

## Рецензия

на методическую разработку Строгой Виктории Викторовны  
учителя английского языка МБОУ гимназии №1

Тема методической разработки:

### «Технологии подготовки старшекласников к устной части ЕГЭ по английскому языку»

Обучение учащихся старших классов говорению на английском языке является основной задачей в контексте подготовки их к устной части ЕГЭ. Структура устной части экзамена требует от учащегося развернутого аргументированного монологического высказывания и умения правильно логично задавать вопросы на английском языке.

Методическая разработка «Технологии подготовки старшекласников к устной части ЕГЭ по английскому языку» предназначена для использования на уроках английского языка в 10-11 классах. Цель данной работы - выделить систему упражнений, способствующую наиболее эффективной подготовке учащихся к успешному выполнению заданий ЕГЭ в разделе «Говорение».

Разработка содержит четыре раздела: стратегии выполнения заданий (с 1 по 4) и типичные ошибки при их выполнении. Содержание методической разработки соответствует заявленной теме и поставленным задачам. Предоставленный материал разработан методически грамотно, построен логично и последовательно в строгом соответствии с темой.

Автор изучил, систематизировал, обобщил теоретический и практический опыт и представил его в виде структурированного и последовательного результата. Достаточно высока практическая значимость представленного материала. Работа может быть рекомендована и востребована другими педагогами.

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Рецензент:

кандидат педагогических наук,

доцент кафедры теории, истории,

педагогики и образовательной практики

ФГБОУ ВО «Армавирский государственный

педагогический университет»



 О.Н.Спирина

**Муниципальное образование город Армавир  
Муниципальное бюджетное общеобразовательное учреждение  
гимназия №1**

**Методическая разработка  
«Технологии подготовки старшеклассников  
к устной части ЕГЭ  
по английскому языку»**

**Автор: учитель МБОУ гимназии №1 Строгая В.В.**

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## Оглавление

### Пояснительная записка

1. Стратегии выполнения задания 1 «Чтение текста вслух». Типичные ошибки.
2. Стратегии выполнения задания 2 «Условный диалог-вопрос». Типичные ошибки.
3. Стратегии выполнения задания 3 «Диалог-интервью». Типичные ошибки.
4. Стратегии выполнения задания 4 «Монолог». Типичные ошибки.

### Заключение

### Список использованной литературы

### Приложения

## Пояснительная записка

Методическая разработка предназначена для использования на уроках английского языка в 10-11 классах. Задания из устной части ЕГЭ по английскому языку – являются одними из сложных заданий на экзамене, который включает в себя различные психологические процессы, такие как преодоление языкового барьера и страха сделать ошибку, нахождение нужного слова в нужный момент или замена его синонимом, объяснение смысла, умение формулировать вопросы, высказывать свою точку зрения, поддерживая ее своими аргументами и пояснениями. Конечно, без подготовки сдать эту часть очень сложно.

Данная методическая разработка направлена на то, чтобы помочь учителю подготовить учащихся к разделу «Говорение», который является частью экзамена по иностранным языкам, научить их вырабатывать стратегии подготовки к устной части экзамена, контролировать овладение необходимыми навыками и умениями, а также оценить уровень подготовки к экзамену.

**Цель данной разработки** – выделить систему упражнений, способствующую наиболее эффективной подготовке учащихся к успешному выполнению заданий ЕГЭ в разделе «Говорение».

Для достижения цели были поставлены следующие задачи:

- рассмотреть стратегии выполнения заданий
- выделить типичные ошибки при выполнении заданий устной части ЕГЭ и способы их устранения;
- рассмотреть основные трудности, с которыми сталкиваются преподаватели и учащиеся при подготовке и сдаче раздела «Говорение» на ЕГЭ;

**Устная часть КИМ ЕГЭ по английскому языку включает в себя  
4 задания**

**Задание 1** – экзаменуемый должен прочитать вслух небольшой текст научно-популярного характера.

**Задание 2** предлагает ознакомиться с рекламным объявлением и задать четыре вопроса на основе ключевых слов.

**Задание 3** предлагает дать интервью на актуальную тему и развернуто ответить на пять вопросов.

**Задание 4** предлагает проблемную тему для проектной работы и 2 фотографии, выбор которых в качестве иллюстраций надо обосновать, и выразить своё мнение по проблеме проектной работы.

**Задание 1 (чтение текста вслух)**

Несмотря на то, что по этому заданию базового уровня сложности выпускник получает всего один балл, к нему нужно тщательно готовиться. Ниже представлены фонетические упражнения на отработку звуков в словах.

**Упражнения на долготу / краткость гласных звуков**

[i:]	[ɪ]	[ɔ:]	[ɒ]	[ɑ:]	[ʌ]	[u:]	[ʊ]
Appease, bead, beam, bean, beast, beat, beef, beetle, bleed, cheap, cheek, deal, eat, easily, east, eastern, feast, feet, feed, fever, geese, heat, heating, heel, key, read, league, lead,	Anticipate, big, bill, blink, blister, brilliant, bring, brisk, bristle, chin, chip, crisp, differ, difficult, different, dig, dill, dim, dip, drip, evince, fin, fish, fisherman fist, gift, gild, Gipsy, give,	Baseball, bore, born, core, cork, corn, corner, drawers, for, force, forced, forcible, ford, foreman, foremost, foresee, foresight, forge, fork, form, forth, glory, horn, horse, inform, install, lord, morning, more,	Borrow, botany, bother, bottle, bottom, box, coffee, cotton, cough, dot, dock, dog, dollar, doctor, dot, forehead, foreign, fox, frog, from, froth, glossy, horrible, horror, hospitable, hostile, hot, jolly,	Arbiter, argent, aria, arm, ark, art, artery, bar, barker, barn, carbon, card, cardinal, carpet, dark, darn, far, farce, farm, farther, fast, fasten, garb, garden, gargle, garner, garth, hard, harmful, harp, heart,	Brunch, brush, bucket, bud, buff, bump, chunk, cuff, culture, cumber, cup, curry, drum, drummer, dub, ducat, dumb, dump, flood, flush, flutter, fluxible, grub, gruff, grumble, gudgeon, guggle, gull, gulp,	Brute, bloom, cool, cooler, coon, doom, food, fool, goose, hoof, hoop, hoopoe, hoot, loom, loop, loopy, loot, loose, moot, mood, moon, moonlight noodle, noose, noon, pood, poodle, pool, proof, rood,	Bull, bulletin, bullock, cook, cookie, foot, good, goods, goodman gooseber ry, hood, hook, hoodie, look, nook, rook, room, smooth, soot, sooty, took, wood, woodcraf twool, woolen, woolsack wooly.

leader, leave, leech, me, meal, mean, meaning, meanwhile measles, need, needle, obedient, pea, peace, peach, peacock, peak, peanut, priest, reach, reaction, read, receive, redeem, reel, season, sea, sea-gull, seal, seam, seaside, seat, shield, succeed, teach, team, tea-pot, tease, tea-spoon, uneasiness uneasy, unequal, weak, weave, week.	hill, hinder, hip, hiss, hit, history, ink, inner, instance, kill, liberty, lid, lily, limb, limit, limp, milk, mill, million, mince, minimum, mineral, ministry, mix, nib, nickel, nickname, pit, pitch, pity, rich, rid, ridden, riddle, ridge, ridiculous, rift, rigid, rim, ring, rinse, shift, shilling, shin, shiver.	mortal, mortgage, normal, north, or, oral, orchard, orchestra, order, ordinal, organ, ore, ought, porch, pore, port, portion, raw, restore, roar, sauce, saw, sort, source, storage, store, story, straw, torch, towards, walk, wall, wallpaper walnut, walrus, war, warm, warmth, withdraw.	joy, knock, knot, knowledge lobby, lobster, lock, locksmith, lodger, loft, log, lorry, loss, lost, mob, mock, modern, modest, moss, moth, ostrich, ox, pomp, pond, poplar, poppy, positive, possible, pot, probably, prosper, rob, robin, rock, rod, rotten, sausage, solve, sorry, stop, top, torrent, wallet, wander, want.	jar, large, lark, marble, March, margin, mark, marsh, masque, mast, par, parcel, parch, pardon, parlor, regardful, scar, scarf, scarlet, scarp, smart, spar, spark, star, stark, starling, starry, startle, starve, tar, tarnish, tart, task, varlet, varnish, vast, yard.	gum, gun, husk, hut, hutch, judge, judgement jug, jumble, jump, jumbo, junction, lump, lung, lustre, lusty, luxate, mucky, mud, muff, mug, mumble, mummy, muscle, musket, nub, puffy, number, nut, pulp, pumpkin, punch, puppet, punish, run, runabout, rush, rustic, rut, subgroup, subject, suffix, sultry, sum, tug.	roof, roofer, roost, rooster, root, rooty, scoop, shoot, sloop, snoot, snooze, soup, too, tool, toot, tooth, tootle, troop, who, woo, zoo.	
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## Упражнения на межзубные [ð]/[θ] и согласные [z]/[s]

[ð]	[θ]	[z]	[s]
Although, bathe, breathe, breathing, brother, clothe, clothes, farther, further, gather, leather, neither, other, rather, nevertheless, seythe, that, thaw, the, then, there, themselves, these, they, those, though, thus, weather, with, wither, without.	Atheist, athlete, athletics, bath, bath-robe, bathroom, blacksmith, breakthrough, breath, breathless, cloth, death, eighth, ether, month, mouth, pathetic, ruthless, thank, theatre, theft, theme, theory, thick, thief, thigh, thimble, thin, thing, think, third, thirsty, thirteen, thirty, thorn, thorough, thousand, thrash, thread, threat, threshold, thrift, throb, throne, throughout, thrust,	Advise, analyse, choose, confuse, cosmonaut, cosmos, cosy, desert, deserve, design, desire, desirous, easel, easily, enclose, means, goods, muzzle, observe, pause, prize, ropose, puzzle, reins, reserve, resent, reside, resign, resist, resolute, resort, resound, trousers, usage, vase.	Advice, analysis, bless, canvas, case, choice, chorus, confess, congress, consume, dance, dancer, deceive, decent, desolate, desperate, despite, destroy, discount, dislike, Easter, eclipse, false, force, gasp, gas, glass, grass, goose, grace, gust, house, increase, intense, lace, lease, legacy, licence, mass, notice, nurse, nursery, obvious, office, paradise, pass, pencil,

## Упражнения на губно-губной [w] и губно-зубной [v] согласные

[w]	[v]
Awake, away, byword, dwell, farewell, herewith, highway, nowhere, onward, quit, quite, quiver, swallow, swim, swarm, sway, sweat, sweater, sweep, sweet, swell, switch, sword, twins, twitter, wage, wail, waist, wait, wake, walk, wallpaper, want, wardrobe, warehouse, warm, warn, watch, wax, wear, week, wet, while, wide, willow, wink, winner, wisdom, worth, wound.	Available, averse, drive, fever, invest, invent, invite, ivy, novel, vacancy, vain, valley, value, vary, vast, veal, vegetable, vehicle, velvet, verb, verify, verse, vest, vessel, vice, vicious, victim, view, victory, vile, violate, violet, visible, visit, vital, vivid, vocabulary, vocal, vocation, voice, void, volcano, volume, voluntary, vote, vow, vowel.

Читая текст, учащийся должен не только обращать внимание на правильное произнесение слов, но и на следующие моменты:

### Интонация

При чтении вслух экзаменуемый должен обязательно продемонстрировать следующие навыки в области интонации (их отсутствие ведёт к снижению оценки):

- расстановливать паузы – правильно делить текст на смысловые группы (отрезки), с помощью пауз, варьирующихся по длине (более короткие внутри предложения, более длинные в конце предложения);
- расстановливать фразовое ударение – чередование ударных и неударных слов в зависимости от характера;
- владеть нисходящим тоном для законченной смысловой группы;
- владеть восходящим тоном для оформления незаконченной группы, в том числе в случае перечисления;
- правильно интонационно оформлять разные коммуникативные типы высказывания.

### Пауза

При подготовке к чтению текста задания 1 устной части необходимо обращать внимание на синтаксическую структуру предложений. Понять, является ли предложение простым, сложноподчиненным или подчиненным, выделить главные члены предложения, определить какие есть в предложении второстепенные члены, есть ли в нем перечисление и т.д. Знание грамматической основы предложений позволяет правильно расставлять паузы и выбирать соответствующую интонацию (повышающуюся или понижающуюся).

### Фразовое ударение

Служебные слова, т.е. артикли, союзы, модальные и вспомогательные глаголы, местоимения, как правило, употребляются без ударения. На существительные, прилагательные, смысловые глаголы всегда делается ударение.



## Логическое ударение

Логическое ударение-это выделение голосом наиболее важного в смысловом отношении слова или группы слов в фразе.

### Ритм

Английский язык является языком с ритмичным ударением, то есть ударные слоги отделены друг от друга в речи равными промежутками времени, а безударные слоги сокращаются так, чтобы соблюдался этот ритм. Ритм – это модель «ударный – неударный – ударный – неударный», где «ударный» это один ударный слог, а «неударный» может включать несколько неударных слогов, которые обычно укорачиваются и произносятся слитно в промежутке между ударными слогами.

Экзаменуемый получает 1 балл, если его речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов без нарушений нормы (допускается не более 5 фонетических ошибок, в том числе 1–2 ошибки, искажающие смысл). Если же речь воспринимается с трудом из-за большого количества неестественных пауз, запинок, неверной расстановки ударений и ошибок в произношении слов, ИЛИ сделано более 5 фонетических ошибок, ИЛИ сделано 3 и более фонетические ошибки, искажающие смысл, ответ оценивается в 0 баллов.

### Типичные ошибки:

- грубые фонетические ошибки, которые искажают смысл высказывания;
- неправильно поставленное ударение в сложных словах, имеющих два корня, например: rainbow, flower-bed;
- пропуск слов и строчек;
- неправильно расставленное фразовое ударение;
- неумение делить простые и сложные предложения на смысловые синтагмы;
- неумение читать синтагмы с перечислением;
- неправильное произношение разных типов предложений.

### **Пример задания:**

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.

*It is very difficult to say when the picture postcards originated. The evolution of the picture postcard reflects the history of the post service in the world. It is also connected with innovations in printing and photography. We may say the history of the picture postcard started with the postal reform in the UK in the 19th century. This reform made the cost of domestic mail delivery very cheap. The person who wanted to send the mail had to pay for it. A stamp was a way to show that you paid for your mail. Sending mail became popular. People were interested in nice paper and envelopes for their letters. That was the time when a scientist from Austria*

*offered to make cards for sending short messages. Everybody liked the idea very much. The first postcards had very simple designs, but now you can buy beautiful cards with various pictures on them.*

### **Группы слов, в которых допускают ошибки**

#### **1. Окончание -ed во 2-й и 3-й формах правильных глаголов**

Если основа глагола заканчивается на глухой звук, то данное окончание будет читаться как /t/:

worked /wɜ:kɪt/ (работал)

jumped /dʒʌmpɪt/ (прыгал)

walked /wɔ:kɪt/ (гулял)

Если основа глагола заканчивается на t или d, тогда -ed произносится как /ɪd/:

waited /'weɪt.ɪd/ (ждал)

landed /'lændɪd/ (приземлился)

Если основа глагола заканчивается на другие буквы, тогда -ed произносится как /d/:

stayed /steɪd/ (оставался, пребывал)

opened /'əʊ.pend/ (открыл)

#### **2. Прилагательные с окончанием -ed**

Запомнить, что в некоторых прилагательных окончание -ed читается как /ɪd/, например:

sacred /'seɪ.krɪd/ (священный)

wicked /'wɪk.ɪd/ (порочный, безнравственный)

naked /'neɪ.kɪd/ (обнаженный)

#### **3. Слова, начинающиеся на kn-**

В словах, которые начинаются на kn-, не читается буква k:

knot /nɒt/ узел

knife /naɪf/ нож

know /nəʊ/ знать

knowledge /'nɒlɪdʒ/ знания

knit /nɪt/ вязать на спицах

knight /naɪt/ рыцарь

knee /ni:/ колено

#### **4. Слово key и слова, в которых есть сочетание key**

Слово key и другие слова, где встречается это сочетание букв, произносятся следующим образом:

key /ki:/ (ключ)

monkey /'mʌŋ.ki/ (обезьяна)

hockey /'hɒk.i/ (хоккей)

keyboard /'ki:.bɔ:d/ (клавиатура)

whiskey /'wɪs.ki/ (виски)

#### **5. Слова, заканчивающиеся на -mb**

В словах, заканчивающихся на -mb, буква b не читается:

comb /kəʊm/ (гребень)

lamb /læm/ (ягненок)

tomb /tu:m/ (гробница)

#### **6. Слова, заканчивающиеся на -bt или -btle**

Буква b не произносится, как и в предыдущем пункте:

debt /det/ (долг)

doubt /daʊt/ (сомнение)

subtle /'sʌt.əl/ (тонкий, неуловимый)

#### **7. Слова, заканчивающиеся на -alm и -alf**

В словах, заканчивающихся на -alm и -alf, не читается буква l:

palm /pɑ:m/ (ладонь)

half /hɑ:f/ (половина)

#### **8. Слова с сочетанием -alk на конце слова и в одном слого**

Слова со слогом -alk часто произносятся неверно — в них не читается буква l:

talk /tɔ:k/ (разговаривать)

walk /wɔ:k/ (гулять)

chalky /'tʃɔ:.ki/ (меловой, бледный)

walkie-talkie /,wɔ:.ki'tɔ:.ki/ (рация)

#### **9. Слова, начинающиеся на gn-**

В словах, начинающихся на gn-, буква g не читается:

gnome /nəʊm/ (гном)

gnarl /nɑ:l/ (узел, сучок)

gnat /næt/ (мошка)

#### **10. Сочетание -ign в конце слова**

При ударном -ign в одном слого (чаще в конце слова), не произносится /g/:

sign /saɪn/ (знак)

resign /rɪ'zaɪn/ (уйти в отставку)

design /dɪ'zaɪn/ (дизайн)

Если слог безударный, - /ən/:

foreign /'fɔɪ.ən/ (иностранный)

#### **11. Слова на ps-, pn- и приставка pseudo-**

psychology /saɪ'kɒl.ə.dʒi/ (психология)

pneumonia /nju:'mæʊ.ni.ə/ (пневмония)

pseudo-science /'sju:.dəʊ.sai.əns/ (псевдонаука)

#### **12. Слова fruit, juice и cruise**

Все эти слова имеют общее сочетание букв ui, которое читается как /u:/:

fruit /fru:t/ (фрукт)

cruise /kru:z/ (круиз)

juice /dʒu:s/ (сок)

#### **13. Слова isle, island, aisle**

Ни в одном из этих слов буква s не произносится, а isle и aisle звучат абсолютно одинаково:

island /'aɪ.lənd/ (остров)

isle /aɪl/ (остров)

aisle /aɪl/ (проход, коридор)

## Задание 2 (условный диалог-расспрос)

Успех выполнения данного задания зависит от того, насколько выпускник правильно и точно может формулировать прямой вопрос, избегая грамматических, лексических и фонетических ошибок. В следующем упражнении представлены различные варианты вопросов по темам. Отработка этого задания с помощью упражнения поможет обучающемуся правильно составить вопросы, используя представленные опоры.

### **Варианты вопросов по темам**

#### **1. Location of the hotel...**

What is the address of the...?

Where is the ... situated/located?

How can I get to the hotel?

#### **2. Place (of the festival/competition)**

Where does it (the festival, the competition, the event...) take place?

Where is it held?

#### **3. Distance from the city center**

How far is your gym/hotel/club/school from the city center?

#### **4. Duration / length of the tour/flight/classes**

How long is the tour / flight?

How long are the classes?

How long will the tour last?

#### **5. Opening hours / hours of operation / working hours**

What are the opening hours of the shop/gym/museum/library?

When is the shop /gym /museum / library open?

When do you work?

What are the working hours of the shop?

When does the shop / gym / museum work?

#### **6. Hotel facilities**

What facilities are there in your hotel?

What facilities are available?

What facilities does the hotel have?

#### **7. If breakfast included**

Is breakfast included (in the price)?

#### **8. Cost/price**

How much does the room cost?

How much do you charge for a room?

How much do the maths lessons cost?

How much is the magazine/ ticket ...?

#### **9. Transport available/Russian-speaking guide available/free course books available /free tests available**

Is /Are ... available?

Do you provide a Russian-speaking guide?

**10. Availability of swimming pool/free wi-fi/animation for children/sauna/the Internet connection**

Is ... available?

Is there ... in your ... ?

**11. Excursions to London**

Are there any excursions to London?

Do you arrange/offer any excursions to London?

Can I go on an excursion to London?

**12. Accommodation options**

Where can I stay during the festival?

Do you offer any accommodation for the participants?

**13. Frequency of lessons**

How often do you give lessons?

How often will I have lessons?

How many lessons a week can I have?

**14. Snacks/drinks**

Can I get/buy any snacks/drinks at your centre?

**15. Date of start**

When does the course start?

**16. Entry/ entrance / admission fee**

What is the entry / entrance fee?

How much should I pay to enter?

**17. If musical education needed**

Is musical education required / necessary?

Is it necessary to have musical education?

**18. Dates for joining**

When can I join the competition/contest?

**19. Special offers**

Are there any special offers available at your school?

What special offers do you provide in your shop?

**20. Age restriction / minimum age limit**

What is the minimum age requirement to ride this attraction?

Is there any age restriction to get this job?

How old should I be to apply for this job?

**Пример задания (фото в приложении №1):**

Task 2. Study the advertisement.

The best bicycle trip!

You are considering going on a bicycle trip and now you'd like to get more information. In 1.5 minutes, you are to ask four direct questions to find out about the following:

- 1) Minimum age;
- 2) Duration of the trip;

3) Number of people in the group;

4) Accommodation for the night.

You have 20 seconds to ask each question.

**Пример ответа:**

What is the minimum age for the bicycle trip?

How long does the trip last?

How many people are there in the group?

Do you provide accommodation for the night?

В первых двух вопросах необходимо уточнять о каком мероприятии, организации идет речь, опираясь на информацию из задания.

**Типичные ошибки:**

Опора	Верные вопросы	Ошибочные вопросы
Location	What is the address of the...?	Where is the location? How location is situated?
Price	How much does the ..... cost?	How much is the price? How much does the price cost?
Opening hours	What are the opening hours of the.....?	What's the opening hours? How long are the opening hours?
Accommodation	What kind of accommodation do you have/offer? What kind of accommodation is available there?	What's the accommodation? How much is the accommodation?
Equipment rental	Is there a fishing equipment rental? Can I rent some/any fishing equipment?	Do you have fishing equipment?

**Задание 3 (условный диалог-интервью)**

В этом задании учащемуся необходимо ответить на 5 вопросов. Ответы должны быть развернутые. Это психологически сложное задание, потому что очень многое зависит от того, насколько правильно выпускник понял вопросы, сумел подобрать нужную лексику и использовать правильные грамматические конструкции в ответах. Упражнения в этом разделе охватывают отработку вопросов по самым различным темам.

**Пример задания:**

Task 3. You are going to give an interview. You have to answer five questions.

Give full answers to the questions (2–3 sentences).

Remember that you have 40 seconds to answer each question.

Tapescript for Task 3

Interviewer: Hello everybody! It's *Teenagers Round the World* Channel. Our

guest today is a teenager from Russia and we are going to discuss summer holidays. We'd like to know our guest's point of view on this issue. Please answer five questions. So, let's get started.

Interviewer: What part of Russia do you live in? What's the weather like in summer there?

Student: \_\_\_\_\_

Interviewer: What else would you like our listeners to know about your region?

Student: \_\_\_\_\_

Interviewer: What can you tell us about your family?

Student: \_\_\_\_\_

Interviewer: How did you spend your summer holidays when you were a kid?

Student: \_\_\_\_\_

Interviewer: How would you like to spend your summer holidays in 10 years?

Student: \_\_\_\_\_

Interviewer: Thank you very much for your interview.

### Вопросы для отработки по темам

№	Опора	Варианты вопросов
1.	<b>Advertisement</b>	Are advertisements important? Do they help people buy products? Do you watch advertisements on TV or the internet? (why / why not?) Do you think art is important in life, such as painting and sculptures? Did you draw anything when you were at school? Are there any art galleries or museums in your hometown?
2.	<b>Bicycle</b>	Is bicycle a good way to move around? Do you think that there should be a separate lane for bicycles? Why should a child have a bicycle?
3.	<b>Daily Routine</b>	What do you usually do? What do you do on the weekend? What is your typical weekday like? Does your life change much from week to week? Do you have any free time during the week?
4.	<b>Clothes</b>	What type of clothes do you like to wear? What kind of clothes do people in your country usually wear? How important is fashion to you? What kind of clothes do you dislike? Do you think people behave differently in different kinds of clothes? What kind of clothes do people wear to work in your country?

5.	<b>Colours</b>	<p>What colour do you like?  Why do you like that colour?  Do you like blue colour?  Why do you like blue colour?  Why don't you like blue colour?  What colour would you paint your car if you had one, and why?  Do you like red colours (why/why not)?</p>
6.	<b>Computers</b>	<p>Do you have a computer at home?  How is it important for you? Why?  When do you use a computer and for what purpose?  Do you think computers help society?  Do you think computers are bad for health?  How do you think computers have changed the world?</p>
7.	<b>Education</b>	<p>What kind of school did you go to as a child?  What was your favourite subject as a child?  Who was your favourite teacher?  What is the education system like in our country?  Do you think your country has an effective education system?</p>
8.	<b>Email</b>	<p>Do you send and receive email regularly?  Who do you usually communicate with?  How often do you check your email?  Do you think writing email has strengthened or weakened people's writing skills?  What are some disadvantages of email?</p>
9.	<b>Family</b>	<p>Do you have a large or small family?  How much time do you spend with your family?  What do you like to do together as a family?  Do you get along well with your family?  Are people in your country generally close to their families?</p>
10.	<b>Festival</b>	<p>What's the most important festival in your country?  How do people celebrate this festival?  What special food is associated with this festival?  What special activities are associated with this festival?  What do you enjoy most about this festival?  Do you think festivals are important for a society?</p>
11.	<b>Films</b>	<p>Do you enjoy watching movies?  What's your favourite film?  Who are your favourite actors?  How often do you watch films?</p>
12.	<b>Food</b>	<p>What are some of your favourite foods?  What foods are popular in your country?  What are some of the famous dishes of your country?  Do you enjoy cooking?</p>



		<p>Who is cooking in your family?  When you were a child, who was cooking for you?  What do you usually eat for breakfast, lunch and dinner?  (Why?)  What age do you think children should be taught to cook?  (Why?)  Do you think it's important to know how to cook well?  What nutrition is good for children in your opinion? (why?)</p>
13.	<b>Free Time</b>	<p>What type of activities do you like to do in your free time?  How long have you been interested in these activities?  Do you like to do these activities alone or with other people?  (Why?)  Do you think people have enough free time? (Why/why not)?  Have you been to any swimming pool anywhere?</p>
14.	<b>Friend</b>	<p>How long have you known each other?  What do usually do together?  What do you like the most about him / her?  How often do you see each other?</p>
15.	<b>Games</b>	<p>Do you enjoy playing any games?  Why do you like "that" game?  What kind of games do you play?  Do you think adults should play games?  What do children learn from games?  What kind of games did you play when you were a child?  What games are popular in your country today?  What kind of games were popular when you were young?  Do you think mental games like chess are good for you?</p>
16.	<b>Going Out</b>	<p>Do you like going out or staying at home?  What do you like to do when you go out?  How often do you go out?  What kind of entertainment is popular in our country?</p>
17.	<b>Hobbies</b>	<p>Do you have any hobbies?  What are some of your hobbies?  When did you first develop this hobby?  What are some of the advantages of having a hobby?  How much time do you spend on your hobby?</p>
18.	<b>Home</b>	<p>What kind of building do you live in?  How long have you lived there?  What do you like about your room?  Why did you choose that room?</p>
19.	<b>Hometown</b>	<p>Where is your hometown located?  Is it easy to travel around your hometown?  What is it known for?  What do people in your town do?  What are the main industries in your hometown?</p>

		<p>What languages are spoken in your hometown?          What are the advantages of living in your hometown?          How often is it raining in your hometown?</p>
20.	<b>Internet</b>	<p>Do you use the Internet much during the day?          What do you usually do on the Internet?          What are some advantages of the Internet?          What are some disadvantages?          Do people in your country use the Internet a lot?          Do you do any shopping on the Internet?</p>
21.	<b>Market</b>	<p>Where there many street markets in your country? Why?          Do you like buying at street markets? Why?</p>
22.	<b>Music</b>	<p>Do you like music?          What kind of music do you like?          Does music have an effect on peoples lives?          When do you usually listen to music?          What kind of music did you like when you were younger?          What kind of music is popular in your country?          Do you play any musical instruments?          Do you wish you could play any musical instruments?          Which is your favourite instrument?          What kind of problems can people have with their neighbours in a big city?</p>
23.	<b>Nature</b>	<p>Do you love nature?          What do you like about nature?          Do you like to live in a place filled with nature?          Are there a lot of trees near your home?          Do you like trees?          What is the importance of trees?          Have you ever planted one?</p>
24.	<b>Neighbours</b>	<p>Do you know the people who live next door to you?          How often do you see each other?          What kind of relationship do you have?          How can neighbours be helpful?</p>
25.	<b>Shopping</b>	<p>Do you enjoy shopping?          How do you feel about shopping?          Do you like shopping on the Internet?          Do you have any favourite stores?          What don't you like about shopping?          Which is the most popular place to shop in your hometown?</p>
26.	<b>Sports</b>	<p>Do you like sports?          Do you enjoy watching sports?          Do you enjoy participating in any sports?          Which sports are most popular in your country?          What's your favourite sport?          When did you first become interested in sports?</p>

		How often do you participate in sports? What equipment do you need for your favourite sport?
27.	<b>Studies</b>	What are you studying now? What do you like about the course you study? What is your area of specialization?
28.	<b>Travel</b>	Do you like to travel? Describe a journey you've been to? What kind of places have you visited in your life? Which place would you really like to visit? Why? What's the best place you've ever visited?
29.	<b>Television</b>	Do you watch television a lot? What do you usually watch on television? How many hours of television do you usually watch? What are the most popular shows in your country? What kind of shows do you like to watch? What are some advantages of television? What are some of the disadvantages of television? What did you last watch on television? Why do you think certain TV shows are so popular? Do you like to watch TV? – How often do you do it? What programs do you usually watch? Do you think children are addicted to TV these days?
30.	<b>Tourism</b>	Which places would you recommend to a visitor to your country? Do a lot of tourists visit your country? What do they usually do there? How has tourism changed your country? Is your country expensive for most tourists? What are some famous landmarks in your country?
31.	<b>Weekdays</b>	Do you spend all weekends in the same way? What is your favourite day of the week? Why? What day is the busiest for you? Why? What do you do on weekends? Do you wear any particular outfit on weekdays or weekend? (Why/why not?) Will you change it in the future? (why / why not?)
32.	<b>Work</b>	What do you do for a living? What are your responsibilities? How do you handle pressure in the workplace? How many hours do you work each day? How did you get this job? Do you enjoy your work? What do you enjoy about your work? What do you dislike about your work?

		<p>Is there some other kind of work you would rather do?  Do you prefer to work alone or on a team?  Do you think teamwork is important?  If you could change your job or profession, what would you do?  Do you think your way of work or work culture will change in future?  When is the most productive time for you: morning or afternoon?</p>
33.	<b>Weather / Seasons</b>	<p>What's the weather like in your country?  Does the weather affect your mood?  How do rainy days make you feel?  What is your favourite season of the year?  What do you like to do when it's hot?  What do you usually do in the winter?  Do you like cold weather?  What weather do you like the most? Why?  Do you prefer any particular season? Would you like it to continue throughout the year or should the seasons keep changing?  How many seasons does your country have?  Do you like when it rains? (Why/why not)?</p>

#### **Типичные ошибки:**

- учащиеся не понимают вопрос
- дают расплывчатый ответ, вместо конкретного
- дают общий совет
- задают вопрос с языковыми ошибками (пропускают глагол-связку, используют неправильные формы глаголов, употребляют прилагательное вместо наречия, нарушают структуру предложения и т.д)

#### **Задание 4 (тематическое высказывание)**

Данное задание относится к высокому уровню сложности и проверяет различные навыки и умения выпускника выстраивать связное тематическое высказывание, а также высокий уровень языковой подготовки.

Требуемый объем высказывания от 12 до 15 фраз. В приложении №3 представлены карточки для отработки этого задания.

#### **План ответа**

1. Вступление
2. Краткое описание фотографий и различий в них. Обязательно связать с темой проекта.
3. Достоинства
4. Недостатки
5. Собственное мнение

## 6. Заключение

### **Пример задания (фото в приложении № 2)**

Task 4. Imagine that you are doing a project “Life without gadgets” together with your friend. You have found some illustrations and want to share the news. Leave a voice message to your friend. In 2.5 minutes, be ready to:

- explain the choice of the illustrations for the project by briefly describing them and noting the differences
- mention the advantages (1-2) of the two types of books;
- mention disadvantages (1–2) of the two types of books;
- express your opinion on the subject of the project – which of the books you’d prefer and why.

You will speak for not more than 3 minutes (12–15 sentences). You have to talk continuously.

### **Пример ответа 4 задания устной части ЕГЭ по английскому:**

«Hi, Mary! I’ve just found 2 pictures for our project on topic "Life without gadgets" and I would like to tell you about them

I consider, they are quite relevant to our project, as both photos have certain features which just perfectly illustrate the main idea of it. So, in the first picture my mother is in her student years. At that time students were no gadgets, so the main place to search information was a library. Reading was very popular at that time. In second picture, I can see my cousin Kate. She can't imagine life without gadgets, belongs to generation that is dependent on them. There is no doubt that photos are different. In the first picture an environment is free of gadgets, where people read paper books. The second picture shows an ability to read books from home using an e-reader.

I believe that paper books have advantages. For example, you can take notes while reading. Advantage of e-readers is that you can download a lot of books there.

As for the disadvantages, you need to go to library to get new books. Disadvantage of using e-book is that you may forget to charge it.

I believe that pictures perfectly illustrate the theme of our project. The first one shows life without gadgets, which can be interesting and active. The second photo reflects a connection of modern generation with technology.

As a person of modern generation, I believe that we need gadgets. Gadgets make life brighter. They can help us with entertainment, study and work».

### **Типичные ошибки:**

- при описании фотографий нет связи с темой проекта
- при сравнении фотографий выделение различий, не связанных с темой проекта
- повторение одних и тех же идей в описании и сравнении
- отсутствие адресности
- в четвертом аспекте непонимание лексических и грамматических различий между глаголами

## **Заключение**

Подготовка к экзамену является одним из этапов обучения английскому языку. Процесс подготовки к экзаменам- это процесс подготовки к взрослой жизни, выбору профессии, где коммуникация занимает решающее место. В любом поле деятельности она играет ведущую роль, начиная от работы с информацией и заканчивая общением с людьми. Все это позволяет выпускникам еще лучше увидеть и понять окружающий мир, выбрать модели своего поведения и различные способы решения проблемных ситуаций в общении.

## **Список использованной литературы**

1. Longman Dictionary of Contemporary English – Pearson, 2021 г.

## **Электронные ресурсы:**

1. Спецификация контрольных измерительных материалов для проведения в 2023 году единого государственного экзамена по иностранным языкам- [Электронный ресурс]- Режим доступа: [fipi.ru](http://fipi.ru)
2. Вербицкая М.В. , Махмурян К.С. , Бажанов А.Е., Кузьмина Е.В., Ратникова Е.И., Рахимбекова Л.Ш. Методические рекомендации для учителей, подготовленные на основе анализа типичных ошибок участников ЕГЭ 2022 года по иностранным языкам (английский, немецкий, французский, испанский, китайский языки) - [Электронный ресурс]- Режим доступа: <http://metod.vnovobr.ru/files/419.pdf>

## Приложение №1



## Приложение №2

Photo 1

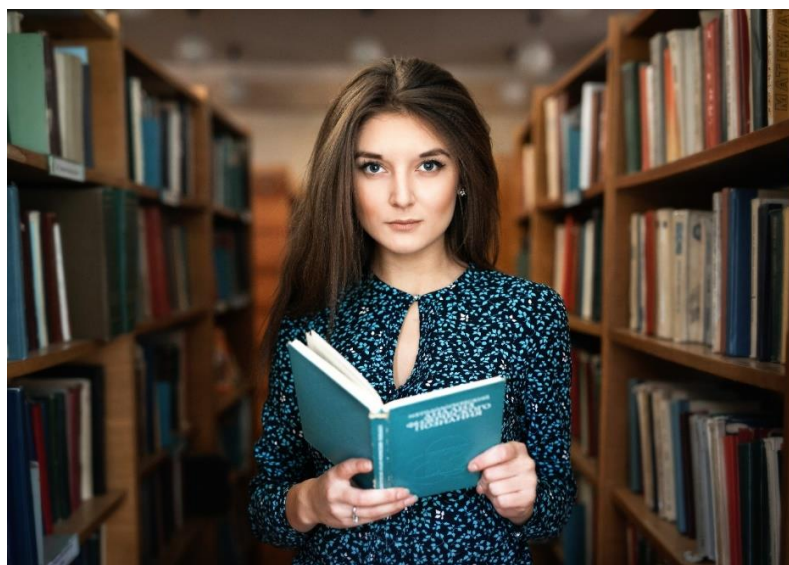


Photo 2



### Приложение №3. Карточки для отработки (задание 4)

**Task 4.** Imagine that you are doing a project “Traditional hobbies” together with your friend. You have found some illustrations and want to share the news.

Leave a voice message to your friend. In 2.5 minutes, be ready to:

- explain the choice of the illustrations for the project by briefly describing them and noting the differences
- mention the advantages (1-2) of the two types of hobbies;
- mention disadvantages (1–2) of the two types of hobbies;
- express your opinion on the subject of the project – which of the hobbies you’d prefer and why.

You will speak for not more than 3 minutes (12–15 sentences). You have to talk continuously.



**Task 4.** Imagine that you are doing a project “Summer holidays” together with your friend. You have found some illustrations and want to share the news.

Leave a voice message to your friend. In 2.5 minutes, be ready to:

- explain the choice of the illustrations for the project by briefly describing them and noting the differences
- mention the advantages (1-2) of the two types of holidays
- mention disadvantages (1–2) of the two types of holidays;
- express your opinion on the subject of the project – which of the types of summer holidays you’d prefer and why.

You will speak for not more than 3 minutes (12–15 sentences). You have to talk continuously.

You will speak for not more than 3 minutes (12–15 sentences). You have to talk continuously.





**Task 4.** Imagine that you are doing a project “Exploring the world ” together with your friend. You have found some illustrations and want to share the news. Leave a voice message to your friend. In 2.5 minutes, be ready to:

- explain the choice of the illustrations for the project by briefly describing them and noting the differences
- mention the advantages (1-2) of the two ways of exploring the world;
- mention disadvantages (1–2) of the two ways of exploring the world;
- express your opinion on the subject of the project – which way of exploring the world you’d prefer and why.

You will speak for not more than 3 minutes (12–15 sentences). You have to talk continuously.



**Task 4.** Imagine that you are doing a project “Eating out ” together with your friend. You have found some illustrations and want to share the news. Leave a voice message to your friend. In 2.5 minutes, be ready to:

- explain the choice of the illustrations for the project by briefly describing them and noting the differences
- mention the advantages (1-2) of the two eating places;
- mention disadvantages (1–2) of the two eating places;
- express your opinion on the subject of the project – which of the eating places you’d prefer and why.

You will speak for not more than 3 minutes (12–15 sentences). You have to talk continuously.



**Task 4.** Imagine that you are doing a project “Life without stress ” together with your friend. You have found some illustrations and want to share the news. Leave a voice message to your friend. In 2.5 minutes, be ready to:

- explain the choice of the illustrations for the project by briefly describing them and noting the differences
- mention the advantages (1-2) of the two ways to relieve stress;
- mention disadvantages (1–2) of the two ways to relieve stress;
- express your opinion on the subject of the project – which of the ways to relieve stress you’d prefer and why

You will speak for not more than 3 minutes (12–15 sentences). You have to talk continuously.



**Task 4.** Imagine that you are doing a project “After- school activities” together with your friend. You have found some illustrations and want to share the news. Leave a voice message to your friend. In 2.5 minutes, be ready to:

- explain the choice of the illustrations for the project by briefly describing them and noting the differences
- mention the advantages (1-2) of the two after- school activities;
- mention disadvantages (1–2) of the two after- school activities;
- express your opinion on the subject of the project – what extracurricular activity you’d prefer and why.

You will speak for not more than 3 minutes (12–15 sentences). You have to talk continuously.

