dra:ft]
7. through	g. [la:f]
8. though	h. [ðəʊ]

9. daughter	i. [frɔ:t]
10. fraught	j. [tʌf]
11. fight	k. [bɔ:t]
12. weigh	l. [θru:]
13. naughty	m. ['dɔ:tə]

21. Read the following pairs of words. Match each column with the sounds to correspond.

[e], [ɪ], [i:], [ɪ], [æ], [e], [ʌ], [æ], [ɔ:], [ɒ], [əʊ], [ɔ:], [u:], [ʊ], [ɜ:], [ɑ:]
[eɪ], [e], [eə], [ɪə]

1.	
pig	peg
fill	fell
middle	medal
chick	cheque
sit	set
lift	left
pit	pet
miss	mess

2.	
green	grin
bean	bin
reason	risen
meal	mill
feet	fit
cheek	chick
deep	dip
each	itch

3.	
had	head
bag	beg
land	lend
can	Ken
pan	pen
mat	met

4.	
fun	fan
mud	mad
sung	sang
bug	bag
cup	cap
uncle	ankle

pat	pet
cattle	kettle

drunk	drank
much	match

5.	
not	nought
stock	stalk
pot	port
cot	court
spot	sport
cock	cork
fox	forks

6.	
low	law
Joe	jaw
boat	bought
cold	called
bowl	ball
show	shore
snow	snore

7.	
fool	full
pool	pull
Luke	look
boot	foot
food	good
tool	wool

8.	
firm	farm
burn	barn
stir	star
heard	hard
dirt	dart
birth	bath

9.	
pain	pen
tail	tell
main	men
fail	fell
age	edge

10.	
hair	here
bear	beer
air	ear
spare	spear
rare	rear

shade	shed
paper	pepper
taste	test

dare	dear
stare	steer
chair	cheer

22. Read the following pairs of words. Match each column with the sounds to correspond.

[s], [t], [d], [dʒ], [ʃ], [j], [f], [w], [k], [g], [v], [w], [n], [ŋ], [s], [z],
[θ], [ð], [ʃ], [θ], [dʒ], [tʃ], [b], [t], [d], [tʃ], [l], [r], [f], [v], [s], [z], [p],
[ð], [θ], [ð]

1.	
see	she
sell	shell
save	shave
sock	shock
saw	shore
Sue	shoe
sort	short
rust	rushed
sew	show

2.	
ship	cheap
sherry	cherry
shoes	choose
sheep	cheap
cash	catch
wish	which
wish	witch
washing	watching
share	chair

3.	
chin	gin
choke	joke
chain	Jane
rich	ridge
search	surge

4.	
use	juice
yak	Jack
yam	jam
yet	jet
yes	Jess

5.	
Sue	zoo
seal	zeal
lacy	lazy
sip	zip
fussy	fuzzy
rice	rise
loose	lose
race	raise
once	ones

6.	
port	bought
pat	bat
cup	cub
pride	bride
tap	tab
rope	robe
tripe	tribe
pull	bull
pit	bit

7.	
two	do
ten	den
sight	side
heart	hard
town	down
bat	bad
ton	done
set	said
plate	played
train	drain

8.	
van	fan
vine	fine
veal	feel
save	safe
vole	foal
very	ferry
prove	proof
leave	leaf
believe	belief
veil	fail

9.	
lip	rip
lead	read

10.	
pick	pig
coat	goat

lap	wrap
list	wrist
light	right
collect	correct
law	raw
alive	arrive

cave	gave
could	good
cot	got
lock	log
crow	grow
clue	glue

11.	
vet	wet
vest	west
veil	whale
verse	worse
vine	wine
veal	wheel

12.	
in	sing
son	sung
win	wing
ton	tongue
thin	thing
ran	rang

13.	
thick	sick
think	sink
thumb	sum
mouth	mouse
theme	seem
thing	sing
path	pass
worth	worse

14.	
thank	tank
thick	tick
theme	team
thin	tin
fourth	fort
three	tree
path	part
north	nought

15.	
breathe	breeze
clothing	closing
bathe	bays
then	Zen

16.	
there	dare
then	den
than	Dan
though	dough

17.	
three	tree
Ruth	roof
death	deaf
thirst	first
thread	Fred

18.	
way	they
with	this
wear	their
woes	those
we	thee

Useful Tips

Особенностью английского языка является так называемое «плавающее» ударение в однокоренных словах. Будь внимателен и заучивай однокоренные слова, в которых ударение падает на разные слоги.

23. Read the words. Pay attention to the stressed syllables.

<u>c</u> ivil	civ <u>i</u> lity	<u>c</u> ivilize	civiliz <u>a</u> tion
<u>e</u> qual	equal <u>i</u> ty	<u>e</u> qualize	equaliz <u>a</u> tion
<u>f</u> inal	final <u>i</u> ty	final <u>i</u> ze	finaliz <u>a</u> tion
<u>g</u> eneral	gener <u>a</u> lity	<u>g</u> eneralize	generaliz <u>a</u> tion
<u>h</u> ospital	hospit <u>a</u> lity	<u>h</u> ospitalize	hospitaliz <u>a</u> tion
<u>l</u> egal	leg <u>a</u> lity	legal <u>i</u> ze	legaliz <u>a</u> tion
<u>m</u> obile	mob <u>i</u> lity	<u>m</u> obilize	mobiliz <u>a</u> tion
<u>n</u> ational	nation <u>a</u> lity	<u>n</u> ationalize	nationaliz <u>a</u> tion
<u>n</u> eutral	neutr <u>a</u> lity	<u>n</u> eutralize	neutraliz <u>a</u> tion
<u>p</u> ersonal	person <u>a</u> lity	<u>p</u> ersonalize	personaliz <u>a</u> tion
<u>r</u> eal	real <u>i</u> ty	<u>r</u> ealize	realiz <u>a</u> tion
<u>s</u> table	stab <u>i</u> lity	<u>s</u> tabilize	stabiliz <u>a</u> tion

24. Read the poem. Write transcription of all the words in bald.

Here is some pronunciation.

Ration never rhymes with **nation**,

Say **prefer**, but **preferable**,

Comfortable and **vegetable**.

B must not be heard in **doubt**,

Debt and **dumb** both leave it out.

In the words **psychology**,

Psychic and **psychiatry**

You must never sound the *p*.

Psychiatrist you call the man

Who cures the complex, if he can.

In **architect** *chi* is *k*.

In **arch** it is the other way.

Please remember to say **iron**

So that it'll rhyme with **lion**.

Advertisers **advertise**,

Advertisements will put you wise.

Time when work is done is **leisure**,

Fill it up with useful **pleasure**.

Accidental, **accident**,

Sound the *g* in ignorant.

Relative, but **relation**,

Then say **creature**, but **creation**.

Say the *a* in **gas** quite short,

Bought remember rhymes with **thwart**,

Drought must always rhyme with **bout**,

In **daughter** leave the *gh* out.

Wear a **boot** upon your **foot**.

Root can never rhyme with **soot**.

In **muscle**, *sc* is *s*,

In **muscular**, it's *sk*, yes!

Choir must always rhyme with **wire**,

That again will rhyme with **liar**.

Then remember it's **address**.

With an accent like **posses**.

G in **sign** must silent be,

In **signature** pronounce the *g*.

Please remember, say **towards**

Just as if it rhymed with **boards**.

Weight's like **wait**, but not like **height**.

Which should always rhyme with **might**.

Sew is just the same as **so**,

Tie a ribbon in a **bow**.

When you meet the queen you **bow**,

Which again must rhyme with **how**.

In perfect English make a **start**.

Learn this little rhyme by **heart**.

Phrases: Stressed Words and Rhythmical Groups

25. Read the following word-combinations. Pay attention to the stressed and unstressed patterns given in the tables.

stressed patterns

each word in word-combinations 'adjective-noun, adverb-adjective'

Black cat/ interesting book/ rather difficult/ very important/ foreign languages/ very frightening/ great number / a large dog / nice ladies/ complicated questions

stressed patterns

try to follow a regular rhythm

A film/ an interesting film/ a very interesting film/ a very interesting comedy film/ a very interesting romantic comedy film

The lesson/ the whole lesson/ nearly the whole lesson/ nearly the whole lesson long

A spoon/ a wooden spoon/ a brown wooden spoon/ a light brown wooden spoon/ a long light brown wooden spoon

A toy/ a plastic toy/ a yellow plastic toy/ a little yellow plastic toy/ a cute little yellow plastic toy

Shoes/ training shoes/ leather training shoes / white leather training shoes / soft white leather training shoes / my soft white leather training shoes

stressed + unstressed patterns

break down / **sit** down / **speak** up/ **try** hard / **go** slow / **work** hard / **write** soon / **read** this/ **gets** caught/ **go** up/ **all** right / **right** now

stressed + unstressed + stressed patterns

drive a car / **have** a drink / **sing** a song / **cold** as ice / **change** your shirt / **go** to sleep / **make** the tea / **half** an hour / **long** ago

unstressed + stressed + unstressed patterns

I **think** so / I **thought** so / at **breakfast** / without me / a lot of

unstressed + unstressed + stressed + unstressed patterns

They've **finished** it/ a **lot** of them/ he **came** with us/ because of it

stressed + unstressed + unstressed + stressed patterns

give me a **ring** / **sing** us a **song** / **come** for a **swim**/ **not** before **tea** / **when** you have **time**

Useful Tips

Особое внимание при чтении нужно обращать на слитное чтение слов. Прислушайся к тому, как ты говоришь по-русски и в качестве эксперимента попробуй говорить каждое слово отдельно — действительно, это звучит нелепо и даже смешно. Также происходит и в английском языке: слова произносятся слитно в потоке речи, и их разделяют смысловые паузы.

26. Connect the words that end in a consonant sound with the words that begin with a vowel sound.

consonant + vowel

keep on, get up, send it to Mike, pick it up, not at all, think it over, first of all, look at it, turn off, switch off

r + vowel

far away, for a change, more ice, after all, better off, for instance, for example, more or less, for a little, as a matter of fact, here and there, for a long time, a number off

27. Read the following phrases. If you link the words you can hear similar pronunciation, can't you?

might rain — my train

all that I'm after today — all the time after today

he lies — heal eyes

keep sticking — keeps ticking

28. Read the following information. Practice the example sentences given for each rule.

Деление предложения на отдельные фрагменты осуществляется на основе пауз. Их использование зависит от темпа речи, от акцентов, которое делаются на ту или иную часть предложения, и также от длины грамматических (синтаксических) конструкций.

В сложных предложениях паузы делаются между его частями:

Everybody was growing weary of indecision, + and the first idea with everybody was + that nothing had been proposed before so likely to suit them all.

В простых предложениях пауза, как правило, ставится между подлежащим и сказуемым:

A cloudy vision of something unpurchaseable + had cowed³ him + in spite of the burly resistance of his pride.

Если фрагмент предложения, относящийся к подлежащему или сказуемому, достаточно длинный, то делается пауза перед введением дополнительной информации:

A new program + to help homeless people + is developed.

Однородные члены предложения также отделяются друг от друга паузой:

Lisa took a frying pan from the cabinet, + prepared lunch for her family + and started instructing her daughter to think about her decision.

Синтаксически независимые конструкции отделяются друг от друга паузами:

By the time she arrived, + Eric made his decision.
As she left the kitchen, + his voice followed her.

Обрати внимание на то, что если подлежащее выражено одним словом — существительным или местоимением, оно присоединяется к группе сказуемого, но при выразительном чтении подлежащее, выраженное одним словом — существительным, может отделяться в отдельную интонационную группу. Подлежащее, выраженное одним словом — местоимением, никогда не отделяется в отдельную интонационную группу.

³ to cow - пугать

The manager + who was in the office + read the letter and wrote back three hasty lines in pencil.

The manager who was in the office + read the letter and wrote back three hasty lines in pencil.

He was in the office.

He read the letter.

29. Divide the sentences into tone units and mark pauses with |. Read the sentences.

1. I must practice being polite, or I shall be horrifying these good people.
2. He was not clever, though he had read much; and sometimes perhaps he was too fond of talking.
3. With confidence she went to the door and unlocked it.
4. A well-known violinist, hearing him one day, took him in hand.
5. When he sent the next day and got a permit to see the boat she consented to go.
6. A little man with a pink face and large red ears was sitting in a fat pink chair, as if he had been grown there.
7. He saw her dog, a retriever, lying on the drive in a patch of sunlight, and called to him.
8. And she took up her book, determined to read quietly till he came.
9. It's warm in the kitchen, and breakfast is ready.
10. The air was full of scent from wet leaves, alive with the song of birds thanking the sky.

Sentences: Intonation Practice

Useful Tips

При чтении важно стремиться к передаче правильной интонации. Основным фактором в достижении этого является понимание читаемого предложения и текста. Нужно вдумываться в смысл, тогда будет понятно, где нужно понизить или, наоборот, повысить интонацию в предложении.

Помни общие правила английской интонации.

Нисходящий тон, т.е. когда фраза произносится с понижающимся тоном, выражает законченность мысли, фразы, предложения.

Восходящий тон, предполагающий произношение с тоном повышения, используется для выражения незаконченности предложения, сомнений, нерешительности и т.п.

30. Read the following texts. Pay attention to the intonation. Apply the rules you have studied.

Text 1

Animals are wonderful. If you look closely at how they live, you will find many surprises. It is hard to look closely at insects, because they are very small. Plus, many of them fly away when you come near. But if you have a chance to watch them, you will discover how they live. Watching animals is a job that scientists do, called making observations.

Scientists learn about tiny animals, and they have studied insects. They found that insects have tools, and they use those tools to survive. For example, they learned about the sawfly. They call it the sawfly because it possesses a kind of saw. It's not a real saw, but it resembles one, and it works like one. It is actually a part of the sawfly's anatomy. The sawfly uses the saw to make places where the eggs will be safe. It saws at plants in order to create a space where eggs can go. Afterwards, the sawfly does something very special. It makes a sort of homemade glue that fastens the eggs where they are laid.

Some insects have cutting instruments that work in a similar way as scissors. The poppy-bee is one of these insects. It is a bee that makes its home in wood. This bee has a boring tool, and it uses the tool to bore into the old wood. It looks like a tool that a carpenter might use. Carpenters make things out of wood, and like carpenters, poppy-bees makes their nests out of wood.

The more you observe animals, the more you will learn. Nature is full of surprises. Every part of every animal has a purpose. Scientists learn more about them every day. Nature is a wonderful part of our world.

Text 2

The circulatory system is the transport system of the human body. Your body is like a map filled with passageways of different sizes that are filled with blood. Arteries and veins are the body's largest blood vessels. Arteries carry oxygen-rich blood from the lungs and through the heart so it can be delivered to all the cells of the body. Veins carry carbon dioxide waste back to the heart and into the lungs so the carbon dioxide can be exhaled. Capillaries are the tiniest blood vessels. They are especially helpful in the lungs, where the gas exchanges take place in air sacs called alveoli. Under a microscope, alveoli look like grape clusters.

At the very center of the circulatory system is the heart. Your heart is about the same size as your fist, but it is made of muscle. Its job is to pump your blood through all those blood vessels. It never stops working, even when you are sleeping. It is the strongest muscle in your body.

Blood looks like a simple red liquid when you have a cut or a scrape. That's only because your eyes cannot see what is going on inside the blood at the microscopic level. The reason blood looks red to us is because it contains an iron-rich substance called hemoglobin. Hemoglobin allows blood to hold on to oxygen and carry it around the body. Hemoglobin is found in disc-shaped cells called red blood cells. There are also white blood cells in our blood. They are larger than red blood cells and are important because they help us to fight diseases.

Text 3

Did you ever go far out upon the great ocean? How beautiful it is to be out at sea, when the sea is smooth and still!

Let a storm approach, and the scene is changed. The heavy, black clouds appear in the distance, and throw a deep, deathlike shade over the world of waters. The captain and sailors soon see in the clouds the signs of evil. All hands are then set to work to take in sail. The hoarse notes of the captain, speaking through his trumpet, are echoed from lip to lip among the rigging. Happy will it be, if all is made snug before the gale strikes the vessel. At last, the gale comes like a vast moving mountain of air. It strikes the ship.

The vessel heaves and groans under the dreadful weight, and struggles to escape through the foaming waters. If she is far out at sea, she will be

likely to ride out the storm in safety. But if the wind is driving her upon the shore, the poor sailors will hardly escape being dashed upon the rocks, and drowned.

On the dangerous points along our seacoast are lighthouses, which can be seen far out at sea, and serve as guides to ships. Sometimes the fog is so dense that these lights cannot be seen, but most lighthouses have great fog bells or fog horns; some of the latter are made to sound by steam, and can be heard for a long distance.

Text 4

The more you know about plants and foods, the healthier you will be. Some foods can provide you with essential vitamins to keep you healthy, but some foods can make you sick. It is very important to know how to distinguish between the two. You also need to learn how to keep foods safe and prevent them from spoiling.

There's so much to learn. There is a lot to learn about plants people eat, such as how to grow them and how to prepare them for eating. Scientists can learn how to keep them safe to eat. For example, some mushrooms are poisonous, and people need to know which those are so they don't eat them. People need to know about plants in order to stay healthy.

Some plants actually help keep people safe, for example, cloves. No one really knows how people figured that out, but it was most likely from someone trying to use cloves to flavor their food. Cloves have a nice, spicy taste. The clove plant was first found on islands sometimes called the Spice Islands. A tree grows there; it's a tree that makes cloves. These cloves actually are buds from that tree. The people on the islands picked the buds; the buds were pink when people picked them, and then they dried and turned dark. When they were dried, people put them with food, and they made the food taste great. Probably, the people found that they also helped to preserve foods. Cloves help meat and other food keep from spoiling.

Text 5

In the late 1500s, in Italy, a man named Andrea Amati set out to create a beautiful instrument. He determined it should have an hourglass-shaped body with four strings attached to it. It should also have a beautiful neck and fingerboard. The instrument Amati created was called the violin and it went on to be one of the most popular instruments of all time.

Everyone loves the violin. Kings and queens enjoyed listening to it. Street musicians played it. Composers wrote music that featured it. Orchestras

quickly filled their seats with violinists. So that anyone who wanted to could purchase a violin, Amati created a mold. This allowed him to create many violins and still ensure each one had the same shape and quality as the original.

The people who played the violin were called violinists. To play the violin, the violinist rested his chin on the chin rest. Then he held the neck of the violin in his hand. He drug a stick, called a bow, across the strings to make music. The bow was made of wood and horse hair. As the horse hair brushed across the strings, it caused them to vibration. The vibration was how the strings made music.

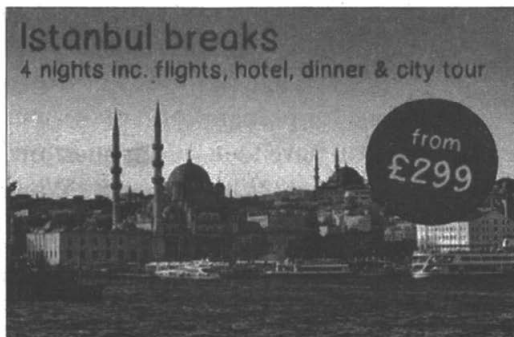
The violin became part of a family of instruments called string instruments. Its cousins were the viola and cello. Of all the string instruments, the violin had the highest voice. With its beautiful voice, it could be used to convey all sorts of emotion in music.

Preparation for Task 2: How to Ask Direct Questions

Revising Grammar Rules

31. A. Read the task⁴, analyze it and answer the questions below.

Study the advertisement.



You are considering visiting the city and now you are calling to find out 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.

⁴ Демонстрационный вариант УСТНОЙ ЧАСТИ контрольно-измерительных материалов единого государственного экзамена по АНГЛИЙСКОМУ ЯЗЫКУ (<http://fipi.ru/egge-i-gve-11/demoversii-specifikacii-kodifikatory>)

You have 20 seconds to ask each question.

Answer the questions:

1. What visual information do you have?
2. What information is given in the advertisement?
3. What should you do in the task?
4. Should you describe the advertisement and the photo?
5. How many questions should you ask?
6. What type of questions should you ask (direct or indirect questions)?
7. What does a direct question mean? Can you give an example of a direct question?
8. Have you got any time for preparation?
9. How much time do you have to ask each question?
10. Is this task difficult for you? Why/ why not? What grammar rules are important to revise to cope with this task successfully?

B. Read the questions. Which of them correspond to the task?

1. What are the dates for departure?
2. What sights can tourists visit?
3. Is there a swimming pool in the hotel?
4. What facilities does the hotel have?
5. What kinds of tours are offered?
6. Is breakfast included?
7. Is the hotel situated in the centre of Istanbul?
8. Is parking facility available at the hotel?
9. Are pets allowed?
10. How many city tours are offered?
11. Are there any discounts?

Useful Tips

В ходе ответа на задание 2 устной части ЕГЭ по английскому языку максимальное количество баллов, которое может получить ученик, — 5. Обрати внимание на то, что каждый из пяти задаваемых вопросов оценивается отдельно.

32. A. Read the criteria of evaluation and analyze them.

1 балл	0 баллов
Вопрос по содержанию отвечает поставленной задаче; имеет правильную грамматическую форму прямого вопроса; интонация соответствует типу задаваемого прямого вопроса; возможные фонетические и лексические погрешности не затрудняют восприятия.	Вопрос не задан, или заданный вопрос по содержанию не отвечает поставленной задаче И/ИЛИ не имеет правильной грамматической формы прямого вопроса, И/ИЛИ интонация не соответствует типу задаваемого прямого вопроса; И/ИЛИ фонетические ошибки препятствуют коммуникации.

B. Choose the skills you should pay special attention to when you ask questions.

I should pay attention to	my pronunciation. the words I use. the grammar rules I use. the intonation I use.
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Useful Tips
К типичным ошибкам учащихся при выполнении задания 2 относятся - описание картинки или представление монолога, вместо уточняющих вопросов; - запрос не той информации, которая требуется; - использование вопросов «Как насчет...» (What about...) либо утвердительных предложений «Расскажите о...»; - грамматические ошибки, нарушение грамматических правил при построении прямых вопросов ⁵ .

⁵ Махмурян К.С. Программа подготовки экспертов ПК субъектов РФ по проверке устных ответов участников ЕГЭ по ИЯ. Специфика работы экспертов. (<http://fipi.ru/actions/seminar/23-24092014-seminar-dlya-tyutorov-ekspertov-ege-po-inostrannym-yazykam>)

33. Analyze the table. What is the basis for separation the following questions into 5 groups?

Is he a doctor? Can she swim? Do you get up at seven o'clock every day? Have you ever been to London?	Where is he now? When does he go to school? Where did he spend his last summer holidays?	Who is your teacher of English? Who visited you last Sunday? Who usually helps you to do your homework?	He is kind and reliable, isn't he? They will be busy tomorrow, won't they? She played tennis yesterday, didn't she?	Are they pupils or students? Does he go to work by bus or by car? Did you go to the swimming pool or to the gym yesterday?
--	--	---	---	--

What types of questions are presented in the table? What are the peculiarities of their formation?

Useful Tips

Умение задавать вопросы является важным при изучении английского языка. Как правило, школьники допускают многочисленные ошибки при образовании вопросов, что связано с недостаточным знанием моделей (порядка слов) вопросительных предложений разных типов, а также с затруднениями с использованием вспомогательных глаголов в разных грамматических временах.

Успешность выполнения задания 2 устной части ЕГЭ по английскому языку зависит от уровня сформированности умения задавать вопросы, понимания вопросительного порядка слов и требуемых вспомогательных глаголов в конкретном вопросе.

1. Общие вопросы (General questions) – вопросы, которые относятся ко всему предложению в целом и требуют ответа да/ нет. Порядок слов:

вспомогательный глагол → подлежащее → смысловой глагол → второстепенные члены предложения

2. Специальные вопросы (Special questions) – вопросы, относящиеся к второстепенному члену предложения, направлены на уточнение и конкретизацию информации. Они требуют конкретного ответа. Порядок слов:

вопросительное слово или группа слов → вспомогательный глагол → подлежащее → смысловой глагол → второстепенные члены предложения

3. Альтернативные вопросы (Alternative questions) – вопросы, в которых предлагается выбор (or). Используется порядок слов как в общем вопросе.

4. Разделительные вопросы (Disjunctive questions) состоят из двух частей: повествовательное предложение + краткий общий вопрос. Данный тип вопроса работает по принципу «батарейки»: если с одной стороны (например, в повествовательной части) используется утвердительная форма, то с другой стороны (в кратком вопросе) используется отрицательная форма и наоборот:

+	–
---	---

–	+
---	---

5. Вопросы к подлежащему (Question to the subject) – вопросы, имеющие прямой порядок слов, но в которых в качестве подлежащего выступает who или what.

34. Are these questions general (G), special (SP), alternative (A), disjunctive (D) or questions to the subject (S)?

1. Was Judy absent from school yesterday?
2. Did he advise them to check the details before they signed the contract?
3. Did he agree to meet us on Sunday or on Monday?
4. How does he prefer to paint his flat?
5. She went on writing till the early hours of the morning, didn't she?
6. They were shocked by his behavior, weren't they?
7. What is extremely annoying?
8. Who was the first to congratulate him?
9. Is this book really interesting or boring?
10. What is she always afraid of when she goes swimming?

General and alternative questions

35. Arrange the words to make general questions. Follow the model.

вспомогательный глагол	подлежащее	смысловой глагол ?
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Обрати внимание на то, что глагол to be (am/ is/ are/ was/ were), используемый в предложении как смысловой в значении 'быть' или как глагол-связка, ставится на первое место, и его дублирование в качестве сказуемого не требуется.

1. is Tom looking for key his
2. parents his live London in do
3. Monday has she since hospital been in
4. Ron is in London at the moment
5. an start ago it raining hour did
6. lives all lived their there they have
7. her week pass last examination she did
8. ago minutes ten they did arrive
9. interested is politics in Jill
10. time friend to go his ago some Australia did

Useful Tips

Составной частью умения задавать вопросы является правильное использование вспомогательных глаголов, которые должны соответствовать временному плану предложения. Школьники допускают различные ошибки, неправильно употребляя вспомогательный глагол (например, вместо do употребляется is, а вместо did употребляется was и т.п.).

Для того чтобы задавать вопросы грамматически правильно, нужно разграничивать глаголы, которые ставятся на первое место в общих вопросах, и глаголы, которые требуют вспомогательные (do/ does/ did).

К первой группе относятся глаголы am, is, are, was, were, can, could, must, may, will, shall, would, have/ has при употреблении с got и в Present Perfect и Present Perfect Continuous, had (Past Perfect и Past Perfect Continuous).

Ко второй группе относятся все остальные глаголы: они требуют употребления вспомогательных глаголов do/ does (Present Simple), did (Past Simple).

36. Which group do the predicates refer to? Underline them. Ask general questions.

1. She was ill yesterday. _____

2. They are working now. _____

3. Margaret is busy today. _____

4. She was working at 5 o'clock yesterday. _____

5. He could change his decision. _____

6. He has just explained his opinion. _____

7. She can speak foreign languages. _____

8. They must take part in the program. _____

9. He will arrive next Monday. _____

10. They would go to Spain if they had holidays. _____

37. Complete the following general questions. Put in *do/ does* into the gaps.

1. ____ she prefer walking to riding a bike?

2. ____ he always go to bed at 11 o'clock?

3. ____ the sun rise in the east?

4. ____ you read a book written by Jack London?

5. ____ they work hard on the project?

6. ____ Helen work as a travel agent?

7. ____ they constantly arrive late for work?

8. ____ she earn twice as much as he?

9. ____ Henry find history easier than geography?

10. ____ they play tennis well?

38. Complete the following general questions. Put in *do/ does/ did* into the gaps.

1. ____ he ride his bike when he was a child?
2. ____ they find the film they saw yesterday boring?
3. ____ he need to concentrate more on his schoolwork?
4. ____ they buy Time Magazine weekly?
5. ____ it take her an hour to prepare a report last Monday?
6. ____ these recommendations look like good ideas?
7. ____ she invest the most of her money in shares last year?
8. ____ she always give money to poor people?
9. ____ he start learning Spanish 2 years ago?
10. ____ they have a good relationship with their children?

39. Ask general questions. Use *do/ does/ did*.

1. They lost the match last Sunday.
2. He took her advice yesterday.
3. She left her watch at Amy's house last evening.
4. David tends to forget things.
5. They denied stealing the money.
6. They enjoy going out.
7. Jack intends buying a house.
8. He went to Paris when he was eight.
9. Ann always carries her camera with her.
10. Susan seldom travels by plane.

40. Ask general questions.

1. Carol went to work in spite of feeling ill.
2. You can improve your English by reading more.
3. The burglars got into the house by breaking a window and climbing in.
4. I ran ten kilometers without stopping.
5. She needs to work without people disturbing her.
6. It's nice to go on holiday without having to worry about money.
7. He is thinking of buying a house.
8. The man was suspected of being a spy.
9. Sharon and Paul are getting married next month.
10. Kate has been invited to the party.

41. Are these questions right or wrong? Correct the ones that are wrong.

1. Did they told him not to say anything to her?
2. Are the nurses take care about the patients well?
3. Are they holding the next World Cup in Spain?
4. Did her parents name her after her aunt?
5. Do they are going to preview the program tonight?
6. Are they blaming Martin for the accident?
7. Did she looked after her children?
8. Do she will ask the porter to carry her suitcase?
9. Has John invite Jane to his birthday party?
10. Does she have to wear a safety helmet when she rides her bike?

42. Transform the general questions into alternative ones. Complete them with your own words.

1. Will the conference take place in a large hotel or ... ?
2. Does the train leave at 5 o'clock or ...?
3. Was there a long queue at the bus stop or ... ?
4. Will she be collected from the hotel by taxi or ...?
5. Could he read or ... before he was 5 years old?
6. Do you regret telling him about the recent news or ...?
7. Does she spend much money on clothes or ...?
8. Could he pay the rent or ... on time?
9. Was his advice useful or ...?
10. Are most people worried about their career or ...?

43. Transform these sentences into alternative questions. Add necessary words.

1. Children usually like to eat sweet things.
2. He had difficulty in completing the course.
3. She missed the party.
4. They could go on holiday.
5. They joined the club.
6. She has just accepted the offer.
7. He intends to go back to college in August.
8. He took such a long holiday last spring.
9. They have already bought a lot of food.
10. Susan goes to the same café every evening.

Useful Tips

При выполнении задания 2 устной части важно уметь трансформировать косвенные вопросы в прямые. Обрати внимание на то, что общий тип вопросов при трансформации в косвенную речь употребляется с *if* (ли), и в нем используется прямой порядок слов. Поэтому при образовании прямого вопроса не забудь использоваться вопросительный порядок слов.

44. Which group do the questions refer to?

Direct questions	Indirect questions

1. ... if they studied French at school.
2. Are they going to meet near the concert hall?
3. ... if they will take the exams next week.
4. Will they take the exams next week?
5. Did they study French at school?
6. ... if they are going to meet near the concert hall.

What are the differences between direct and indirect questions?

45. Transform the following indirect questions into direct ones.

1. ... if the book is interesting. _____
2. ... if Helen passed her exams. _____
3. ... if they will go to the opera. _____
4. ... if he is spending all his time studying for his exams. _____
5. ... if the gallery will be opened on Saturday. _____
6. ... if they are about to leave. _____
7. ... if she can help them to water trees. _____

8. ... if there were a lot of people in the theatre. _____

9. ... if she has had very little success with her job application. _____

10. ... if he had problems at the exam last week. _____

46. Study the advertisement.

Located 50 miles away from the Grand Canyon.

Outdoor pool and spa.

Contact Information:

1001 W. Route 66

Williams, AZ 86046

Phone: 928-635-2202

Toll Free: 1-800-496-2202



Ask direct questions to find out the following:

1. if the hotel disposes of single rooms nicely furnished and well equipped.
2. if the rooms are comfortable.
3. if the staff is friendly and helpful.
4. if children 12 and under stay free.
5. if the hotel is conveniently located.
6. if the hotel features comfortable rooms with free continental breakfast.
7. if the hotel disposes of wireless high-speed Internet.
8. if guests can make local calls on direct dial phones.
9. if it offers microwave, refrigerator, coffee maker, workstation, irons/ironing boards and hairdryer.

10. if the business travelers take advantage of the fax and copy service or enjoy a free cup of coffee in the relaxing lobby.

11. if parking is complimentary for the guests.

12. if pets are allowed.

13. if the hotel won the Certificate of Excellence award from TripAdvisor.

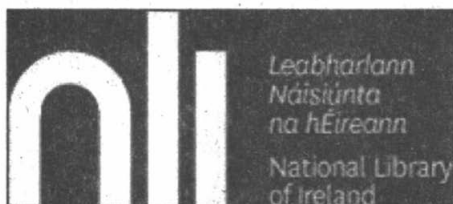
14. if there are any family oriented attractions in the hotel.

15. if there are restaurants that are just walking distance from the hotel.

Useful Tips

При формулировании вопросов на русском языке часто используются фразы «Имеется ...?», «Есть... ?». В английском языке им соответствуют конструкции «Is/ are there?». Также иногда используются фразы «проходит что-либо», «проводится», им в английском языке соответствуют «take place», «is/ are held»

47. Study the advertisement.



*The National Library of Ireland
Kildare Street
Dublin 2
Telephone: +353 (0)1 603 0213
Email: info@nli.ie*

Use “Is there/ are there ...?”, “Does/ do ... take place?”, “Is/ are ... held?” to ask direct questions. You want to find out the following:

- reference enquiry service;
- copying service;
- online catalogue;
- online order form;
- newspaper database;
- exhibition on display;
- public lectures;
- poetry and music recitals;
- children's storytelling;
- creative workshop.

Special Questions And Questions To The Subject

48. Arrange the words to make special questions. Follow the model.

вопроси- тельное слово (фраза)	вспомо- гательный глагол	подлежа- щее	смысловой глагол	...?
---	--------------------------------	-----------------	---------------------	------

1. 2000 own did in what business she?¹
2. at they staying are where present?
3. this evening has he lost what?
4. match finish time does the what?
5. been long he how working has?
6. getting are when married they?
7. many she times him how has phoned?
8. just she exams has what passed?
9. he does where live?
10. interested what in is he?

49. Choose the right word to complete each question.

when/ where/ why/ who/ how/ how long/ what/ how many/ how often/
whom

1. _____ did he use to go to school?
2. _____ did she call?
3. _____ did she go out?
4. _____ has he been staying at the hotel?
5. _____ do they go skiing?
6. _____ entered without knocking at the door?
7. _____ books did this author write?
8. _____ smell does this chemical give off?
9. _____ will they repair the car?
10. _____ did you explain your opinion?

50. Ask general and special questions to each sentence. Pay attentions to the models of each question type.

Model:

She goes to school every day.

General question:

Does she go to school every day?

Special question:

Where does she go every day?

1. People chop down a lot of trees every year.

General question: _____

Special question: _____

2. She offered me a cup of tea.

General question: _____

Special question: _____

3. Someone has stolen Ben's bike.

General question: _____

Special question: _____

4. They will build more bus lanes.

General question: _____

Special question: _____

5. They have just written the answers.

General question: _____

Special question: _____

6. She will send them a fax tomorrow.

General question: _____

Special question: _____

7. They are going to show him a new technique in the laboratory.

General question: _____

Special question: _____

8. The teacher gives the pupils extra lessons.

General question: _____

Special question: _____

9. The report was written by Jane.

General question: _____

Special question: _____

10. You need to show your passport as a proof of your identity.

General question: _____

Special question: _____

51. Ask special questions to the underlined words.

1. He turned on TV a minute ago.

2. He can speak Spanish fluently.

3. She can't stand classical music because she finds it boring.

4. I bought a new coat yesterday.

5. He always arrives at the office before the others.

6. He has just finished writing her new letter.

7. She used to go swimming to the beach last summer.
8. Helen is eating fish now.
9. He was treated unfairly.
10. They have already spent much money.

52. Are these questions right or wrong? Correct the ones that are wrong.

1. Why you got house insurance last year?
2. Whom she will ring after all?
3. When did you get back from Italy?
4. What program he is watching now?
5. How long has been she playing computer games?
6. When received you a phone call?
7. Why have they put off the meeting?
8. What did he find in the park?
9. Where Elbrus is?
10. Why have they made those mistakes?

53. Make questions for these answers.

1. _____
Fancy dresses.
2. _____
Near the main road.
3. _____
On the 3rd of June.
4. _____
Sea views.
5. _____
Great coffee and WiFi.
6. _____
With qualified personal trainers.
7. _____
Because a tour guide leads you around the city centre.
8. _____
On Wednesday afternoon, Saturday and Sunday evening.
9. _____
In three star hotels.
10. _____
On an optional excursion.

Useful Tips

В задании 2 устной части ЕГЭ по английскому языку используется косвенная форма для того, чтобы стимулировать к порождению специального вопроса, т.е. учащийся должен самостоятельно образовать модель вопроса и подобрать соответствующую лексику. Например:

Find out the following:

- dates for departures;
- hotel facilities;
- number of city tours.

54. Ask special questions to find out the information. The words on the right will help you.

- the hotel destination you want to stay at	to be situated
-facilities of the sports club you want to join	to offer/ to be offered
-special equipment in the water sports park	to be available
-service facilities of the hotel you are going to stay	to be included
-options of the insurance policy you want to buy	to contain

55. You are going to travel to Bristol. Ask questions to find out the following information.

Hotels: The Grand by Thistle

- destination;
- hotel facilities;
- room types;
- available reservation rates.

Restaurants: The River Grill

- opening hours;
- cuisine;
- dress code;
- location capacity;
- cards' acceptance;

- service charge.

Shopping: Bristol Shopping Quarter

- opening hours;
- transport access;
- information point location;
- shopmibility equipment;
- left-luggage cost;
- student discounts;
- leisure activities.

Useful Tips

Необходимо уметь задавать не только специальные вопросы, но и вопросы к подлежащему, в которых отличается порядок слов. Будь внимателен при образовании вопросов данного типа.

56. Are these questions special (SP) or questions to the subject (S)? Pay attention to the word order.

1. Who did she explain her opinion to?
2. Who explained the opinion?
3. Who usually makes decisions in your company?
4. Who will you promise to change it?
5. Who is making more progress in English?
6. Who have you asked to help you?
7. Who did you meet last Monday?
8. Who will meet you last Monday?
9. Who has asked you to help?
10. Who will promise to change the situation?

57. Ask questions to find out who or what does the following things.

1. They went in for tennis twice last year.

Who ...

2. He usually agrees with her.

Who ...

3. He was waiting for Kate when she arrived.

Who ...

4. She has applied for a new job.

Who ...

5. She is very good at Maths.

Who ...

6. It is used to prepare food.

What ...

7. It is full of rubbish.

What ...

8. She was tired of revising her textbooks.

Who ...

9. She shouted at a little child.

Who ...

10. He has apologized for his mistake.

Who ...

Useful Tips

Не забудь, что при образовании вопросов к подлежащему важно согласовать подлежащее (вопросительное слово) и сказуемое. Подлежащее в вопросах данного типа приравнивается к третьему лицу единственного числа (например, he), поэтому используй те формы глаголов, которые согласуются с приведенным в качестве примера местоимением. Например,

Who = he = is, а he are

Who = he = goes, а he go

Who = he = has, а he have

58. Ask questions to the underlined words. Pay attention to the forms of the predicates.

1. Jane and Helen are drawing a Christmas card now.

2. They usually make a lot of mistakes.

3. They have forgotten to do their homework.

4. They were late for the party.

5. They always take a lot of photos in their journeys.

6. They usually catch a bus down the road.

7. They are going to get married in France.

8. They have to make dinner every day.

9. They get on very well.

10. The books are on the table.

59. Ask questions to the underlined words. Pay attention to the word order.

1. He bought a pair of jeans yesterday.

2. She wears sunglasses when it is sunny.

3. They met her at the bus stop.

4. She decided to have a rest after her trip to London.

5. It takes them 2 hours to do it.

6. They've got lots of pets.

7. They have had dinner together in a new restaurant.

8. They had a wonderful party last month.

9. They have already been to South America.

10. She will leave her books at school.

Communicative Practice

Useful Tips

В данной части пособия мы предлагаем задания, соответствующие формату задания 2 устной части ЕГЭ по английскому языку. Единственным отличием в предлагаемых упражнениях является количество вопросов. В целях активизации практики составления вопросов мы не ограничиваем их количество пятью как на ЕГЭ.

60. Study the advertisement.



You are considering visiting the fair and now you are calling to find out more information. In 1.5 minutes you are to ask direct questions to find out the following:

- if the fair is a regular event;
- entertainment;
- organic products;
- if it is an indoor fair;
- things to buy;
- number of stalls;
- location;
- local products;
- a possibility to lunch at the fair;
- handmade gifts.

You have 20 seconds to ask each question.

61. Study the advertisement.

You are considering visiting the show and now you are calling to find out more information. In 1.5 minutes you are to ask direct questions to find out the following:

- ticket cost;
- dress code;
- if it is recommended for little children;
- appropriate age for the show;
- theatre location;
- group sales;
- access for persons with disabilities;
- running time of the show;
- show calendar;
- advance reservations;
- if the show will be followed by live band.

You have 20 seconds to ask each question.

62. Study the advertisement.

Amherst Hotel

Excellent service and your comfort are our priorities - feel spoilt.

2 Lower Rock Gardens, Brighton BN2 1PG

t: 01273 670131 | Email hotel



You are considering staying at the hotel and now you are calling to find out more information. In 1.5 minutes you are to ask direct questions to find out the following:

- if it is near the city centre;
- board basis;
- family rooms;
- the age a child can share the room free with adults;
- wireless and hard wired internet access;
- if the rooms have sea views;
- the hotel's 24 hour room service;
- check-in and check-out time;
- tea/coffee making facilities;
- if the restaurant provides wide selection of cuisines;
- if free-full English breakfast is included;
- walking access to the sights;
- car parking;
- if breakfast for children is available at the hotel.

You have 20 seconds to ask each question.

63. Study the advertisement.

nyk!dsclub



Call Kids Club at: +971 4 426 1387

Email Kids Club at: kidsclub@atlantisthepalm.com

You want your little brother to join NYKIDSClub and now you are calling to find out more information. In 1.5 minutes you are to ask direct questions to find out the following:

- hours of operation;
- activities morning adventures include;

- if lunch and dinner options are available;
- tips to guarantee fun and safety;
- if identification with proof of age is required for each child;
- activities for each age group;
- activities' schedule;
- if children must be checked in and out by a parent;
- items/ equipment necessary for each child;
- if outside food and beverages are allowed;
- if tours are available daily.

You have 20 seconds to ask each question.

64. Study the advertisement.

HOVE LAGOON

Welcome to

TO BOOK

To make a booking, or for more information on any of our activities please contact our Bookings Team on:

Tel: 0115 982 1212



You are considering visiting Hove Lagoon Watersports Centre and now you are calling to find out more information. In 1.5 minutes you are to ask direct questions to find out the following:

- Hove Lagoon watersports location;
- range of water sport activities that Hove Lagoon Watersports Centre offers;
- currents or tides in the lagoon;

- water sport facilities;
- club facilities;
- if changing rooms and hot showers are among club facilities;
- if white water rafting activities are offered;
- if white water rafting is suitable for anyone aged 14 years;
- the number of weeks booking need to be made;
- if all the safety clothing and equipment will be provided;
- guides' qualification;
- ways of correct technique learning;
- opening times;
- hire times;
- public transport to Hove Lagoon.

You have 20 seconds to ask each question.

65. Study the advertisement.

<i>Holiday type</i>	<i>Escorted tours</i>
<i>Country</i>	<i>South Africa</i>
<i>Travel type</i>	<i>Fly</i>
<i>Price range</i>	<i>From £1899</i>
<i>Travel partner</i>	<i>Riviera Travel</i>
<i>Duration</i>	<i>15 nights</i>

guardianholidayoffers

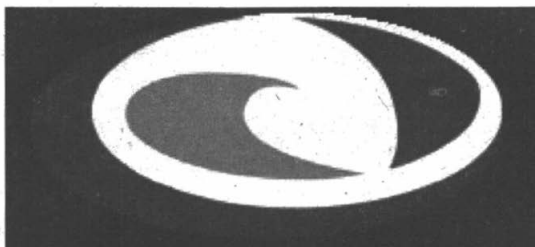
You are considering taking a holiday to South Africa and now you are calling to find out more information. In 1.5 minutes you are to ask direct questions to find out the following:

- if the price of this holiday is per person;
- departure dates;
- terms of accommodation;
- if the flights are scheduled;
- number of excursions;
- if whale watching is included;
- level of hotels;
- if full-day safari in the Kruger national park is included;

- if private safaris can be arranged at an additional charge;
- extra options;
- visa requirements;
- hotel transfer service;
- kinds of wildlife viewing;
- if vehicle, boat and walking activities are offered;
- if the tour accepts children who are 8 years and older;
- necessary medication before departure.

You have 20 seconds to ask each question.

66. Study the advertisement.



Alton Water

Schools & Youth Groups:

Start Yachting

Alton Water is now taking bookings for the 2015 season

Tel: 01273 42 48 42.

You are considering joining youth groups at the sports club and starting yachting. Now you are calling to find out more information. In 1.5 minutes you are to ask direct questions to find out the following:

- if any basic knowledge is necessary;
- introduction course duration;
- course content;
- course objectives;
- necessary emergency equipment;
- types of suitable clothes;
- if medication should be given to the instructors;
- age requirements to start yachting;

- lack of experience;
- if one-day courses are available;
- benefits of membership.

You have 20 seconds to ask each question.

67. Study the advertisement.



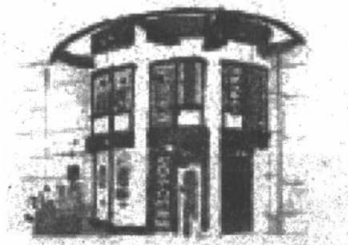
t/ 01225 330001

*Baskervilles Gymnastics and Fitness Centre
Englishcombe Court, Englishcombe Lane, Bath, BA2 2EJ
e / info@baskervillesgym.co.uk m / map*

You are considering joining Baskervilles Gymnastics and Fitness Centre and now you are calling to find out more information. In 1.5 minutes you are to ask direct questions to find out the following:

- number of staff;
- staff qualification;
- number of coaches;
- if they employ part-time coaches;
- staff experience in gymnastic and fitness training;
- reference to the British Gymnastics Association;
- kinds of fitness classes;
- if initial consultation is offered;
- initial consultation objectives;
- gym equipment;
- timetable;
- price.

You have 20 seconds to ask each question.

68. Study the advertisement.

London Review BOOKSHOP

14 Bury Place, London, WC1A 2JL

bookshop@lrbbbookshop.co.uk

+44 (0) 20 7269 9030

You are considering visiting London Review Bookshop and now you are calling to find out more information. In 1.5 minutes you are to ask direct questions to find out the following:

- opening times;
- kinds of books;
- special offers;
- prices;
- delivery terms;
- delivery class;
- delivery timeframes;
- status of the order;
- if international delivery is available;
- reasons for freepost returns service for books;
- period of time to return my book and receive a refund;
- events;
- books of the academic booklist;
- books for students;
- if second-hand books are offered;
- the recommended retail price of second-hand books.

You have 20 seconds to ask each question.

69. Study the advertisement.

Winter is coming... Soak up the Christmas atmosphere and experience Manchester's only outdoor ice rink in the heart of the city centre.

Manchester Ice Rink



You are considering visiting Manchester Ice Rink and now you are calling to find out more information. In 1.5 minutes you are to ask direct questions to find out the following:

- if it is an outdoor ice rink;
- if Skating Guide is available on-line;
- ways to consult the Skating Guide;
- session times;
- suitable clothes;
- peak prices;
- little children admission;
- student ticket price;
- if group bookings are available;
- ice rink facilities;
- skate shop;
- events;
- special courses for children;
- necessary level of achievement to attend courses.

You have 20 seconds to ask each question.

70. Study the advertisement.**REGULAR WALKS***Discover Manchester £7**Visitor Information Centre, Portland Street M1 4AJ*

You are in Manchester. You are considering going on a guided walk organized by Visitor Information Centre. Now you are calling to find out more information. In 1.5 minutes you are to ask direct questions to find out the following:

- sights included;
- point/ place of meeting;
- days when guided walks take place;
- times of start;
- ways of booking the tour;
- kinds of walks in a full list of guided tours;
- tour guides specialities;
- upcoming guided walks;
- topics of regular tours.

You have 20 seconds to ask each question.

71. Study the advertisement.

07720 631 482

info@britishbikehire.co.uk

Littlewicks

Unit 2

Carthouse Lane

Woking GU21 4YP



You are in London. You are considering hiring a bike and now you are calling to find out more information. In 1.5 minutes you are to ask direct questions to find out the following:

- London's public bike sharing scheme;
- number of bikes;
- choice of bikes;
- if hybrid bikes can be rented;
- number of bike docking stations across London;
- cycle paths in many of London's parks;
- cycle routes;
- Hire Bike access fees;
- if bikes are available to hire at the terminal with a bank card;
- if bike hire price includes pumps, locks and helmets.

You have 20 seconds to ask each question.

72. Study the advertisement.**CALEDONIAN
LANGUAGE SCHOOL***Learn to communicate with confidence**Contact**Vivienne Taylor**Address**7 Torphichen Street,
Edinburgh EH3 8HX,
United Kingdom**Telephone 00 44 131 2292988**Fax 00 44 (0) 131 4479476*

You are considering attending Caledonian Language School. Now you are calling to find out more information. In 1.5 minutes you are to ask direct questions to find out the following:

- if part-time English courses are available;
- aims of placement test;
- ways to establish pupils' level of English;
- if pupils can study English full-time during the day;
- languages the school offers;
- timetable;
- length of summer courses;
- minimum enrolment age;
- maximum number of students per class;
- if flexible start and finish dates are available;
- if the school is accredited by the British Council;
- if it is a centre for Cambridge Examinations;
- school facilities and services;
- if additional services are provided;
- accommodation;
- language skills to practise;
- assessment;
- number of hours per week;
- extra-curricular activities.

You have 20 seconds to ask each question.

73. Study the advertisement.

*Castle Terrace Restaurant is located at:
33/35 Castle Terrace*

*Edinburgh
EH1 2EL*

You are considering eating at Castle Terrace Restaurant and now you are calling to find out more information. In 1.5 minutes you are to ask direct questions to find out the following:

- restaurant holders and chefs;
- if the restaurant is awarded;
- innovative creations in the menu;
- national cooking techniques;
- seasonal ingredients for dishes;
- if the menu is well-balanced;
- the restaurant's philosophy;

- opening hours;
- special offers;
- price of three-course set for lunch;
- if vegetarian set lunch menu is available;
- service charge;
- if service charge will be added to the final bill;
- time to allow for the tasting menu to fully enjoy the experience;
- information about customers' food allergies or specific preferences.

You have 20 seconds to ask each question.

74. Study the advertisement.

Holiday type

River cruises

Country

Netherlands

Travel type

Coach

Price range

From £509

Travel partner

Newmarket Holidays

Duration

5 nights

guardianholidayoffers

You are considering taking a very special cruise and discover the Dutch countryside. Now you are calling to find out more information. In 1.5 minutes you are to ask direct questions to find out the following:

- number of included excursions;
- choice of pick-up point;
- level of cabin accommodation;
- if upgrade cabins are available;
- place of embarkation;
- places to visit;
- optional excursions;
- if walking tours are available;
- kinds of board arrangements;
- if afternoon tea and evening snacks are included;
- on-board English commentary;
- luggage portorage;
- on-board entertainment;
- if prices are per person;
- if single cabins are available.

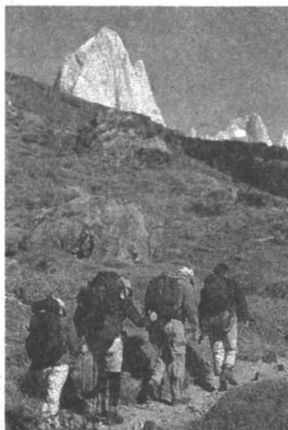
Preparation for Task 3: Picture Description

Learn how to describe photos

75. A. Read the task⁶, analyze it and answer the questions below.

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 you took the photo;
- what/who is in the photo;
- what is happening;
- why you took the photo;
- why you decided to show the picture to your friend.

You have to talk continuously, starting with:

I've chosen the photo number ...

⁶ Демонстрационный вариант УСТНОЙ ЧАСТИ контрольно-измерительных материалов единого государственного экзамена по АНГЛИЙСКОМУ ЯЗЫКУ (<http://fipi.ru/egge-i-gve-11/demoversii-specifikacii-kodifikatory>)

Answer the questions:

1. What visual information do you have?
2. What should you do?
3. Should you describe all the photos?
4. Whom should you present the photo?
5. How should you start your speech?
6. Should you describe your holidays?
7. Should you tell about the time when you took the photo?
8. Should you tell about people or things in the photo?
9. Should you describe the events or activities shown in the photo?
10. Should you explain why you took the photo?
11. Should you explain why you decided to show the picture to your friend?
12. Should you talk about any problems you faced when you took the photo?
13. What grammar tenses should you use to tell about the time when you took the photo?
14. What grammar tenses should you use to describe what is happening in the photo?
15. Have you got any time for preparation?
16. How much time do you have to present the photo to your friend?
17. Is this task difficult for you? Why/ why not?

B. Which photo does the following text a pupil made correspond to?
Complete the text with its number.

I've chosen photo number ...

As you know my parents and I are fond of hiking. When we have our days off we don't miss a chance and go to the mountains.

I want to show you this photo. I took it last spring when I went to the mountains with my family.

In the photo you can see all my family: my parents, my brother and my aunt Ann. As I am taking this photo, you can't see me. We have special equipment and I'd like to note that our rucksacks are rather heavy.

It's the beginning of our hike. We all are climbing the mountain. We are walking rather fast to the top because we want to see that huge mountains in the background and to enjoy this wonderful view.

As a rule, I always take a lot of photos during our trips. I took this photo because I wanted to show how difficult and how exciting hiking is.

By the way, would you like to join us as we are going to the mountains next Saturday? I'd like you to go with us. That's why I've shown this picture to you!

I invite you to spend time with us in the mountain. It's a real pleasure and you'll get fantastic impressions!

Useful Tips

В ходе ответа на задание 3 устной части ЕГЭ по английскому языку максимальное количество баллов, которое может получить ученик, — 7.

Используются следующие критерии оценивания:

- решение коммуникативной задачи (содержание); *максимальное количество баллов по данному критерию - 3;*
- организация высказывания; *максимальное количество баллов по данному критерию - 2;*
- языковое оформление высказывания; *максимальное количество баллов по данному критерию - 2.*

76. A. Read the criteria of evaluation and analyze them.

Критерий 1: Решение коммуникативной задачи (содержание).

3 балла: коммуникативная задача выполнена полностью: содержание полно, точно и развёрнуто отражает все аспекты, указанные в задании (в среднем не менее трёх фраз по каждому пункту плана).

2 балла: коммуникативная задача выполнена частично: один аспект не раскрыт (остальные раскрыты полно), ИЛИ один-два раскрыты неполно (в среднем не менее двух фраз по каждому пункту плана).

1 балл: коммуникативная задача выполнена не полностью: два аспекта не раскрыты (остальные раскрыты полно), ИЛИ все аспекты раскрыты неполно (в среднем менее двух фраз по каждому пункту плана).

0 баллов: коммуникативная задача выполнена менее чем на 50%: три и более аспектов содержания не раскрыты.

Критерий 2: Организация высказывания

2 балла: высказывание логично и имеет завершённый характер; имеются вступительная и заключительная фразы, соответствующие теме. Средства логической связи используются правильно.

1 балл: высказывание в основном логично и имеет достаточно завершённый характер, НО отсутствует вступительная И/ИЛИ заключительная фраза, И/ИЛИ средства логической связи используются недостаточно.

0 баллов: используемый словарный запас, грамматические структуры, фонетическое оформление высказывания в основном соответствуют поставленной задаче (допускается не более четырёх лексико-грамматических ошибок (из них не более двух грубых) ИЛИ/И не более четырёх фонетических ошибок (из них не более двух грубых)).

Критерий 3: Языковое оформление высказывания

2 балла: используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче (допускается не более двух негрубых лексико-грамматических ошибок И/ИЛИ не более двух негрубых фонетических ошибок).

1 балл: высказывание нелогично И/ИЛИ не имеет завершённого характера; вступление и заключение отсутствуют; средства логической связи практически не используются.

0 баллов: понимание высказывания затруднено из-за многочисленных лексико-грамматических и фонетических ошибок (пять и более лексико-грамматических ошибок И/ИЛИ пять и более фонетических ошибок) ИЛИ более двух грубых ошибок.

B. Characterize a good photo description which satisfies all the mentioned criteria. Complete the sentences.

Критерий 1

Описание фотографии содержит ...

Раскрытие каждого пункта плана включает не менее ...

Критерий 2

Описание фотографии имеет ...

Описание фотографии включает ...

При описании используются правильные ...

Критерий 3

При оформлении высказывания используются корректные ...

При оформлении высказывания отсутствуют грубые ...

Useful Tips

К типичным ошибкам учащихся при выполнении задания 3 относятся

- описание трёх картинок вместо одной;
- отсутствие вступительной и заключительной фраз;
- неправильная интерпретация содержания картинки;
- отсутствие высказывания своего мнения о сюжете картинки;
- отсутствие разговорных клише при описании картинки;
- фонетические и лексико-грамматические ошибки в ответе⁷.

77. Analyze the text given in Exercise 75 B. Are there any mistakes mentioned above (except for phonetic ones)?

Useful Tips

При подготовке к описанию фотографии важно понимать коммуникативный контекст данного задания, что требует опоры на умения фантазировать и воображать ситуацию коммуникации.

Важно понять и принять условия, в которых была сделана фотография, приблизиться к ним и соотнести их с собственным опытом. Для того чтобы описание было полным, точным и развернутым, мы советуем ориентировать его на себя, тогда появится информация личного плана, которую можно использовать в монологе. Если того, что изображено на фото, с тобой никогда не происходило, придумай подобную ситуацию!

Не бойся немного пофантазировать! Это поможет сделать высказывание естественным и придаст твоей речи непринужденный характер.

Не забывай, что в ситуации коммуникации сказано, что ты представляешь фотографию своему другу, беседуешь с ним. Это значит, что языковые средства, вводные слова должны быть разговорного плана, а не официального и формализованного.

⁷Махмуриян К.С. Программа подготовки экспертов ПК субъектов РФ по проверке устных ответов участников ЕГЭ по ИЯ. Специфика работы экспертов. (<http://fipi.ru/actions/seminar/23-24092014-seminar-dlya-tyutorov-ekspertov-ege-po-inostrannym-yazykam>)

78. Look at the photo. Imagine that you took it during your summer holidays.



Answer the following questions. Read the commentaries to the right.

1. Is there anything in the picture which is connected to your interests/ experience/ opinions? Describe it.

Ответ на данный вопрос может тебе сделать небольшое вступление. В качестве начала можно использовать фразы:

As you know...

As I've told you...

Описывая предложенную картинку, ты можешь упомянуть о своей любви к животным и о том, что у тебя есть замечательная собака.

Далее можно предложить собеседнику посмотреть фото:

I'd like to show you this photo.

I want to show you this photo.

I've brought you this photo. Look at it.

2. When did you take the photo?

При ответе на данный вопрос используй *Past Simple*. Обрати внимание на то, что тебе следует указать приблизительный период времени.

Не забывай о правильном использовании фраз-указателей *Past Simple: last month/ summer/ year* и т.п.; *some weeks ago/ a year ago* и т.п.

3. Where were you that period of time? Why were you there? What was your attitude towards that period/ event/ time? Find details in the photo which will help you to describe the situation.

Ответы на данные вопросы могут тебе расширить ответ, так как не забывай, что в соответствии с первым критерием оценивания каждый пункт плана должен содержать в среднем не менее трёх фраз. При ответе на данные вопросы требуется твоя фантазия. Например, описывая предложенную картинку, ты можешь рассказать о пребывании на даче, о том, что там есть река, о том, что тебе нравится купаться в ней.

4. Who/ what is in the picture? How are the people (or other things) in the photo related to you?

При ответе на данный вопрос ты можешь использовать фразу *In the photo you can see ...*

Обрати внимание на то, что тебе нужно только перечислить изображённых на фото, но не описывать их действия. Наша рекомендация при ответе на данный вопрос — придумать, что изображённые на картинке имеют какое-то отношение к тебе. Например, применительно к данному фото можно сказать, что это младший брат или племянник. Также обязательно нужно упомянуть о собаке, изображённой на фото.

Ты можешь рассказать о ней, о том, как ты ухаживаешь за ней, учишь ее и т.п. Можно упомянуть, как относятся к ней все твои близкие, и что она — настоящий член твоей семьи.

5. Are you in the photo? If not, where are you?

Также мы рекомендуем при описании упомянуть о себе. Ты можешь представить, что фото делал ты сам и рассказать об этом: *As I am taking this photo, you can't see me.*

6. What is happening in the photo? Give possible characteristics of the action.

При ответе на данный вопрос используй *Present Continuous*. Постарайся детально описать действия людей на фото. Используй наречия, которые обогащают речь.

7. Why is it happening?

Постарайся объяснить, почему происходит данное действие. Это также позволит расширить твоё высказывание. При объяснении тебе также придется придумать возможные причины. Для данной фотографии можно сказать, что мальчик и собака наблюдают за лодкой, в которой сидит папа и ловит рыбу.

8. What is shown in this photo? Can you find its idea?

Ответ на данный вопрос даст тебе возможность объяснить, почему ты сделал фотографию. Например, описывая эту картинку, ты можешь указать о своём отношении к животным, о том, какие животные умные и как они преданы человеку.

9. Why did you take this photo?

Ответ на данный вопрос является следствием ответа на предыдущие вопросы (в п.8). Здесь можно использовать фразу:
That's why I took this photo.

10. May your friend whom you are showing the picture be interested in the photo? Why?

Отвечая на данный вопрос, ты также должен представить, каким образом твой друг, которому ты представляешь картинку, связан с ее темой и/или идеей: может, у него тоже есть собака, или он мечтает завести ее. Ты можешь использовать следующие фразы:

I believe that you are fond of ...

I guess that you are interested in ...

I think that you take a great interest in ...

I know that you are keen on ...

11. Why did you decide to show the picture to your friend?

Данный ответ является выводом из предыдущих вопросов (п.10). Ты можешь использовать следующие фразы:

So I decided to show you this photo.

I thought you'd like it/ you would be surprised/ you would be excited/ the photo would interest you/ the picture would call/ draw your attention.

12. What are your emotions like when you look at this photo? Express your feelings related to this photo.

Данный вопрос позволяет тебе сделать заключение и выразить собственное отношение к запечатленному на фото.

Можно использовать фразы, выражающие мнение, например, *in my opinion/ as I see it/ I would say that/ personally I think/ from my point of view*. Также ты можешь дать общую характеристику эмоционального тона на фото (например, что это фото — доброе и оно вызывает у тебя самые положительные эмоции).

Prepare your description. Use your answers and follow the commentaries.

Useful Tips

При описании места действия тебе могут понадобиться следующие предлоги:

behind, in front of, opposite, face to face, next to, near, side by side, between, among, in, on, inside, outside, against, above, under

79. Describe the scene in the following pictures using the preposition.

You can also use these expressions:

We can see/ notice ...

This is an image of ...

There is/are ...

My attention is drawn to ...

The photo shows ...



Useful Tips

При выполнении задания тебе может пригодиться лексика, указывающая на местоположение изображенных предметов, людей и т.п. на фото:

IN THE TOP**AT THE TOP****IN THE TOP****LEFT(-HAND)
CORNER****RIGHT(-HAND)
CORNER****ON THE LEFT(-HAND)
SIDE****IN
THE
MIDDLE****ON THE RIGHT(-HAND)
SIDE****IN THE BOTTOM
LEFT (-HAND)
CORNER****IN THE BOTTOM
RIGHT (-HAND)
CORNER****AT THE BOTTOM****IN THE BACKGROUND ≠ IN THE FOREGROUND**

80. You are fond of taking photos. You are showing the photo to your friend. Present it to him/ her.



Answer the following questions.

1. Is there anything in the picture which is connected to your interests/ experience/ opinions? Describe it.
2. When did you take the photo?
3. Where were you that period of time? Why were you there? What was your attitude towards that period/ event/ time? Find details in the photo which will help you to describe the situation.
4. Who/ what is in the picture? How are the people (or other things) in the photo related to you?
5. Are you in the photo? If not, where are you?
6. What is happening in the photo? Give possible characteristics of the action.
7. Why is it happening?
8. What is shown in this photo? Can you find its idea?
9. Why did you take this photo?
10. May your friend whom you are showing the picture be interested in it? Why?
11. Why did you decide to show the picture to your friend?
12. What are your emotions like when you look at this photo? Express your feelings related to this photo.

Prepare your description. Use your answers and follow the commentaries in Ex. 78.

Useful Tips

При описании людей, изображенных на фото, используй глагол look:

look like + NOUN = be similar to

This looks like the work of a child.

look + ADJECTIVE = seem

The boy looks tired and fed up.

look as though/as if + VERB PHRASE = be similar to

The girl looks as though she is in her late 20s.

81. You are fond of taking photos. You are showing the photo to your friend. Present it to him/ her.



Answer the following questions.

1. Is there anything in the picture which is connected to your interests/ experience/ opinions? Describe it.
2. When did you take the photo?
3. Where were you that period of time? Why were you there? What was your attitude towards that period/ event/ time? Find details in the photo which will help you to describe the situation.
4. Who/ what is in the picture? How are the people (or other things) in the photo related to you?
5. Are you in the photo? If not, where are you?
6. What is happening in the photo? Give possible characteristics of the action.
7. Why is it happening?
8. What is shown in this photo? Can you find its idea?
9. Why did you take this photo?
10. May your friend whom you are showing the picture be interested in it? Why?
11. Why did you decide to show the picture to your friend?
12. What are your emotions like when you look at this photo? Express your feelings related to this photo.

Prepare your description. Use your answers and follow the commentaries in Ex. 78.

Useful Tips

Выполняя задание, ты можешь передать свои эмоции, связанные с фото. Для этого используй следующие фразы:

It seems as if ...

The atmosphere of ... is ...

I like/ don't like this picture because ...

The photo makes me think of ...

The photo makes me remember ...

82. You are fond of taking photos. You are showing the photo to your friend. Present it to him/ her.



Answer the following questions.

1. Is there anything in the picture which is connected to your interests/ experience/ opinions? Describe it.
2. When did you take the photo?
3. Where were you that period of time? Why were you there? What was your attitude towards that period/ event/ time? Find details in the photo which will help you to describe the situation.
4. Who/ what is in the picture? How are the people (or other things) in the photo related to you?
5. Are you in the photo? If not, where are you?
6. What is happening in the photo? Give possible characteristics of the action.
7. Why is it happening?
8. What is shown in this photo? Can you find its idea?
9. Why did you take this photo?

10. May your friend whom you are showing the picture be interested in it? Why?

11. Why did you decide to show the picture to your friend?

12. What are your emotions like when you look at this photo? Express your feelings related to this photo.

Prepare your description. Use your answers and follow the commentaries in Ex. 78.

Useful Tips

В ходе подготовки к заданию обрати внимание на детали, которые ты можешь упомянуть в своем описании. Вот некоторые аспекты, которые ты можешь отметить:

- talk about the place: *The scenery is so wonderful.*

- describe people's age: *He is in his late fifties.*

- describe people's appearance (используй LOOK): *He looks sporty.*

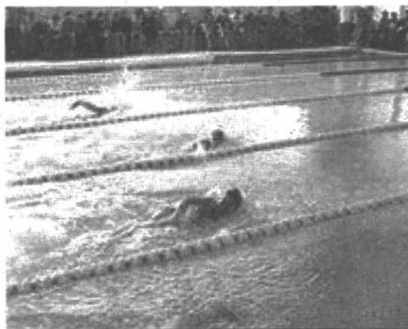
- describe people's clothes (используй WEAR): *He is wearing a leather jacket and warm trousers.*

- describe people's roles: *He is probably a driver.*

- describe people's feelings: *He seems sad/ happy/ afraid...*

Если человек что-то держит в руках и это важно в описании — используй CARRY: *She is carrying an umbrella.*

83. You are fond of taking photos. You are showing the photo to your friend. Present it to him/ her.



Answer the following questions.

1. Is there anything in the picture which is connected to your interests/ experience/ opinions? Describe it.

2. When did you take the photo?

3. Where were you that period of time? Why were you there? What was your attitude towards that period/ event/ time? Find details in the photo which will help you to describe the situation.

4. Who/ what is in the picture? How are the people (or other things) in the photo related to you?

5. Are you in the photo? If not, where are you?

6. What is happening in the photo? Give possible characteristics of the action.

7. Why is it happening?

8. What is shown in this photo? Can you find its idea?

9. Why did you take this photo?

10. May your friend whom you are showing the picture be interested in it? Why?

11. Why did you decide to show the picture to your friend?

12. What are your emotions like when you look at this photo? Express your feelings related to this photo.

Prepare your description. Use your answers and follow the commentaries in Ex. 78.

Useful Tips

Для того чтобы твоя речь выглядела естественной, в коротких паузах, когда ты продумываешь дальнейший ход монолога, ты можешь использовать следующие фразы:

Let's see...

I mean...

I guess...

I'm not really sure...

Well, let me think...

84. You are fond of taking photos. You are showing the photo to your friend. Present it to him/ her.



Answer the following questions.

1. Is there anything in the picture which is connected to your interests/ experience/ opinions? Describe it.

2. When did you take the photo?

3. Where were you that period of time? Why were you there? What was your attitude towards that period/ event/ time? Find details in the photo which will help you to describe the situation.

4. Who/ what is in the picture? How are the people (or other things) in the photo related to you?

5. Are you in the photo? If not, where are you?

6. What is happening in the photo? Give possible characteristics of the action.

7. Why is it happening?

8. What is shown in this photo? Can you find its idea?

9. Why did you take this photo?

10. May your friend whom you are showing the picture be interested in it? Why?

11. Why did you decide to show the picture to your friend?

12. What are your emotions like when you look at this photo? Express your feelings related to this photo.

Prepare your description. Use your answers and follow the commentaries in Ex. 78.

85. You are fond of taking photos. You are showing the photo to your friend. Present it to him/ her.

**Answer the following questions.**

1. Is there anything in the picture which is connected to your interests/ experience/ opinions? Describe it.

2. When did you take the photo?

3. Where were you that period of time? Why were you there? What was your attitude towards that period/ event/ time? Find details in the photo which will help you to describe the situation.

4. Who/ what is in the picture? How are the people (or other things) in the photo related to you?

5. Are you in the photo? If not, where are you?

6. What is happening in the photo? Give possible characteristics of the action.

7. Why is it happening?

8. What is shown in this photo? Can you find its idea?

9. Why did you take this photo?

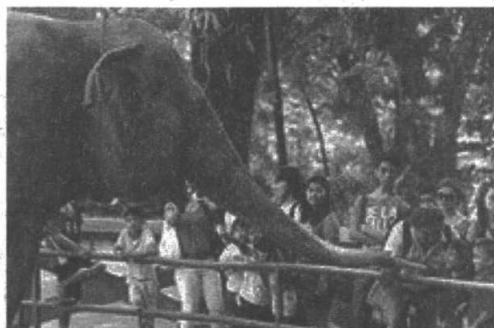
10. May your friend whom you are showing the picture be interested in it? Why?

11. Why did you decide to show the picture to your friend?

12. What are your emotions like when you look at this photo? Express your feelings related to this photo.

Prepare your description. Use your answers and follow the commentaries in Ex. 78.

86. You are fond of taking photos. You are showing the photo to your friend. Present it to him/ her.



Answer the following questions.

1. Is there anything in the picture which is connected to your interests/ experience/ opinions? Describe it.

2. When did you take the photo?

3. Where were you that period of time? Why were you there? What was your attitude towards that period/ event/ time? Find details in the photo which will help you to describe the situation.

4. Who/ what is in the picture? How are the people (or other things) in the photo related to you?

5. Are you in the photo? If not, where are you?

6. What is happening in the photo? Give possible characteristics of the action.

7. Why is it happening?

8. What is shown in this photo? Can you find its idea?

9. Why did you take this photo?

10. May your friend whom you are showing the picture be interested in it? Why?

11. Why did you decide to show the picture to your friend?

12. What are your emotions like when you look at this photo? Express your feelings related to this photo.

Prepare your description. Use your answers and follow the commentaries in Ex. 78.

87. You are fond of taking photos. You are showing the photo to your friend. Present it to him/ her.



Answer the following questions.

1. Is there anything in the picture which is connected to your interests/ experience/ opinions? Describe it.

2. When did you take the photo?

3. Where were you that period of time? Why were you there? What was your attitude towards that period/ event/ time? Find details in the photo which will help you to describe the situation.

4. Who/ what is in the picture? How are the people (or other things) in the photo related to you?

5. Are you in the photo? If not, where are you?

6. What is happening in the photo? Give possible characteristics of the action.

7. Why is it happening?

8. What is shown in this photo? Can you find its idea?

9. Why did you take this photo?

10. May your friend whom you are showing the picture be interested in it? Why?

11. Why did you decide to show the picture to your friend?

12. What are your emotions like when you look at this photo? Express your feelings related to this photo.

Prepare your description. Use your answers and follow the commentaries in Ex. 78.

88. You are fond of taking photos. You are showing the photo to your friend. Present it to him/ her.



Answer the following questions.

1. Is there anything in the picture which is connected to your interests/ experience/ opinions? Describe it.

2. When did you take the photo?

3. Where were you that period of time? Why were you there? What was your attitude towards that period/ event/ time? Find details in the photo which will help you to describe the situation.

4. Who/ what is in the picture? How are the people (or other things) in the photo related to you?

5. Are you in the photo? If not, where are you?

6. What is happening in the photo? Give possible characteristics of the action.

7. Why is it happening?

8. What is shown in this photo? Can you find its idea?

9. Why did you take this photo?

10. May your friend whom you are showing the picture be interested in it? Why?

11. Why did you decide to show the picture to your friend?

12. What are your emotions like when you look at this photo? Express your feelings related to this photo.

Prepare your description. Use your answers and follow the commentaries in Ex. 78.

89. You are fond of taking photos. You are showing the photo to your friend. Present it to him/ her.



Answer the following questions.

1. Is there anything in the picture which is connected to your interests/ experience/ opinions? Describe it.

2. When did you take the photo?

3. Where were you that period of time? Why were you there? What was your attitude towards that period/ event/ time? Find details in the photo which will help you to describe the situation.

4. Who/ what is in the picture? How are the people (or other things) in the photo related to you?

5. Are you in the photo? If not, where are you?

6. What is happening in the photo? Give possible characteristics of the action.

7. Why is it happening?

8. What is shown in this photo? Can you find its idea?

9. Why did you take this photo?

10. May your friend whom you are showing the picture be interested in it? Why?

11. Why did you decide to show the picture to your friend?

12. What are your emotions like when you look at this photo? Express your feelings related to this photo.

Prepare your description. Use your answers and follow the commentaries in Ex. 78.

Communicative Practice

Useful Tips

Далее мы предлагаем задания в формате устной части ЕГЭ. Обрати внимание на то, что тебе предлагаются три фотографии на выбор, и ты должен выбрать и описывать только одну из предложенных.

Внимательно посмотри каждое фото, подумай, какое фото более информативное, так чтобы ты смог представить его наиболее полно и интересно. В данном случае нельзя руководствоваться только визуальным предпочтением, важно проанализировать лексический план, а также сопоставить фото с собственным опытом, приблизить его к своей жизни, пофантазировать и т.п.

Мы рекомендуем описывать фотографии, на которых ясно видна ситуация, люди или предметы, а не просто пейзажи или неперсонифицируемые изображения.

90. Imagine that you are fond of taking photos and you want to take part in your school photo contest. These are photos you've chosen for it. Present one of them 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 you took the photo;
- what/who is in the photo;
- what is happening;
- why you took the photo;
- why you decided to show the picture to your friend.

You have to talk continuously, starting with:

I've chosen photo number ...

91. Imagine that you are fond of taking photos. You want to take part in your school photo contest. These are photos you've chosen for it. Present one of them 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 you took the photo;
- what/who is in the photo;
- what is happening;

- why you took the photo;
- why you decided to show the picture to your friend.

You have to talk continuously, starting with:

I've chosen photo number ...

92. Imagine that you are fond of taking photos and you want to take part in your school photo contest. These are photos you've chosen for it. Present one of them 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 you took the photo;
- what/who is in the photo;
- what is happening;
- why you took the photo;
- why you decided to show the picture to your friend.

You have to talk continuously, starting with:

I've chosen photo number ...

93. Imagine that you are fond of taking photos and you want to take part in your school photo contest. These are photos you've chosen for it. Present one of them 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 you took the photo;
- what/who is in the photo;
- what is happening;
- why you took the photo;
- why you decided to show the picture to your friend.

You have to talk continuously, starting with:

I've chosen photo number ...

94. Imagine that you are fond of taking photos and you want to take part in your school photo contest. These are photos you've chosen for it. Present one of them 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 you took the photo;
- what/who is in the photo;
- what is happening;
- why you took the photo;
- why you decided to show the picture to your friend.

You have to talk continuously, starting with:

I've chosen photo number ...

95. Imagine that you are fond of taking photos and you want to take part in your school photo contest. These are photos you've chosen for it. Present one of them 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 you took the photo;
- what/who is in the photo;
- what is happening;
- why you took the photo;
- why you decided to show the picture to your friend.

You have to talk continuously, starting with:

I've chosen photo number ...

96. Imagine that you are fond of taking photos and you want to take part in your school photo contest. These are photos you've chosen for it. Present one of them 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 you took the photo;
- what/who is in the photo;
- what is happening;
- why you took the photo;
- why you decided to show the picture to your friend.

You have to talk continuously, starting with:

I've chosen photo number ...

97. Imagine that you are fond of taking photos and you want to take part in your school photo contest. These are photos you've chosen for it. Present one of them to your friend.

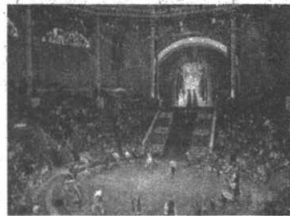
1.



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 you took the photo;
- what/who is in the photo;
- what is happening;
- why you took the photo;
- why you decided to show the picture to your friend.

You have to talk continuously, starting with:

I've chosen photo number ...

98. Imagine that you are fond of taking photos and you want to take part in your school photo contest. These are photos you've chosen for it. Present one of them 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 you took the photo;
- what/who is in the photo;
- what is happening;

- why you took the photo;
- why you decided to show the picture to your friend.

You have to talk continuously, starting with:

I've chosen photo number ...

99. Imagine that you are fond of taking photos and you want to take part in your school photo contest. These are photos you've chosen for it. Present one of them 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 you took the photo;
- what/who is in the photo;
- what is happening;
- why you took the photo;
- why you decided to show the picture to your friend.

You have to talk continuously, starting with:

I've chosen photo number ...

Preparation for Task 4: Compare and Contrast Photos

Learn How to Compare Photos

100. A. Read the task⁸, analyze it and answer the questions below.

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 concerts presented in the pictures you'd prefer;
- explain why.

You will speak for not more than 2 minutes. You have to talk continuously.

1.



2.



⁸ Демонстрационный вариант УСТНОЙ ЧАСТИ контрольно-измерительных материалов единого государственного экзамена по АНГЛИЙСКОМУ ЯЗЫКУ (<http://fipi.ru/egge-i-gve-11/demoversii-specifikacii-kodifikatory>)

Answer the questions:

1. How many photos should you describe in the task?
2. What should you do?
3. Should you compare and contrast them?
4. Should you describe each picture separately?
5. Should you describe the action which is taking place in the pictures?
6. Should you specify location shown in the pictures?
7. Should you say what the pictures have in common?
8. Should you say in what way the pictures are different?
9. Should you say which of the concerts presented in the pictures you'd prefer?
10. Should you explain why?
11. Should you have any time for preparation?
12. How long should you speak?
13. What characteristics should the monologue possess?
14. Is this task difficult for you? Why/ why not?

B. What do the pictures have in common and what differentiate them?**Complete the table.**

<i>Things which are in common</i>	<i>Different things</i>
Music, ...	Musical instruments, ...

Useful Tips

В ходе ответа на задание 4 устной части ЕГЭ по английскому языку максимальное количество баллов, которое может получить ученик, — 7.

Используются такие же критерии оценивания, как и в задании 3:

- решение коммуникативной задачи (содержание); *максимальное количество баллов по данному критерию - 3;*
- организация высказывания; *максимальное количество баллов по данному критерию - 2;*
- языковое оформление высказывания; *максимальное количество баллов по данному критерию - 2.*

101. Analyze which of these things are the components of the communicative task (Task 4).

- say why you took the photos;
- say why you decided to show these pictures;
- say what/who is in the photos;
- give a brief description of the photos (action, location);
- say what the pictures have in common;
- say when you took the photos;
- say in what way the pictures are different;
- say which of the things/ items/ activities presented in the pictures you'd prefer;
- say what is happening;
- explain why you'd prefer one of the photos.

Plan your answer. Which things should you mention to perform the communicative task?

102. How should you organize your monologue? Which of these things are important to succeed in the exam? Why?

- логичность изложения мыслей;
- соответствие плану, предложенному в задании;
- уместное и корректное использование средств логической связи.

How can a pupil achieve these aims? What recommendations can you give? How will you realize these requirements?

Useful Tips

К типичным ошибкам учащихся при выполнении задания 4 относятся

- описание сюжета двух картинок, а не их сравнение;
- отсутствие выделения общих и отличительных характеристик картинок;
- отсутствие выражения отношения к картинкам;
- отсутствие вступительной и заключительной фраз;
- отсутствие разговорных клише при сравнении картинок;
- фонетические и лексико-грамматические ошибки в ответе⁹.

⁹ Махмуриян К.С. Программа подготовки экспертов ПК субъектов РФ по проверке устных ответов участников ЕГЭ по ИЯ. Специфика работы экспертов. (<http://fipi.ru/actions/seminar/23-24092014-seminar-dlya-tyutorov-ekspertov-ege-po-inostrannym-yazykam>)

103. Give a brief description of the photos (action and location). Describe the situation/ topic to be discussed. Follow the model.

Общее
введение в
тему



Краткое
описание
фото 1



Краткое
описание
фото 2



Используй
фразы: *Both
these photos
show ...
These
pictures
depict ...*



Используй
*Present
Continuous
In the first
picture ...
In the
background
we can see
In the
foreground
people/
children etc
... are doing*



Используй
*Present
Continuous
In the second
picture ...
As I'd like
to draw your
attention to
...because ...
We pay
attention
to ...
It means ...*

...

A.1.



2.



B.1.



2.



C.1.



2.



D.1



2.



E.1



2.



104. Compare the following pictures. What do the pictures have in common? Use the words and phrases from the table below.

These two photographs are

similar

alike

comparable

analogous

parallel

They both show people VERB+ ing

They both display people VERB+ ing

- I think the common theme here is ...
- I believe that the theme which relates these photos is ...
- ..., and so is/ does...
- ..., and... is/ does too.
- ..., and... is/ does as well.
- A/ One similarity (which stands out) is...
- One thing that... and... have in common is...
- ... and... are (quite/ very/ really/ really quite) similar, for example...
- ... and... are (quite/ very/ really/ really quite) similar in terms of...
- Another/ An additional similarity (which is instantly apparent) is...
- A striking similarity/ difference is...
- ... and... have a lot in common, for example...
- There are more similarities than differences between... and... . For instance,...
- The main similarity between... and... is...

- The only similarity between... that I can see is...
- In a similar way,...
- The most apparent difference/ similarity between... and... is...
- ...and that is (more or less) the same for...
- One resemblance between... and... is that...
- ...seems...
- ...looks...
- ...is obviously...
- ...probably...
- I guess/ I imagine...
- ...might/ may/ maybe/ perhaps...
- ...clearly...
- ...appears...
- ...looks like...
- I reckon...
- I suppose...
- I'm fairly sure...
- I get the impression that...
- ...is almost certainly...
- My initial impression is...
- ...must...
- ...could (possibly)...
- I'm pretty confident that...
- I expect...
- I think I'm justified in saying that...

A. What do the pictures have in common?



B. What do the pictures have in common?



C. What do the pictures have in common?



D. What do the pi**E. What do the pi**

105. Compare the following pictures. In what way are the pictures different? Use the words and phrases from the table below.

These photographs are... *different...*
 dissimilar....
 divergent...

... in the first photo while ... in the second photograph...

- ..., whereas...
- ..., but...
- In contrast,...
- Unlike...,...
- A/ One difference (which stands out) is...
- One of the (few) differences between... and... is...
- Another/ An additional difference (which is instantly apparent) is...
- The most obvious/ important/ apparent difference (for me) between... and... is...
- A striking difference is...
- ... and... are (quite/ very/ really/ really quite) different, for example...
- ... and... are (quite/ very/ really/ really quite) different in terms of...
- ... is different, in that...
- The main difference between... and... is...
- The only difference between... that I can see is...
- In comparison to...,...
- Compared to...,...
- A/ One contrast between... and... is that...
- ... is not (nearly/ quite) as... as...
- Contrasting ... and ..., ...

- The most apparent difference between... and... is...
- A more subtle difference is...
- ... differs from... in that...
- Neither... nor...
- ...probably...
- I guess/ I imagine...
- ...might/ may/ maybe/ perhaps...
- ...clearly...
- I'm not sure exactly (what this is) but...
- ...appears...
- ...looks like...
- I suppose...
- I'm fairly sure...
- I get the impression that...
- ...is almost certainly...
- ...must...
- ...could (possibly)...
- I'm pretty confident that...
- I expect...
- I think I'm justified in saying that...

A. In what way are the pictures different?



--	--

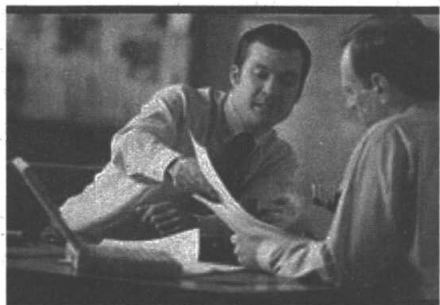
B. In what way are the pictures different?



--

--

C. In what way are the pictures different?



--

--

D. In what way are

--	--

E. In what way are

--	--

106. Which of the things/ events/ activities shown in the pictures do you prefer? Explain why. Use the words and phrases from the table.

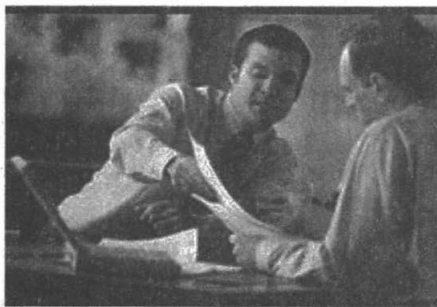
erned...

ties



ties



C. Which of the jobs w.....**D. Which way of travelling w.....**

E. Which ways of celebrating a holiday would you prefer? Why?



Useful Tips

Не забудь, что в твоём высказывании обязательно должны быть
- вступление,
- заключение.

Наличие вступления и заключения учитывается при выставлении баллов!

Для вступления мы рекомендуем использовать следующие фразы:

I'd like to point out right at the beginning that...
Just at the beginning I would go as far as to say that...
It should be pointed out right at the beginning that...

We very clearly remember that...
Today we'll be taking a closer look at...



And these two photos prove that.
And now look at these two photos.
But right now our attention turns to...
And now let's turn to...

Для заключения ты можешь использовать фразы, приведенные ниже:

To draw to a close I'd like to say that...
Let's have a final look at...
It only remains for me to say...
All in all, it is evident...
To sum it up I'd like to say...
To draw to the conclusion I'd like to say that...
Summarizing, I may say that...
That's where I'd like to end.

107. Look at the photos. Prepare the opening phrases of your monologue.
Use the model given below.



Вступительная фраза



Ключевая идея, тема фотографий



Переход к фотографиям



Just at the beginning I would go as far as to say that people differ greatly in their attitude towards collecting. And these two photos prove that.

A.



B.





2 photos. Brainstorm to determine what is the same and in them. Complete the table.



What do the pictures have in common?

--

In what way are the pictures different?

2.



What do the pictures have in common?

--

In what way are the pictures different?

3.



What do the pictures have in common?

--

In what way are the pictures different?

Use your ideas and prepare the monologues.

Communicative Practice

109. 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 activities presented in the pictures you'd prefer;
- explain why.

You will speak for not more than 2 minutes. You have to talk continuously.

1.



2.

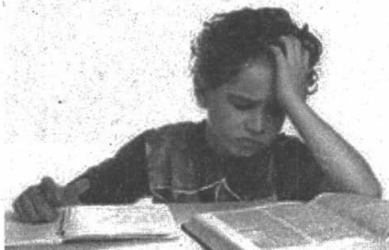


110. Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:

- 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 doing the homework presented in the pictures you'd prefer;
- explain why.

You will speak for not more than 2 minutes. You have to talk continuously.

1.



2.



111. 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 presents presented in the pictures you'd prefer;
- explain why.

You will speak for not more than 2 minutes. You have to talk continuously.

1.



2.



112. 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 sports activities presented in the pictures you'd prefer;
- explain why.

You will speak for not more than 2 minutes. You have to talk continuously.

1.



2.



113. 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 classrooms presented in the pictures you'd prefer;
- explain why.

You will speak for not more than 2 minutes. You have to talk continuously.



114. 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 genres of art presented in the pictures you'd prefer;
- explain why.

You will speak for not more than 2 minutes. You have to talk continuously.



115. 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 activities presented in the pictures you'd prefer;
- explain why.

You will speak for not more than 2 minutes. You have to talk continuously.

1.



2.



116. 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 getting fit presented in the pictures you'd prefer;
- explain why.

You will speak for not more than 2 minutes. You have to talk continuously.

1.



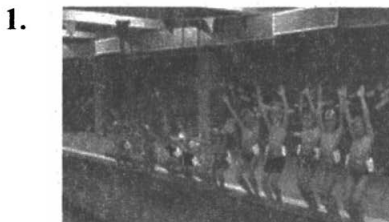
2.



117. 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 fitness activities presented in the pictures you'd prefer;
- explain why.

You will speak for not more than 2 minutes. You have to talk continuously.



118. 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 free time activities presented in the pictures you'd prefer;
- explain why.

You will speak for not more than 2 minutes. You have to talk continuously.



119. 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 jobs presented in the pictures you'd prefer;
- explain why.

You will speak for not more than 2 minutes. You have to talk continuously.



120. 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 hobbies presented in the pictures you'd prefer;
- explain why.

You will speak for not more than 2 minutes. You have to talk continuously.

1.



2.



121. 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 getting information presented in the pictures you'd prefer;
- explain why.

You will speak for not more than 2 minutes. You have to talk continuously.

1.



2.



KEYS

3. A.

<i>Тип слога</i>	<i>Открытый слог</i>	<i>Закрытый слог</i>	<i>Гласный + r + (согласный)</i>	<i>Гласный + r + (гласный)</i>
Aa	[ei]	[æ]	[a:]	[eə]
Your examples:	case	tank	car	fare
Ee	[i:]	[e]	[ɜ:]	[iə]
Your examples:	she	bet	her term	mere
Ii	[aɪ]	[ɪ]	[ɜ:]	[aɪə]
Your examples:	line	bit	sir third	hire
Oo	[əʊ]	[ɒ]	[ɔ:]	[ɔ:]
Your examples:	zone	lot	or born	sort
Uu	[ju:]	[ʌ]	[ɜ:]	[juə]
Your examples:	nude	cut	burn fur	pure
Yy	[aɪ]	[ɪ]	[ɜ:]	[aɪə]
Your examples:	my	myth	Cyrd	tyre

13. A.

o + ll → [əʊ]	enroll – stroll
o + ld → [əʊ]	cold – fold
o + lt → [əʊ]	revolt – bolt
i + ld → [aɪ]	mild – child
i + nd → [aɪ]	kind – mind
i + gh → [aɪ] (gh не читается)	light – fight
a + ss → [ɑ:]	grass – class
a + st → [ɑ:]	cast – past
a + sk → [ɑ:]	task – mask
a + sp → [ɑ:]	rasp – gasp
a + nt → [ɑ:]	plant – grant

a + nce → [ɑ:]	dance – chance
a + nch → [ɑ:]	branch – ranch
a + ft → [ɑ:]	aircraft - overdraft
a + th → [ɑ:]	bath - father
a + l + любая согласная буква кроме k, m, f, ve → [ɔ:]	small - false
a + l + m → [ɑ:] (l – не произносится)	calm – palm
a + l + f/ ve → [ɑ:] (l – не произносится)	half - halves
ea + d → [e]	head – dead
ea + th → [e]	feather - weather

31.

B. 1, 4, 6, 10, 11.

34.

1	2	3	4	5	6	7	8	9	10
G	G	A	SP	D	D	S	S	A	SP

35.

1. Is Tom looking for his key?
2. Do his parents live in London?
3. Has she been in hospital since Monday?
4. Is Ron in London at the moment?
5. Did it start raining an hour ago?
6. Have they lived there all their lives?
7. Did she pass her examination last week?
8. Did they arrive ten minutes ago?
9. Is Jill interested in politics?
10. Did his friend go to Australia some time ago?

37.

1	2	3	4	5	6	7	8	9	10
does	does	does	do	do	does	do	does	does	do

38.

1	2	3	4	5	6	7	8	9	10
did	did	does	do	did	do	did	does	did	do

41.

1	Wrong	Did they tell him not to say anything to her?
2	Wrong	Do the nurses take care the patients about well?
3	Right	
4	Right	
5	Wrong	Are they going to preview the program tonight?
6	Right	
7	Wrong	Did she look after her children?
8	Wrong	Will she ask the porter to carry her suitcase?
9	Wrong	Has John invited Jane to his birthday party?
10	Right	

48.

1. What business did she own in 2000?
2. Where are they staying at present?
3. What has he lost this evening?
4. What time does the match finish?
5. How long has he been working?
6. When are they getting married?
7. How many times has she phoned him?
8. What exams has she just passed?
9. Where does he live?
10. What is he interested in?

49.

1. How did he use to go to school?
2. When did she call?
3. Why did she go out?
4. How long has he been staying at the hotel?
5. How often do they go skiing?
6. Who entered without knocking at the door?
7. How many books did this author write?
8. What smell does this chemical give off?
9. Where will they repair the car?
10. Whom did you explain your opinion?

52.

1	Wrong	Why did you get house insurance last year?
2	Wrong	Whom will she ring after all?

3	Right	
4	Wrong	What program is he watching now?
5	Wrong	How long has she been playing a computer games?
6	Wrong	When did you received a phone call?
7	Right	
8	Right	
9	Wrong	Where is Elbrus?
10	Right	

56.

1	2	3	4	5	6	7	8	9	10
sp	s	s	sp	s	sp	sp	s	s	s

Готовимся к ЕГЭ

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